VCE Art Making and Exhibiting: Administrative information for School-based Assessment in 2025

Units 3 and 4

School-assessed Task

The School-assessed Task (SAT) 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 Outcome 1 and Outcome 2 and Unit 4 Outcome 1 and Outcome 2. The recorded scores must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 12-21 . This assessment is subject to the VCAA’s statistical moderation process.

The 2025 VCE Art Making and Exhibiting assessment sheet on [page 24](#Page24) is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Art Making and Exhibiting 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 are published annually in the [*VCE Administrative Handbook 2025*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

The Authentication record form is 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.

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the [2025 Important Administrative Dates and Assessment Schedule](file:///C:\Users\01437087\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\0G49LQ63\2024%20Important%20Administrative%20Dates%20and%20Assessment%20Schedule), published annually on the VCAA website.

Art Making and Exhibiting School-assessed Task

Terms used in the study

The following terms published in the VCE Art Making and Exhibiting Study Design, are applied in the assessment of the School-assessed Task.

Art elements

Colour, line, shape, form, tone, texture, sound, time and light

Art principles

Emphasis (focal point), movement, rhythm, unity, variety, space, repetition (including pattern), balance, contrast, proportion, space and scale

Aesthetic qualities

Aesthetic qualities are usually explained as the way in which art elements, art principles, materials and techniques work together to influence the mood or emotion of an artwork. The term refers to the visual appeal of an artwork and how aesthetic qualities evoke an emotional impact and reaction within the viewer.

For the purposes of this study the following are accepted explanations of aesthetic qualities:

* the visual appearance of an artwork
* an emotional impact or reaction the artist intends the viewer to experience
* the use of art elements and art principles that allow the artist to convey a certain mood and evoke feelings in the viewer
* the materials and techniques used in an artwork to create qualities that speak to the overall feeling, mood or emotion of the artwork.

Art forms

An art form is an established form of artistic expression. For the purposes of VCE Art Making and Exhibiting, art forms can include but are not limited to painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, digital artworks, installations, performance, interdisciplinary practices, fashion, textiles and street art.

The materials are the various properties and characteristics of an art form. Materials are manipulated through the use of tools and equipment, known as techniques. The processes used in the making of artworks in specific art forms include the activities, procedures and investigation engaged by artists.

Context

The context of an artwork is the frame of reference that allows the meaning of the artwork to be interpreted. Interpretation of the meaning of an artwork can evolve from the context. The context of an artwork can be the location and time in which the artwork is made, presented or viewed. Context can also be economic, philosophical, historical, social or cultural influences on the practices of the artist, the artist’s intentions, and their communication of ideas, values and beliefs in their artworks. The artist’s intentions for the presentation of their work, its exhibition in current and subsequent locations, and the values, beliefs and interests of the audience also provide the context for the artwork.

Critique

A critique is a discursive collaborative environment that is organised to engage, explore, express, present and evaluate artworks and to understand, reflect on and improve awareness of the characteristics of art making.

Influences and inspiration

Influences occur and are used throughout art making and include artists and artworks. Inspiration can be viewed more broadly and includes objects, memories and contexts that are personal to the artist.

Visual language

Visual language combines the art elements and art principles with materials, techniques and processes to communicate meaning and personal, cultural and contemporary ideas to an audience.

Unit 3

Collect – inspirations, influences and images

Outcome 1

On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

Nature of task

Students research and collate documentation in a Visual Arts journal that includes:

* exploration of at least three artists in **a specific art form**
* development of subject matter and ideas from artistic influences, inspirations and personal experiences
* exploration of art elements, art principles and aesthetic qualities of artworks to develop visual language **in a specific art form**
* experimentation of materials, techniques and processes **in a specific art form**
* ideas and subject matter developed from experimentation and exploration
* documentation and evaluation of art making

Scope of task

The School-assessed Task for Outcome 1 is comprised of 4 components:

1. Exploration of at least three artists and their their use of materials, techniques and processes in two artworks by each artist.
2. Characteristics and properties of materials used in experimentation and the development of subject matter, ideas, aesthetic qualities and visual language from sources of inspiration
3. Reflection on the conceptualisation of artworks and art making
4. Documentation in the Visual Arts journal.

