



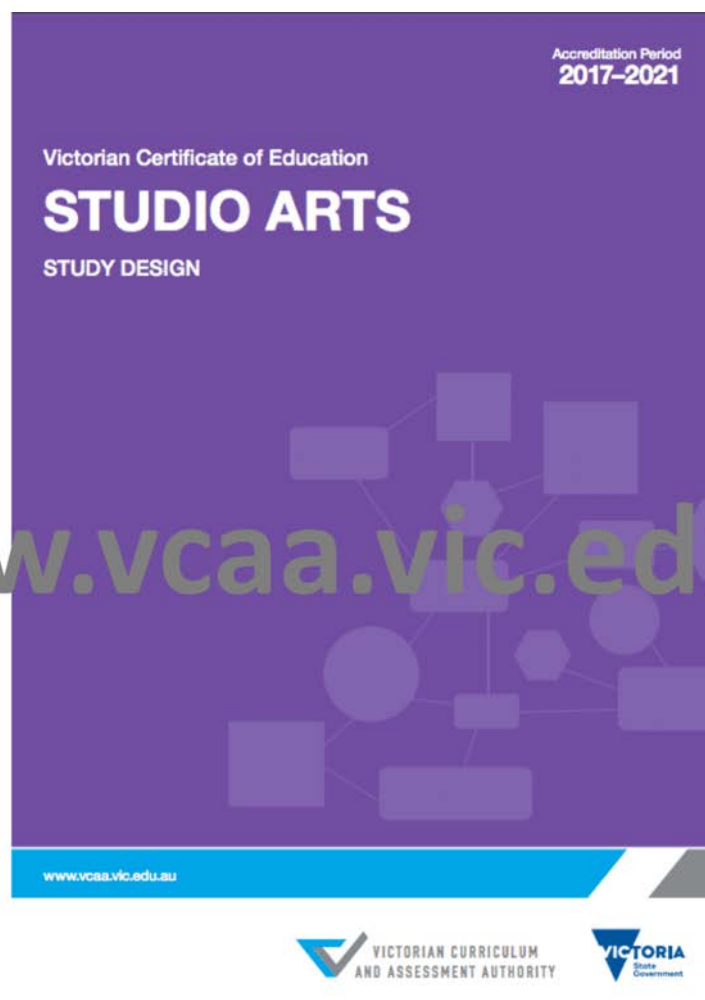
VCE STUDIO ARTS | VCE ART

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STUDIO ARTS UNITS 3+4 OVERVIEW

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VCE Studio Arts: Administrative advice for School-based Assessment in 2017

Units 3 and 4 School-assessed Task

The School-assessed Task contributes 60 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcomes 1 & 2 and Unit 4 Outcomes 1 & 2. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 8-18. This assessment is subject to the VCAA's statistical moderation process.

The 2017 VCAA Studio Arts assessment sheet on page 24 will be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Studio Arts study page of the VCAA website and notification of their publication is given in the February VCAA Bulletin. Details of authentication requirements and administrative arrangements for School-assessed Tasks will be updated annually and published in the current years VCE and VCAL Administrative Handbook.

The Authentication Record Form on page 21 and Teacher Additional Comment Sheet on pages 22 and 23 are to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task has four components.

- Unit 3 Outcome 1
- Unit 3 Outcome 2
- Unit 4 Outcome 1
- Unit 4 Outcome 2

Students must acknowledge and employ appropriate health and safety practices relevant to their practical work with respect to themselves and the environment

Cross study specifications

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Cross-study specifications

For the purposes of this study the following specifications apply. Specific details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Studio practice

Studio practice has a range of characteristics that vary, dependent on the time, period and culture in which the artist is working. Artists explore individual ideas, subject matter and conceptual possibilities based on artistic influences and inspiration and may draw on particular styles from different periods of time and cultures. They experiment with materials, techniques, processes and art forms, including photography, digital imaging, textiles, painting, installation, printmaking, drawing, film, video, sculpture, mixed media, ceramics, sound, animation, performance and interdisciplinary practices.

