Art Making and Exhibiting

Frequently Asked Questions

What is the purpose of the Study Specifications and the Terms used in the study?

The Study Specifications are the key concepts and provide the structure of the Art Making and Exhibiting study design. They are on pages 11-13 of the study design.

The Terms used in the Study on pages 14-15 also provide clear definitions of terms used in all Areas of Study in Units 1-4. Teachers should unpack the Specifications and Terms used in the Study as an introduction to Units 1-4. Further information about the Study Specifications and Terms used in the Study in the Learning approaches can be found in Planning in the Support Materials on the VCE Art Making and Exhibiting study design webpage.

Why is the study of art forms the focus of Art Making and Exhibiting?

A list of art forms is included in the Terms used in the study. The list is not definitive and includes a range of recognised art forms that easily apply to the key knowledge and skills in all Outcomes in Units 1 – 4. All areas of study are focused on the properties and characteristics of art forms and the use of materials, techniques and processes. Therefore, it is important that students work in an art form that enables them to meet the requirements of the outcomes and that they clearly understand how the art form can be used to represent subject matter and ideas. The relationship of the art forms selected by the student and exhibitions is important, for students to fully understand how the art form they are working in is displayed and conserved.

Can students work in more than one art form across Units 1-4?

In Units 1 and 2 students explore and experiment with a range of art forms. In Unit 3 Area of Study 1 students focus on the artworks of three artists. **Students should be focusing on the research of materials, techniques, and processes in no more two art forms. In Unit 4 students expand on the exploration carried out in Unit 3 to present at least one finished artwork in no more than one specified art form that was explored in Unit 3.** An in-depth study will ensure that students develop the knowledge and skills of working with the art form and how they can best create visual language, represent subject matter and communicate ideas.

How is visual language defined in Art Making and Exhibiting?

**Visual language, Art elements, Art principles and Art forms (materials, techniques and processes)** are all defined in the Terms used in the study on page 15 of the Art Making and Exhibiting study design. Visual language is integral to making artworks, and communicating meaning and personal, cultural and contemporary ideas to an audience. It is the combination of **art elements, art principles, materials, techniques and processes.** Therefore, it is integral to the study of art forms in Art Making and Exhibiting.

How do aesthetic qualities differ from Visual language in Art Making and Exhibiting?

Aesthetic qualities are defined in the Terms used in the study on page 14 of the Art Making and Exhibiting study design. 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 and the relationship with a viewer. In contrast Visual language is strongly related to the analysis of the structure of an artwork in a specific art form and how the artist has communicated meaning and personal, cultural, and contemporary ideas to an audience

When do students conduct a critique of their work in Units 3 and 4?

In Unit 3 the scope and nature of the critique for Outcome 2 is explained in the assessment task type on page 39 of the Art Making and Exhibiting study design. Students present all aspects of Outcomes 1 and 2 in a presentation limited to 10 pages of their Visual Arts journal and two artworks. They then gather feedback from the critique and reflect on it to further develop artworks.

In Unit 4 students present finished artworks in a critique. The critique is a record of the student’s thinking and art making and makes explicit the student’s decisions throughout their art making. They also discuss the subject matter and ideas developed in their finished artwork, the use of visual language, and the materials, techniques and processes used to make the artworks. Students present their artworks and reflect on written or verbal feedback (page 35. Unit 4 Area of Study 2). For the critique in Unit 4 it is important that students display at least one finished artwork in a specific art form in a specific space. Therefore, students must research and discuss the characteristics of specific exhibition spaces for the critique.

How many exhibition spaces do students have to study in the year of study for Units 3 and 4?

**Students must study a minimum of two exhibitions in the year of study. They must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4.** (Unit 3 page 27 & 30, and Unit 4 page 33 & 36). Therefore, the exhibition spaces must be different for Unit 3 to Unit 4. They cannot be from the same exhibition space. For example: two exhibitions cannot come from the one art museum or gallery. Teachers should be aware that some art museums such as the National Gallery of Victoria, or the Melbourne Museum have multiple museums that can be studied. A list of exhibition spaces is listed in the Study specifications on page 12.

##### In the current version of the VCE Art Making and Exhibiting study design (published in January 2024) there are several key points that teachers should note.

##### Unit 3 Area of Study 3: Connect – curate, design and propose

In Unit 3 Outcome 3 students are required to research and discuss the characteristics of exhibitions and exhibition spaces to research and plan an exhibition of the artworks of three artists, selecting two artworks by each artist. A list of task types is on page 32 of the Art Making and Exhibiting study design. The artists and artworks selected are related to the artists that the student has selected for Unit 3 Outcome 1.

##### Unit 4 Area of Study 3: Conserve – present and care

In Unit 4 Outcome 3 students are required to investigate, identify and evaluate the methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space. A description of the task type is on page 38 of the Art Making and Exhibiting study design. Students must study the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space including handling, storage and conservation of artworks. However, the art form of the artwork selected to discuss conservation and care in a section of the task must relate to the art form and conservation methods of the student’s own artwork in Unit 4 as they must be compared (Area of Study 3 page 36).

What is the definition of didactic information in the VCE Art Making and Exhibiting study design?

Didactic information in an exhibition provides overall information about the artworks or objects in an exhibition. Didactic information can also be provided on specific object labels placed next to artworks. In VCE Art Making and Exhibiting, didactic information is used broadly and will specifically refer to artists and artworks in an exhibition. In Unit 1 Outcome 3 and Unit 2 Outcome 1, students research the methods used to develop and present didactic information about artworks in an exhibition. In Unit 3 Outcome 3 students are required to research the methods used to develop and write didactic information that is used throughout an exhibition and that connects the artists and their works. (Page 31). In Unit 4 Outcome 2, students present their artworks with a short statement that provides didactic information about their artwork(s). There is no requirement for students to write didactic information about artworks in Unit 4 Outcome 3.

What is the difference between Art Making and Exhibiting and Art Creative Practice?

VCE Art Making and Exhibiting and VCE Art Creative Practice offer two alternative ways of studying Visual Arts for the VCE. Both studies offer an equal weighting of School-based and external assessment. Art Making and Exhibiting is focused on the study of specific art forms, throughout Units 1-4 providing students with the opportunity to research subject matter and ideas using materials, techniques and processes. There is also a specific study into the presentation and curation of artworks and the relationships between artists, curators and audiences. Art Creative Practice focuses on artist’s practice and the ideas and issues they explore. Students develop a Body of Work that can consist of several art forms, whereas Art Making and Exhibiting students produce work in Unit 4 with a focus on a specific art form. In Art Creative Practice students focus on the study of artworks from different periods of time and locations, and how they communicate ideas and how these are interpreted by an audience.

If a school is offering one Visual Arts study the selection of the VCE study should be focused on the interests of the students and the resourcing in the school, particularly if the school is specialising in a particular art form.