Exploration and experimentation

Students select three artists to research and use as inspiration throughout their art making. Students reflect on the contexts in which artists are working and their use of subject matter, art elements, art principles, aesthetic qualities, materials, techniques and processes. They investigate how artists represent ideas and communicate meaning through the use of visual language.Students record the documentation of these artists in their Visual Arts journal to demonstrate the connection to the artworks they develop in Outcome 2.

Developing subject matter and visual language

Students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms. In their Visual Arts journal, students collect a variety of ideas from a range of sources to inform their experimentation and exploration of subject matter, ideas, materials, techniques and processes. Students develop their ideas and subject matter as they explore materials, techniques and processes. Using their research, students begin to experiment with specific artforms. They consider how they will use visual language to communicate their ideas in their experimentations.

Documentation and annotation

Students document their art making process and the relationships between their experimental works and the artists they have used as inspiration. For each experiment they evaluate:

* The relationship and connections between their experimental works and sources of inspiration
* The characteristics of the and properties of the selected art form used in the experimentations
* The use of materials, techniques and processes in each art form

Students use their Visual Arts journal to document their developing visual language, reflect on their art making and further investigate and plan artworks using art terminology.

Visual Arts journal

The Visual Arts journal includes documentation of experiments with art forms, the understanding of materials, techniques and processes, the use of art elements, art principles and aesthetic qualities, and the exploration and development of visual language. Artistic influences, research, reflection of personal responses and the development of ideas are also documented in the Visual Arts journal.

The Visual Arts journal can be presented in many ways to organise and document art making. The Visual Arts journal can be presented as a book or a digital file.

Further information to assist with developing the School-assessed Task for Unit 3 Outcome 1 is available in the Support Materials on the Art Making and Exhibiting Study Design page.

Unit 3

Extend – make, critique and reflect

Outcome 2

On completion of this unit the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Nature of task

Students make artworks by responding to the influences of artists and other forms of inspiration. They present their Unit 3 art making in a critique to their class or other group. They include all aspects of Outcomes 1 and 2. The presentation is limited to 10 pages from their Visual Arts journal and at least TWO artworks.

The presentation can be conducted in one of the following formats:

* an oral or written presentation with supporting visual evidence
* an annotated visual report
* an annotated poster or display
* a publication, either in hard copy or online, with written and visual material
* a presentation in a digital format, such as an online presentation or video, with written and visual material.

Students gather feedback from the critique and reflect on it to further develop artworks in Unit 4. The reflection on the feedback must be documented in 1000 – 1500 words, with visual information.

Scope of task

The School-assessed Outcome 2 is comprised of three components:

1. Making at least two artworks in specific art forms
2. Preparing and presenting a critique
3. Reflecting on feedback to further develop artworks in Unit 4.

Making artworks

Students plan and make two artworks in specific art forms inspired by sources of inspiration, ideas, techniques and styles that have been developed from exploratory work in the Visual Arts journal in Outcome 1. The exploratory work includes the contribution of influences on subject matter, ideas, techniques and style in individual artworks in specific artforms.

The two artworks should demonstrate:

* the development of subject matter and ideas from the exploratory work
* the development of visual language to represent ideas and communicate meaning
* the development from exploratory work using materials, techniques and processes

Students produce artworks that are undergoing development. There is no requirement to refine and resolve finished artworks in Unit 3 Outcome 2 of the School-assessed Task.