Studio process

In their studio practice, artists create artworks using a studio process. For the purpose of this study the studio process consists of five key stages: explore, develop, refine, resolve and present. At each stage of the studio process the student uses creative and critical thinking to document and reflect on the studio process. The studio process is supported through the development and use of:

- an exploration proposal
- a work plan
- a visual diary
- art forms
- potential directions
- presentation of final artworks

The **exploration proposal** is a written and visual document that expresses the student's ideas and how they will develop and explore conceptual possibilities, sources of inspiration, artistic influences, art forms, materials, techniques and processes, art elements, art principles, aesthetic qualities and subject matter.

The **work plan** is a weekly outline that demonstrates how the student will progress through the studio process to clearly communicate the intentions of the exploration proposal.

The **visual diary** is an organised collection of written and visual annotations that provide insights about the student's studio practice through the studio process. Annotations and visual information contained in the visual diary can be presented digitally or in a book. Written and visual material can include annotations, mind maps, images, drawings, sketches, evaluations, photographs, screen captures or scans. Evidence of the student's studio practice is progressively documented in the visual diary and should aim to explain and evaluate the exploratory work in reference to the ideas presented in the exploration proposal.

The exploration of **art forms** may include digital imaging, painting, drawing, printmaking, mixed media, sculpture, ceramics, photography, textiles, installation, video, film, sound, animation, performance and interdisciplinary practices.

In the studio process the artist produces **potential directions** that should aim to effectively communicate resolved conceptual possibilities, subject matter, aesthetic qualities, materials and techniques as documented in the exploration proposal. Potential directions are used as the basis for developing artworks.

When presenting **final artworks** students demonstrate a refined application of materials and techniques that resolve and communicate the student's ideas.

Cross study specifications

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Investigating studio practices

Investigating studio practices supports the development of the student's own practice. Research offers students a model for inquiry that informs their own art making practices. The research focuses on the visual analysis of subject matter in artworks and investigates how artists have interpreted sources of inspiration and influences in art making. It requires students to examine how artists have used materials, techniques and processes to communicate ideas. Students investigate how artists have been influenced by historical and cultural contexts to develop artworks.

The **historical context** refers to the time and place in which the artist created the artwork.

The **cultural context** refers to the artistic, environmental, economic, social, technological, political or religious climate of the time that may have influenced the artist.

Visual language

Visual language is an integral component of studio practice and refers to communication of ideas through experiences, images and objects.

Artists use visual language to communicate the exploration, development and resolution of artworks. They experiment with, and develop and refine, materials, techniques and processes and to communicate their intention.

When creating and producing contemporary artworks, the artist relies on historical understanding of specific styles, representations and imagery. Ideas, beliefs, values and concepts are communicated through the context, placement and juxtaposition of objects, styles and representations.

Aesthetic qualities, art elements and art principles

In their studio process artists use art elements and art principles to explore and express their ideas and to create aesthetic qualities. Aesthetic qualities can be perceived differently by different viewers, dependent on their individual responses, the context of the artwork and the personal, cultural context in which the artwork is intended viewed.

The use of art elements and art principles by artists to create aesthetic qualities is varied, depending on the form, but generally include:

- art elements – line, colour, texture, tone, form, space, scale, time and light
- art principles – emphasis (focal point), movement, rhythm, unity, variety, space, repetition (pattern), balance, contrast, proportion, space and scale.

Artists use and consider art elements and art principles to create aesthetic qualities when they explore, develop, refine, resolve and present artworks. The way in which the audience perceives aesthetic qualities can be different from the intentions of the artist and therefore the meaning of the artwork is open to different interpretations by viewers.

Please refer to the cross-study specification on pages 10 and 11 of the Studio Arts study design.

Art elements – as defined in the cross-study specifications

The art elements are the basic visual building blocks that can be observed or experienced in an artwork.

Artists use them to compose or order the way we see an artwork. They also convey ideas through their associations.

- Line
- Colour
- Tone
- Texture
- Shape
- Form
- Sound
- Light
- Time

Art principles – as defined in the cross-study specifications

Art elements are organised individually or in combination to create art principles.

