Curriculum and Assessment Plan: VCE Art Making and Exhibiting (From 2023)

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| Senior secondary education provider details | |
| Senior secondary education provider name: |  |
| Submission number: |  |
| Contact name/s: |  |
| Contact details (email and telephone): |  |
| What is the accreditation period and title of the VCE study design being used to complete this document?  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery.* |  |

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| **Schedule 8 – Minimum standards for registration to provide an accredited senior secondary course:**  **2 Student learning outcomes**  A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must—   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.   **5 Teaching and learning**  A senior secondary education provider must have—   1. processes to ensure the consistent application of assessment criteria and practices; and 2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   *(Education and Training Reform Regulations 2017, Schedule 8.5)* | |
| **Evidence requirement** | Complete this template or provide a comparable curriculum and assessment plan for VCE Art Making and Exhibiting as follows:   * for Units 1 to 4: a curriculum delivery plan identifying how students will meet the requirements of each outcome. * for Units 3 and 4: a School-assessed Coursework (SAC) plan and a School-assessed Task (SAT) plan for each assessment task (as appropriate) in Units 3 and 4. |
| **What the VCAA is assessing** | A senior secondary education provider must be able to demonstrate that the format and conditions of tasks used for school-based assessment meet the requirements of the relevant VCE study design, the VCE assessment principles and the VCAA’s administrative requirements.  This is an aspect of the process to ensure that:   * the course is being delivered to the standards established by the VCAA * students are able to satisfactorily complete the course * there is consistent application of assessment criteria and practices * there are compliant processes in place to oversee the conduct of assessments. |
| **Compliance is measured against** | * VCE study design applicable for the year of delivery * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * administrative information for School-based Assessment located on the study’s webpage * any additional documents as prescribed in the study design and located on the study’s webpage; e.g. VCAA Bulletin items * the VCE Administrative Handbook, particularly the section ‘Scored assessment: School-based Assessment’. |
| **Resources** | * [VCE Art Making and Exhibiting study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx) * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) |

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| **Advice on completing these plans**   * A curriculum delivery plan for Units 1 and 2 or Units 3 and 4 must be completed for each unit the senior secondary education provider is applying for permission to deliver. Use the template provided. * For Units 3 and 4 **only**: * A School-assessed Coursework (SAC) plan must be completed for each SAC task planned for delivery in Units 3 and 4. If only Units 1 and 2 are being applied for, this plan does not need to be completed. * A School-assessed Task (SAT) plan must be completed for each SAT in planned for delivery in Units 3 and 4. * Senior secondary education providers that have established documentation in place; e.g. assessment tasks, are invited to attach these as appendices. |
| **Checklist**  Prior to submitting this document, ensure the following points are checked:  Correct study design is being used.  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery.*  Correct outcomes, key knowledge and key skills are being taught and assessed.  Students have opportunity to demonstrate the key knowledge and key skills required to satisfactorily meet the requirements of each outcome within the units.  Examples of set work are outlined in the plan.  Assessment task types and requirements reflect specifications set out within the study design.  The conditions under which the task will be run are fair to all students.  Timing of assessment task/s and the time/s allocated to the task/s is fair.  Instructions provided to students about task/s are appropriate and clear.  Authentication management is appropriate. |

Units 1 and 2 Curriculum delivery plan

A curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of set work and assessment tasks. Teachers must develop courses that provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory). In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2.

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| Curriculum and Assessment Plan | | | |
| **Unit 1, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 1, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| **Unit 1, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 2, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 2, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 2, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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How will you introduce students to ‘Exhibiting artworks’ listed in the Study Specifications, including the roles and responsibilities in exhibitions and galleries? Refer to teaching and learning activities for Unit 1 Area of Study 3 and Unit 2 Area of Study 1.

Click here to enter text.

Discuss the selection of art forms that you have selected for students to study in Units 1 and 2 and how they address the key knowledge and skills of Unit 1 Outcome 1 and Unit 2 Outcome 2 and 3.

Describe the authentication practices that the school will put into place for Units 1 and 2, Outcome 1 and 2.

Click here to enter text.

Units 3 and 4 Curriculum delivery plan

A curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of set work and assessment tasks. Teachers must develop courses that provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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| Curriculum and Assessment Plan | | | |
| **Unit 3, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 3, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 3, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 4, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 4, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 4, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Art Making and Exhibiting](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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Describe the learning activities used for the delivery of the SAT indicating how the key knowledge and skills will be addressed in each outcome. Indicate the art forms that students will be working in.

Click here to enter text.

How do you unpack the assessment criteria for the School-assessed Task for the students? Describe how you demonstrate the achievement in each descriptor to the students?

Click here to enter text.