Critique

Students present 10 selected pages of their Visual Arts journal and the two artworks in a critique. Students select the 10 pages that best reflect their art making and demonstrate how they have integrated the inspirations and influences of other artists and expanded on their ideas in their artworks. The artworks may be at various stages of development when they are presented in the critique. They:

* evaluate their art making in specific art form(s)
* describe the links to the inspiration and influences of other artists in specific artform(s)
* evaluate the use of subject matter and the ideas in the artworks they have made

The critique is presented in one of the formats recommended on page 32of the Study Design and must be presented to an audience for feedback. Feedback from the critique must be documented and supported with evidence. Students can take their own notes or receive notes from the teacher or their peers. It is recommended that the critique is no longer than five minutes and can be recorded.

Feedback and reflection

Students take advice from the critique, reflect upon it and then consider how they will further develop their work in Unit 4. They should document the reflection in their Visual Arts journal.

There is further advice in the Support materials on the Visual Arts journal, the development of artworks and the Critique under Planning, Teaching and Learning and Assessment.

Further information to assist with developing the School-assessed Task for Unit 3 Outcome 2 is available in the Support Materials on the Art Making and Exhibiting Study Design page.

Unit 4

Consolidate – refine and resolve

Outcome 1

On completion of this unit the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

Nature of task

Students make at least one finished artwork in a specific art form that expands on the artworks that they completed in Unit 3. At least one finished artwork must:

* demonstrate the refinement of materials, techniques and processes explored in Unit 3, in a specific art form
* demonstrate the extension and resolution of visual language used to communicate subject matter and ideas of subject matter from Unit 3
* identify and discuss the methods used to conserve and care for materials in a specific art form.

Students present the documentation used to inform art making in a Visual Arts journal, including the reflection and evaluation of the resolution and refinement of at least one finished artwork and the conservation and care of materials in a specific art form.

Scope of task

The School-assessed Task for Unit 4 Outcome 1 is comprised of two components:

1. Making at least one finished artwork in a specific art form
2. Documentation in the Visual Arts journal that reflects on the refinement and resolution of at least one finished artwork.
3. Discussion of the methods used to conserve and care for materials in a specific art form.

Finished artworks

Students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate:

* the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form.
* the connections from previous works made in Unit 3
* refinement of skills in the use of materials and techniques
* resolution of subject matter, ideas, visual language, style and aesthetic qualities

All finished artworks should be influenced by the nature, the scale and the complexity of the art form undertaken by the student.

Students also investigate the methods used for the conservation and care of their artworks in their selected art form and record them in their Visual Arts journal. The conservation and care of the art form the student worked in will be referenced in Unit 4 Outcome 3.

Documentation

Students progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form in their Visual Arts journal. The documentation and annotation of art making in the Visual Arts journal assists students with their reflective evaluation for Unit 4 Outcome 1. The reflective evaluation should address the inquiry question *‘How do students refine and resolve artworks?’*

The documentation includes:

* the resolution of subject matter and ideas in artworks
* the refinement and resolution of visual language to communicate subject matters and ideas in artworks
* the application of materials, techniques and processes used to refine at least one finished artwork in a specific art form
* evaluation of how subject matter and ideas are extended from Unit 3 and resolved in at least one finished artwork in a specific art form
* evaluation of the use of the materials, techniques and processes used to make at least one finished artwork in a specific art form
* methods used to conserve and care for the materials used in a specific art form
* terminology used to discuss the conservation and care of materials used in a specific art form

Further information to assist with developing the School-assessed Task for Unit 4 Outcome 1 is available in the Support Materials on the Art Making and Exhibiting Study Design page.

Unit 4

Present – plan and critique

Outcome 2

On completion of this unit the student should be able to plan and display at least one finished artwork in a specific art form, and present a critique.