- Balance
- Contrast
- Emphasis/focal point
 - Movement
 - Proportion
- Repetition (Pattern)
 - Rhythm
- Scale
- Space
- Unity
- Variety

Visual language

- Visual language is an integral component of studio practice and **refers to communication of ideas through experiences, images and objects.**
- Artists use visual language to communicate the exploration, development and resolution of artworks.
- They experiment with, and develop and refine, materials, techniques and processes and to communicate their intention.
- When creating and producing contemporary artworks, the artist relies on historical understanding of specific styles, representations and imagery.
- **Ideas, beliefs, values and concepts (artist, curator, audience, student, teacher)** are communicated through the **context, placement and juxtaposition (gallery, museum, space, studio, classroom)** of **objects, styles and representations (artwork, potential directions, explorations).**

Unit 3 Studio Arts – Studio practices and processes

- Outcome 1 – Exploration Proposal and Work Plan
- Outcome 2 – Visual Diary and Potential Directions
- Outcome 3 - Artists and studio practices

The Studio Process – Unit 3

Relevant stages of the studio process: explore, develop and refine

- Exploration Proposal (750 – 1000 words)
- Work Plan
- Visual Diary
- Potential Directions – minimum of two

Outcome 1 – Exploration Proposal and Work Plan

- discuss **conceptual possibilities** and explain the ideas to be explored
- describe and explain the **focus and subject matter** to be communicated and developed
- describe the **art form/s** to be explored
- discuss the **sources of inspiration** to be investigated and analysed in relation to student's individual ideas
- communicate how the **aesthetic qualities** may be explored in relation to the ideas
- discuss the intended use of **art elements and art principles** to be explored
- explain the **materials** to be explored
- explain the **techniques** to be explored and propose how these may support the communication of ideas
- explain the selection of materials and techniques
- **plan** the studio process
- apply appropriate **terminology** in the discussion of the studio process.

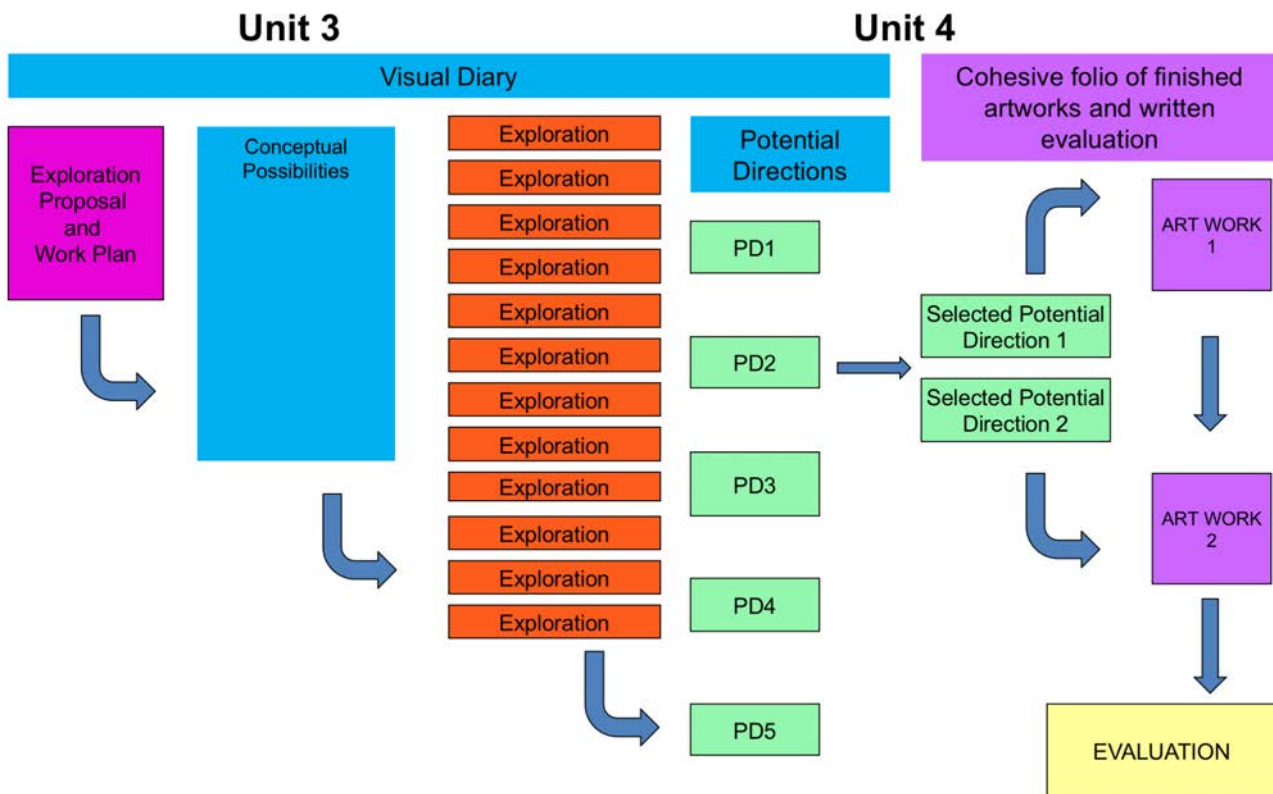
Outcome 2 – Visual Diary and Potential Directions