Describe the administration and authentication practices including feedback that the school will put into place for the School-assessed Task for Units 3 and 4.

Click here to enter text.

Describe the teaching and learning activities for Unit 3 and 4 Outcome 3, discussing the galleries, artists and artworks to be studied. Describe how these activities are linked to the student’s own selection of art forms and art making.

Click here to enter text.

Units 3 and 4 School-assessed Coursework (SAC) plan

In Units 3 and 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks for VCE Art Making and Exhibiting include SAC tasks and School-assessed Tasks (SATs). The following plan needs to be completed for each **SAC** task planned for Units 3 and 4.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. List the specific key knowledge and key skills being assessed by this SAC task

Click here to enter text.

1. What is the proposed week of delivery for this SAC task (e.g. Term 1, Week 4)?

Click here to enter text.

1. What task type/s will be used for this SAC task?

Click here to enter text.

*Example: an essay or a series of short responses.*

*Please describe the tasks used for the practical and written components of the task for Outcome 3.*

*Please refer to the applicable VCE study design.*

1. How will the SAC task be structured?

Click here to enter text.

*Use the following questions to help shape the response:   
How will the task be constructed? E.g. The task will be constructed as a set of x number of short and x number of extended response questions.  
How will the task be designed?   
What stimulus materials will be used? E.g. Students respond to stimulus materials based on contemporary material.  
How will the task cater for a range of high, medium and low responses?*

1. Explain how the SAC task meets the [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) *(please refer to the document via the link to complete the response)*

Click here to enter text.

*How is the SAC task valid and reasonable?*

*How is the SAC task equitable?*

*How is the SAC task balanced?*

*How is the SAC task efficient?*

1. Outline the conditions under which the task will run (include information on the lesson allocation, the amount of time allocated to each SAC task, length of the SAC task/s, conditions under which the SAC task will be run, degree of supervision, access to resources.)

Click here to enter text.

*Example: 120 minutes over two periods*

*30 minutes: students access stimulus materials and can research and discuss during this time*

*Task distributed under test conditions*

*10 minutes: reading time*

*80 minutes: writing time (20 mins in one period, 60 mins the following period)*

1. What instructions will be provided to students about the SAC task?

Click here to enter text.

*What is printed on the SAC task coversheet given to students?*

1. What materials will students be able to use for the SAC task?

Click here to enter text.

*Example: Pens, highlighters, laptop, textbook or other materials for research purposes, handwritten notes)*

1. How will it be ensured that student work can be authenticated for this task?

Click here to enter text.

*Example: Students can read, discuss and research during initial 30 minutes. They can write notes and annotate their stimulus materials.*

*When reading time commences, all research materials will be removed. Students will be allowed to keep their annotated stimulus materials and written notes.*

*Explain how student notes will be authenticated (if applicable).*

*Students cannot remove materials after the end of the first period. They cannot bring in any new materials in the second period.*

*All notes and annotated materials will be submitted with the task.*

*If there will be multiple classes of this study, include information on how authentication of student work will be managed.*

*If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks, tasks used from previous years, past VCAA examination papers) explain how the materials will be modified to ensure student work can be authenticated.*

1. What assessment tool/s will be used to assess the SAC task?

Click here to enter text.

*Example: VCAA descriptors, Modified VCAA descriptors, Commercially developed marking guide, School-developed marking guide.*

Units 3 and 4 School-assessed Task (SAT) plan

In Units 3 and 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks for VCE Art Making and Exhibiting include SAC tasks and SATs. The SATs are completed across two outcomes in Unit 3 and two outcomes in Unit 4. Complete this plan for each **SAT** planned for Units 3 and 4.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. List the specific key knowledge and key skills being assessed by this SAT

Click here to enter text.

1. In which week/s will the SAT be undertaken?

Click here to enter text.

1. What information and instructions will be provided to students about the SAT? (include information on any resources students will have access to.

Click here to enter text.  
*Consider how you will scaffold the activities outlined in the scope of task in the VCE Media: Administrative advice for School-based Assessment).*

1. Outline the conditions under which the task will run (include information on the lesson allocation, the amount of time allocated to the SAT, conditions under which the SAT will run, degree of supervision)

Click here to enter text.  
*A timeline of the stages of the SAT will assist*

1. What materials will students use for the SAT?

Click here to enter text.

1. Describe how you will authenticate and provide students with feedback throughout the SAT.

Click here to enter text.

1. How will the task specifications, assessment criteria and performance-level descriptors be unpacked for students so they understand the requirements of the SAT?

Click here to enter text.

*Refer to the current Art or Studio Art Authentication Record Form the current and the feedback questions for authentication. Evidence of the structure of feedback should be provided*.