Nature of task

Students present a display of at least one finished artwork. For the task they:

* document the planning for the display of at least one finished artwork
* display at least one finished artwork, considering the specific exhibition space

Scope of task

The School-assessed Task for Unit 4 Outcome 2 comprises three parts:

* Planning the display of at least one artwork(Visual Arts journal)
* The display of one artwork in a real or hypothetical space (images/photographs)

Planning the display of artworks

Students research a selected exhibition or space where artworks are displayed. They document characteristics such as the layout and design of the exhibition, the ‘flow’ of the exhibition, including sight lines, spatial relationships, viewer interaction and interpretation, display furniture, fixtures for artworks and lighting used throughout the exhibition. They document any curatorial information from the exhibition such as the selection and placement of artworks, information on wall and didactic labels and viewer interaction and interpretation. This planning may have been conducted throughout Unit 3 or 4 on a visit to a specific exhibition.

From their research of exhibitions and spaces students plan their presentation for a specific space. Students select an exhibition space that complements the ideas in their finished artworks. They select the size of the space and how the artworks will be positioned and displayed. The methods used for display, the relationship of works, and lighting are considered and limited to six pages documented in their Visual Arts journal. The student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks whilst on display.

Display of one artwork

Students illustrate, explain and discuss the presentation of at least one finished artwork including reference to any of the following considerations:

* artwork dimensions
* cases or cabinets
* framing
* floor treatment
* hanging height
* lighting
* plinths
* wall colour
* relationship to the exhibition space and other artworks
* vitrines.

They present a short overview statement about the finished artworks and their intentions, as didactic information.

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 1**  **Unit 3 Outcome 1**  **Explore and evaluate artworks, artistic influences and inspiration in specific artforms** | * exploration and evaluation of the use of art elements, art principles and aesthetic qualities in specific art forms * Development of subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences * Analysis of the connections between influences, sources of inspiration and personal experiences * Evaluation of the use of visual language in artworks * Conceptualisation of artworks * use art terminology in documentation, analysis and evaluation | Identify artistic influences and inspiration. | Explore artistic influences and inspiration to develop subject matter | Examines artistic influences and inspiration to develop subject matter using art elements and principles and aesthetic qualities | Evaluates artistic influences and inspiration in specific artforms to develop subject matter, ideas and the use of visual language | Critically evaluates artistic influences and inspiration in specific artforms to conceptualise and develop subject matter, ideas and the use of visual language |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 2**  **Unit 3 Outcome 1**  **Explore artistic influences and experiment with materials techniques and processes in specific artforms** | * Experimention with materials, techniques and processes in art making in specific art forms * Analysis and evaluation of the characteristics and properties of materials, techniques and processes used in experimentation and art making in specific art forms * Conceptualisation of artworks * use art terminology in documentation, analysis and evaluation | Select materials and techniques. | Experiment with materials and techniques in art forms. | To achieve the higher score in Medium to Very High students must satisfy both descriptors in the appropriate range. | | |
| Explores artistic influences.  Experiments with materials and techniques in a specific art form.  Experiments with materials and techniques to develop subject matter and ideas | Explores and investigates artistic influences.  Experiments with, and analyses the inherent properties of materials, techniques and processes.  Experiments with materials, techniques and processes develop visual language and ideas in specific art forms. | Explores and analyses artistic influences.  Experiments with and critically evaluates the materials and techniques.  Experiments with materials, techniques to Develop subject matter, ideas and visual language in personal responses in specific art forms. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 3**  **Unit 3 Outcome 1**  **Document and evaluate individual art making.** | * Documentation of art making and the development of ideas and visual language in individual artworks in specific art forms * Analysis of the connections between influences, sources of inspiration and personal experiences * Evaluation of the use of visual language in artworks * use art terminology in documentation, analysis and evaluation | Documents art making. | Outlines art making in specific art forms. | Describes art making to conceptualise artworks in specific art forms. | Conceptualises artworks by analysing the experimentation and individual art making in specific art forms. | Conceptualises artworks by analysing and evaluating experimentation and individual art making in specific art forms. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 4**  **Unit 3 Outcome 2**   * **Develop and make artworks in specific art forms.** | * make artworks in specific art forms based on influences, exploration, responses and reflection * demonstration and explanation of the materials, techniques and processes used to make artworks in specific art forms * development of subject matter, ideas, techniques and style in artworks by responding to the influences of artists and other forms of inspiration * development of visual language in artworks to represent ideas and to communicate meaning | Makes artworks using materials, techniques and processes of specific artform(s). | Make artworks using materials, techniques and processes in specific artform(s) based on influences and exploration. | To achieve the higher score in Medium to Very High students must satisfy both descriptors in the appropriate range. | | |
| Applies materials and techniques and processes in specific artform(s) to develop subject matter, ideas and style in two artworks. | Responds to artistic inspiration and influences to make two artworks in specific artform(s).  Develop ideas, style and visual language in two artworks using materials, techniques and processes specific to the artform(s). | Develops two artworks in a specific artform(s) from sources of artistic influences and inspiration.  Demonstrate an understanding of style and visual language to represent ideas and communicate meaning in two artworks in specific artform(s). |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | | **5–6 (medium)** | | **7–8 (high)** | | **9–10 (very high)** | |
| **Criterion 5**  **Unit 3 Outcome 2**  **Present a critique of art making and reflect on feedback.** | * Description of the development of subject matter and ideas in artworks, responding to the influences of artists and other forms of inspiration * progressive documentation and evaluation of art making * preparation and present a critique describing and evaluating the making of artworks * documentation and reflection on feedback from a critique * Revision and further development of artworks * use of art terminology and visual language in documentation, presentation and evaluation of artworks and art making | Reflect on art making | | Reflect on art making outlining how materials, techniques and processes were used to make artworks. | | To achieve the higher score in Medium to Very High students must satisfy both descriptors in the appropriate range. | | | | |
| Present a critique that discusses the student’s art making to an audience.  Reflect on art making describing the further development of artworks in Unit 4. | | Present a critique that explains the development of two artworks from sources of inspiration to an audience.  Reflect on feedback from the critique discussing the further development of artworks in Unit 4. | | Present a critique that evaluates the development of two artworks from sources of inspiration to an audience.  Reflect on feedback from the critique explaining how artworks can be further developed in Unit 4. |
| 1 ❑ 2 ❑ | | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | | 9 ❑ 10 ❑ |