- **use** an exploration proposal to frame an individual studio process
- **interpret and respond** to the sources of inspiration and ideas in the exploration proposal
- **develop** individual and personal subject matter and ideas conceptually and aesthetically
- **explore** art elements and art principles, materials and techniques to demonstrate aesthetic qualities in selected art forms
- **develop and refine** techniques appropriate to the communication of individual ideas
- **document** reflections, identify, analyse and evaluate the experimental and developmental work, including the clarification of ideas and studio processes in a visual diary
- **develop a range of potential directions** throughout the studio process
- **use** appropriate terminology to **annotate** studio practice.

Source: VCAA VCE Studio Arts Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

Visual Diary

- Progressively document the exploration and development of ideas in the visual diary
- Number, date and initial each page in the visual diary
- Avoid 'curating' the visual diary in a folder using plastic pockets and imposing a false order on the development of ideas.
- Another person should be able to easily navigate and understand your studio process through reading about it in the visual diary.



Potential Directions

- Clearly label and evaluate all potential directions – there is no further refinement of potential directions in Unit 4.
- Refine the potential directions during Unit 3.
- Evaluate the potential directions during Unit 3.
- Ensure that images of the potential directions appear next to the evaluation of it in the visual diary.

Outcome 3 – Artists and studio practices

- analyse ways in which artworks reflect artists' **interpretations of subject matter, influences, cultural and historical contexts and the communication of ideas and meanings**
- analyse and discuss ways in which artists **use materials, techniques and processes**
- analyse the ways in which artists **use art elements and art principles to demonstrate aesthetic qualities**
- research and discuss **art practices** in relation to particular **recognised historical and contemporary artworks.**

Source: VCAA VCE Studio Arts Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

In Unit 3 Outcome 3, students need to:

- Study two artists from different historical and cultural contexts
- Study two artworks by each artist
- Study a range of recognised historical and contemporary artworks and practice responding to the depiction of subject matter, use of art elements and art principles, aesthetic qualities and use of material and techniques.

In Outcome 3, be prepared to discuss the two artist's:

- interpretations of subject matter
- influences
- cultural and historical contexts
- the communication of ideas and meanings
- use materials, techniques and processes
- use art elements and art principles to demonstrate aesthetic qualities

The Studio Process – Unit 4

**Relevant stages of the studio process:
resolve and present**

- Two Artworks
- Evaluation (500 – 750 words)

Unit 4 Studio Arts – Studio practice and art industry contexts

- Outcome 1 - Production and presentation of artworks
- Outcome 2 – Evaluation
- Outcome 3 – Art Industry Contexts

Outcome 1 – Two Artworks

- Students must produce two finished artwork using selected potential directions from Unit 3
- All film, digital and sound based works developed in Unit 3 must be reshot, re-photographed or re-recorded again in Unit 4.
- Students must document the development of each artwork for authentication purposes.
- Identify and select parts of or the entire potential direction.

Outcome 2 - Evaluation

- Written and visual material
- 500 – 750 word limit (highly recommended)
- Discuss the selection of potential directions

One way of setting up the evaluation

UNIT 4 STUDIO ARTS - OUTCOME 2 Evaluation

In this area of study students reflect on the selection of potential directions that form the basis of development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks. When the artworks have been completed, students examine and reflect on the communication of ideas, the use of materials and techniques, the demonstration of aesthetic qualities and the relationships that have been formed through the presentation of artworks. They may explain any refocusing and provide visual support materials that demonstrate the refinement of techniques and processes employed.

Outcome 2

On completion of this unit the student provides a document that identifies and evaluates the selected potential directions, and effectively demonstrates the refinement of techniques and processes employed.

Nature of task

A visual and written statement on the selection of potential directions that form the basis for the development of the artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks. When the artworks have been completed, students examine and reflect on the communication of ideas, the use of materials and techniques, the demonstration of aesthetic qualities and the relationships that have been formed through the presentation of artworks. They may explain any refocusing and provide visual support materials that demonstrate the refinement of techniques and processes employed.

Complete the following tasks:

1. Carefully photograph or scan each artwork - consider lighting, space and colour correction.
2. Create a document to write the evaluation.
3. At the top of the document place the title - 'Unit 4 Studio Arts, Outcome 2, Evaluation'.
4. Place a photograph of each artwork and label it with either: 'Artwork 1' or 'Artwork 2'.
5. Underneath or beside each artwork, place an image of the potential directions used to develop the artworks.

Answer the following questions

6. Identify and describe the focus and subject matter of the artworks.
7. Explain the ways in which potential directions contributed to the development and refinement of artworks.
8. Explain further refinement to the potential directions in order to develop the artworks (use visual documentation to assist with the explanation).
9. Reflect on the effectiveness of artworks to communicate ideas - have you achieved what was written about in the exploration proposal?
10. Discuss and evaluate the presentation of artworks - framing, lighting, wall colour, space...
11. Explain and evaluate how materials and techniques were applied in the artworks. Use visual documentation to assist with the explanation.
12. Explain and evaluate how aesthetic qualities were resolved in the artworks.

Complete the following tasks:

1. Carefully photograph or scan each artwork - consider lighting, space and colour correction.
2. Create a document to write the evaluation.
3. At the top of the document place the title - 'Unit 4 Studio Arts, Outcome 2, Evaluation'.
4. Place a photograph of each artwork and label it with either: 'Artwork 1' or 'Artwork 2'.
5. Underneath or beside each artwork, place an image of the potential directions used to develop the artworks.

Answer the following questions in 750 words:

6. Identify and describe the focus and subject matter of the artworks.
7. Explain the ways in which potential directions contributed to the development and refinement of artworks.
8. Explain further refinement to the potential directions in order to develop the artworks (use visual documentation to assist with the explanation).
9. Reflect on the effectiveness of artworks to communicate ideas - have you achieved what was written about in the exploration proposal?
10. Discuss and evaluate the presentation of artworks - framing, lighting, wall colour, space...
11. Explain and evaluate how materials and techniques were applied in the artworks. Use visual documentation to assist with the explanation.
12. Explain and evaluate how aesthetic qualities were resolved in the artworks.

Outcome 3 – Art Industry Contexts

Compare methods used by artists and consideration of curators in the:

- Preparation
- Presentation
- Conservation
- Promotion

of artworks in two different exhibition spaces.

- Students must reference specific artworks from the exhibitions they visit.
- The exhibitions must be visited in the current year of study.

Compare	Methods and Considerations used by artists and curators	Exhibition 1	Exhibition 2
Preparation	Travel Storage Handling Sponsorship Studio Visit Loan arrangements		
Presentation	Lighting Exhibition design Installation and de-installation		
Preventative Conservation	Temperature Relative Humidity Pest Control Airborne pollutants Invigilation		
Promotion	Social Media Advertising Radio Print		

End of year examination

- 1.5 hours in length.
- Check exam calendar on the VCAA website
- Read past examination reports.
- Download and complete past examination papers – VCAA website.
- Go to revision seminars – AEV, Engage Education
- Collect and organise classwork and notes throughout the year.
- Make exam revision time part of your study plan each week.
- Time yourself – use the mark indicator as a time reference. For example, 9 marks = 9 minutes.