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| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | |
| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
|  | * extend and resolve ideas explored in Unit 3 in at least one finished artwork * refine and resolve visual language in at least one finished artwork | Explores ideas and subject matter | Develops ideas and subject matter from artworks in Unit 3. | To achieve the higher score in Medium to Very High students must satisfy both descriptors in the appropriate range. | | |
| **Criterion 6**  **Unit 4 Outcome 1**  **Extend and resolve ideas explored in Unit 3 in at least one finished artwork in a specific art form** | Extends ideas from Unit 3 through the use of visual language in an artwork. | Refines and resolves ideas and subject matter from Unit 3 in a specific art form.  Refines and resovles visual language in an artwork in a specific art form. | Synthesises ideas and subject matter from Unit 3 in an artwork in a specific art form.  Extends, refines and resolves ideas and subject matter using visual language, in an artwork in a specific art form. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | |
| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 7**  **Unit 4 Outcome 1**  **Refine and resolve materials, techniques and processes in at least one finished artwork in a specific art form.** | * refine the use of materials, techniques and processes explored in Unit 3 to make at least one finished artwork in a specific art form | Use materials and techniques to make at least one finished artwork. | Use materials and techniques to make at least one finished artwork in a specific art form. | Demonstrate the use of materials, techniques and processes to make at least one finished artwork in a specific art form that is linked to Unit 3. | Refines the use of materials, techniques and processes in an art form from Unit 3 to make at least one finished artwork in a specific art form. | Resolves and refines the use of materials, techniques and processes in a specific art form from Unit 3 to make at least one artwork in a specific art form. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 8**  **Unit 4 Outcome 1**  **Document and record art making and the refinement and resolution of at least one finished artwork in a specific art form.** | * progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form * reflect on and evaluate the expansion and resolution of ideas from Unit 3 in at least one finished artwork in a specific art form | Identifies steps in art making | Outlines art making in specific art forms | Describes art making including the resolution of visual language used to communicate subject matter and ideas in at least one finished artwork.  Describes the methods needed to conserve and care for materials used in at least one artwork in a specific art form. | Refines and resolves at least one finished artwork through reflection and documentation of individual art making linked to the ideas, subject matter and visual language explored in Unit 3.  Discusses the methods needed to conserve and care for materials used in at least one artwork in a specific art form | Progressively refines and resolves at least one finished artwork and individual art making by evaluating and analysing the expansion and resolution of ideas, subject matter and visual language explored in Unit 3.  Explains the conservation and care of materials used in at least one artwork in a specific art form. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet 2025** | | | | | | | | | | |
| **Assessment Criteria** | **Levels of Performance** | | | | | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | | **7–8 (high)** | | | **9–10 (very high)** | |
| **Criterion 9**  **Unit 4 Outcome 2**  **Plan the display of at least one finished artwork in a specific art form.** | * identify and discuss the methods used to conserve and care for materials used in a specific art form * apply terminology in the discussion of the conservation and care of materials used in a specific art form | Identifies the display of artworks in different exhibition spaces in a Visual Arts journal | Outlines the characteristics of exhibition spaces and identifies the exhibition space for the display of at least one finished artwork. | | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | |
| Discusses the characteristics of specific exhibition spaces.  Explains the presentation of at least one finished artwork in a specific art form.  Describes the connection between the subject matter, ideas and the communication of meaning to the display of the artwork | | Analyses the characteristics of specific exhibition spaces and applies it to plan the presentation of at least one finished artwork in a specific art form.  Analyses the connection between the subject matter, ideas and the communication of meaning to the display of the artwork | Justifies the characteristics of specific exhibition spaces to support the planning of the presentation of at least one finished artwork in a specific art form.  Justifies the connection between the subject matter, ideas and the communication of meaning to the display of the artwork | |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ | |

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| **Assessment Criteria** | **Levels of Performance** | | | | | | |
| **Indicators** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 10**  **Unit 4 Outcome 2**  **Prepare and present art making and at least one finished artwork in a specific art form.** | * reflect on and evaluate the resolution of visual language used to communicate subject matter and ideas in at least one finished artwork in a specific art form * reflect on and evaluate the use of materials, techniques and processes to make at least one finished artwork in a specific art form * apply terminology in the reflection and evaluation of art making and the refinement and resolution of at least one finished artwork in a specific art form | Outline art making  Present at least one finished artwork. | Describe art making used to make at least one finished artwork | Prepare a presentation for a critique that discusses art making and how at least one finished artwork in a specific art form that was refined and resolved in Unit 4. | Prepare and present to an audience, a critique that evaluates art making, and how subject matter, ideas and visual language in at least one finished artwork in a specific art form that was refined and resolved in Unit 4. | Prepare and present a critique that explains and evaluates how art making was used to refine and resolve subject matter, ideas and visual language in at least one finished artwork in a specific art form that was refined and resolved in Unit 4. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

Authentication of VCE Media School-assessed Task (SAT)

Authentication of VCE Art Making and Exhibiting School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the VCE Administrative Handbook 2025. This is important to ensure that ‘undue assistance [is] not provided to students while undertaking assessment tasks’.

Teachers must be aware of the following requirements for the authentication of the School-assessed Task for VCE Art Making and Exhibiting.

All work developed and completed in VCE Art Making and Exhibiting Unit 3 Outcome 1 and 2 and Unit 4 Outcome 1 and 2 must be authenticated by the teacher.