Studio Arts examination format

- The examination will consist of **three** sections:
- **Section A** will consist of three to four short-answer and extended-answer questions based on a range of unseen visual stimulus material. The visual stimulus material will include a broad range of historical and contemporary artworks from a wide variety of artists across various historical and cultural contexts and will vary from year to year. The number of unseen artworks will not exceed 15. Visual stimulus material may be printed in colour and will be presented in a detachable insert. Section A will be worth a total of 25 marks.
- **Section B** will consist of two to three short-answer and extended-answer questions **based on the student's studio practice**. Section B will be worth a total of 25 marks.
- **Section C** will consist of two extended-answer questions that require responses in the form of an essay and/or extended piece of writing that develops ideas in depth. Questions may refer to visual and/or written stimulus material, including images and the views of artists and/or others in written form. Section C will be worth a total of 25 marks.
- **All questions will be compulsory**. The total marks for the examination will be 75.

VCE Studio Arts 2017–2021

Written examination – End of year

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.

There will be 15 minutes reading time and 1 hour and 30 minutes writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 30 per cent to the study score.

Content

The VCE Studio Arts Study Design 2017–2021 is the document for the development of the examination. All outcomes in Units 3 and 4 will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4, and the section on 'Cross-study specifications' in the study design (pages 10 and 11), are examinable.

Format

The examination will be in the form of a question and answer book.

The examination will consist of three sections.

Section A will consist of three to four short-answer and extended-answer questions based on a range of unseen visual stimulus material. The visual stimulus material will include a broad range of historical and contemporary artworks from a wide variety of artists across various historical and cultural contexts and will vary from year to year. The number of unseen artworks will not exceed 15. Visual stimulus material may be printed in colour and will be presented in a detachable insert. Section A will be worth a total of 25 marks.

Section B will consist of two to three short-answer and extended-answer questions based on the student's studio practice. Section B will be worth a total of 25 marks.

Section C will consist of two extended-answer questions that require responses in the form of an essay and/or extended piece of writing that develops ideas in depth. Questions may refer to visual and/or written stimulus material, including images and the views of artists and/or others in written form. Section C will be worth a total of 25 marks.

All questions will be compulsory. The total marks for the examination will be 75.

Answers are to be recorded in the spaces provided in the question and answer book.

End of Year Examination Assessment Criteria

Criteria

The examination will be assessed against the following criteria:

- analysis of ways in which artists from different historical and cultural contexts undertake artistic practices and use materials, techniques and processes
- analysis of ways in which artists from different historical and cultural contexts use art elements and principles to develop aesthetic qualities and styles in their artworks
- analysis of ways in which artworks reflect the artists' interpretation of subject matter, influences, historical and cultural contexts, and the communication of ideas and meanings
- discussion of artists' practices relating to a particular art form(s)
- discussion of the student's studio practice
- identification and description of the characteristics of various galleries and other art spaces
- comparison of the methods of, and intentions in, exhibiting artworks in galleries and other art spaces in the year of study
- analysis and evaluation of how artworks are presented in different exhibitions and the curatorial considerations, exhibition design and promotional methods involved in preparing and presenting specific artworks for display
- analysis and evaluation of methods and considerations involved in the conservation of specific artworks related to exhibitions visited in the year of study
- use of appropriate art language and vocabulary

Source: VCAA VCE Studio Arts Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

Studio Arts Exam Criteria

The examination will be assessed against the following criteria:

- analysis of ways in which artists from different historical and cultural contexts undertake artistic practices and use materials, techniques and processes
- analysis of ways in which artists from different historical and cultural contexts use art elements and principles to develop aesthetic qualities and styles in their artworks
- analysis of ways in which artworks reflect the artists' interpretation of subject matter, influences, historical and cultural contexts, and the communication of ideas and meanings
- discussion of artists' practices relating to a particular art form(s)
- **discussion of the student's studio practice**
- identification and description of the characteristics of various galleries and other art spaces
- comparison of the methods of, and intentions in, exhibiting artworks in galleries and other art spaces in **the year of study**
- analysis and evaluation of how artworks are presented in different exhibitions and the curatorial considerations, exhibition design and promotional methods involved in preparing and presenting **specific artworks** for display
- analysis and evaluation of methods and considerations involved in the conservation of **specific artworks** related to exhibitions visited in the year of study
- use of appropriate art language and vocabulary

Source: VCAA VCE Studio Arts Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

Further questions and who to contact:

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