1. Teachers are required to fill out the Authentication Record Form to provide the student with feedback on their progress for each criterion at each observation and when they submit their final SAT.
2. Students must document any appropriated images or other material, including the use of any software or AI tools, that they use in the production of art works for the School-assessed Task. The images should be acknowledged near the artworks or in the documentation of the process.
3. Teachers must ensure that all source and reference material, all appropriate imagery used in the final artwork, all use of non-school (home, outsourced) resources and any external assistance such as the use of AI are acknowledged on the Authentication Record Form. If a student acknowledges the outsourcing of components of their artworks and/or that they are receiving external assistance the teacher should record complete details as an attachment to the Authentication record form.
4. The VCE Administrative Handbook and the VCE Art Making and Exhibiting Study design note that ‘work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own’.
5. Undue assistance should not occur at any time during the development of the body of work. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or artworks
6. Teachers must sight and monitor the development and documentation of the student’s art process throughout the unit to authenticate the work as the student’s own. They are required to document their observations on the Authentication Record Form. Teachers cannot assess any work produced in Unit 3 in Unit 4.
7. Students should be encouraged to complete their artwork at school. Where they use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This includes visual documentation. Receipts are not acceptable as documentation. The student’s documentation will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork or assess the School-assessed Task fairly.
8. The use of external support and/or equipment must be planned and documented with appropriate detail to demonstrate that the student has retained complete creative control; teachers must certify that such support does not constitute undue assistance. This ensures that the student work can be authenticated, and that the student is not receiving undue assistance and in turn ensures that all students are assessed equitably.
9. Framing of finished artworks or any aspect of the body of work is not required. If the artwork has the framing as part of the artwork then the student should clearly document the use of framing and how this contributes to the refinement of ideas, aesthetics, techniques and processes. Identification of the refinement is also required in their documentation and evaluation.
10. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to the School-assessed Task. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for the Season of Excellence awards in 2025. Incomplete Authentication Record forms will result in an automatic disqualification of the student work from the nomination process.

Media

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2025** | | Victorian Certificate of Education  **Art Making and Exhibiting**  **Assessment Sheet School-assessed Task** | | | **STUDENT NAME:** | | | | | | |
| **STUDENT No.** | | | | | | |
| This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student’s performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion. Teachers then add the subtotals to determine the total score.  **Teachers are to provide feedback on student performance on the Authentication Record Form which is signed and dated by the teacher and student.**  **If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.** | | | | | | | | | | | |
|  |  | | | |  | | | | | | |
| **CRITERIA FOR THE AWARD OF GRADES** | | | | **Not Shown (0)** | | **Very Low (1–2)** | **Low**  **(3–4)** | **Med**  **(5–6)** | **High**  **(7–8)** | **Very High**  **(9–10)** |
| **Unit 3 Outcome 1** | 1. **Explore and evaluate artworks, artistic influences and inspiration in specific artforms** | | |  | |  |  |  |  |  |
| 1. **Explore artistic influences and experiment with materials techniques and processes in specific artforms** | | |  | |  |  |  |  |  |
| 1. **Document and evaluate individual art making.** | | |  | |  |  |  |  |  |
| **Unit 3 Outcome 2** | 1. **Develop and make artworks in specific art forms.** | | |  | |  |  |  |  |  |
| 1. **Present a critique of art making and reflect on feedback.** | | |  | |  |  |  |  |  |
| **Unit 4 Outcome 1** | 1. **Extend and resolve ideas explored in Unit 3 in at least one finished artwork in a specific art form** | | |  | |  |  |  |  |  |
| 1. **Refine and resolve materials, techniques and processes in at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| 1. **Document and record art making and the refinement and resolution of at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| **Unit 4 Outcome 2** | 1. **Plan the display of at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| 1. **Prepare and present art making and at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| **TOTAL SCORE** | | | **SUBTOTALS** |  | |  |  |  |  |  |