VCE Art Creative Practice: 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 11–20. This assessment is subject to the VCAA’s statistical moderation process.

The 2025 VCE Art Creative Practice assessment sheet on [page 23](#Page23) 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 Creative Practice 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\vcaa.vic.edu.au\pages\schooladmin\admindates\index.aspx), published annually on the VCAA website.

Art Creative Practice School-assessed Task

Terms used in the study

The following terms published on page 17 of the VCE Art Creative Practice 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.

Art forms

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

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the studentwill produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

Contemporary artworks and artists

For the purposes of this study, contemporary artists are defined as those who have produced art in the 21st century or since 2001. Contemporary art mirrors contemporary culture and society. Throughout this study students compare historical and contemporary artworks and artists’ practices.

Context

The context of an artwork is the frame of reference that allows the meaning of an 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

Investigation and presentation

Outcome 1

On completion of this unit the student should be able to develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.

Nature of task

A presentation of the research conducted by the student, using any one or a combination of the following:

* a written report of 300–500 words with documented visual evidence
* an annotated visual report
* a critique presented in a digital format, such as an online presentation or interactive website
* an oral critique with documented visual and written evidence.

AND

At least one finished artwork that responds to the ideas explored using the Creative Practice.

Scope of task

Research

Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist. This research is to be presented along with and as part of the students response to the research.

Exploration

Responding to the research, students explore their own ideas through their use of the Creative Practice. They explore the ideas communicated by the artist in the selected artwork and develop ideas in response. They will also identify any issues presented in the artwork or the practice of the artist they have studied to inform the development of their personal response.

Documentation

Students will document their research, acknowledgement of sources, ongoing exploration and experimentation, as well as the further development and refinement of their ideas and technical skills. They will explicitly apply the appropriate Interpretive Lenses, using art terminology, to reflect on personal ideas and their development of visual language throughout the Creative Practice. The documentation of their use of the Creative Practice will be presented as evidence of the exploration of ideas for the critique they present in Area of Study 1.

Resolution and presentation

Students refine their skills and visual language in the resolution and presentation of at least one finished artwork. They will demonstrate how the idea they have chosen to explore relates and responds to their research.

**Finished artwork**

The finished artwork reflects the ‘Refine and Resolve’ aspect of the Creative Practice and should demonstrate:

* resolution of ideas
* realisation and refinement of the artwork through the selection and manipulation of materials, techniques and processes
* refinement of the use of visual language to communicate ideas and meaning in artworks
* refinement of technical skill in the use of materials, techniques and processes in art forms to communicate ideas and meaning

The student’s personal response, resolved in a finished artwork, requires them to use the original artwork as a departure point for further investigation. Direct reinterpretations or appropriations of the original artwork should be avoided. Students may create their response in a different art form than the artwork they research.

Critique

The student presents their research and finished artwork in a critique that:

* Explains the use of aspects of the Creative Practice to develop and refine at least one finished artwork that is a personal response to the practice of an artist.
* Reflects upon and evaluates the use of the Creative Practice to develop and refine at least one finished artwork.

The critique is presented in one of the formats recommended on page 36 of the Study Design and must be presented to an audience for feedback. Feedback from the critique must be 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.

Students take advice from the critique, reflect upon it and then consider how they will further develop their work in Unit 3 Area of Study 2. They should document the reflection in their Visual Diary.

There is further advice in the Support materials on the Visual Diary, Finished artworks and application of the Creative Practice under Planning.

Unit 3

Personal investigation using the Creative Practice

Outcome 2

On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

Nature of task

A documented Body of Work that presents explorations and the development of personal ideas within selected art forms, using the Creative Practice and including reflective annotations.

Scope of task

A range of visual responses should be developed and documented by the student. Written and visual responses should demonstrate the student’s development of personal ideas to develop a Body of Work using the Creative Practice. Throughout the area of study, students must reflect on their use of the Creative Practice and apply the Interpretive Lenses to develop their Body of Work.

Starting points

As a starting point, students should consider:

* how they will expand on the topics and ideas explored in Area of Study 1
* the components of the Creative Practice they will use to explore and develop the Body of Work.
* the characteristics of their visual language that communicates personal ideas and interests
* how they can progressively explore and develop ideas through the investigation and experimentation with materials, techniques and processes. The exploration can be done in one selected artform or in a range of artforms.

Exploration and development of personal ideas

Throughout Unit 3 Area of Study 2, students explore and develop their personal visual responses by:

* exploring a range of materials, techniques, processes
* consistently documenting all aspects of the Creative Practice to reflect on their art making using critical annotations
* considering and evaluating the development of their visual language
* using appropriate Interpretive Lenses to reflect on their trials and how their visual language achieves their intention

Documentation and reflective annotations

All documentation and annotations should be presented by the student in a form appropriate to their art practice, along with their research and artwork work from Unit 3 Area of Study 1. Annotations are selected and applied using appropriate Interpretive Lenses and should be completed in real time to demonstrate the student’s understanding of the use of the Creative Practice in exploration, experimentation and development.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques.

Finished artworks are not a requirement of Unit 3 Outcome 2. As the Body of Work is developed in Unit 3, the complexity of each of the artworks may vary. However they hold equal importance to the overall collection of artworks. Further strategies for developing the School-assessed Task for Unit 3 Outcome 2 are provided in the Support material under Planning, Teaching and Learning and Assessment.

Unit 4

Documentation and critique of the Creative Practice

Outcome 1

On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

Nature of task

A critique of the development, refinement and resolution of personal concepts, ideas, directions, explorations and the use of visual language in artworks and;

A documented Body of Work that presents ongoing explorations and development of personal concepts within selected art forms, using the Creative Practice and including reflective annotations.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

Scope of task

The Critique

Unit 4 Area of Study 1 is taught concurrently with Unit 4 Area of Study 2. At the commencement of Unit 4, students present a critique and use the feedback from it to refocus their Body of Work. They use their written and visual documentation to reflect on decisions and directions. To prepare for the critique the students focus upon:

* the further refinement of personal visual responses
* refinement of materials, techniques and processes in selected art forms
* refinement and resolution of visual language
* use of the Interpretive Lenses in refinement and resolution
* ideas and meanings they intend to communicate in the Body of Work.

Documentation and reflection

From the critique, students refine and resolve their Body of Work. They document and reflect upon the refinement and resolution aspect of the Creative Practice including:

* resolution of ideas and visual language in artworks
* resolution of points of view and interpretations of the meanings and messages of artworks, using critical judgment and the Interpretive Lenses
* realisation and refinement of artworks through the selection and manipulation of materials, techniques and processes
* refinement of the use of visual language to communicate ideas and meaning in artworks
* refinement of technical skill in the use of materials, techniques and processes in art forms to communicate ideas and meaning in artworks
* considerations for the presentation and display of artworks in different contexts to communicate ideas and meaning.

Presentation of the Body of Work

Students plan the context for the presentation of the Body of Work and how it best presents their intentions and use of the Creative Practice. They consider the ideas and meanings they are communicating to their audience and how the context will influence the response and interpretation of the audience or viewer. The planning for the presentation of the Body of Work is documented using sketches and diagrams with annotations.

Further strategies for delivering and planning for Unit 4 Outcome 1 is available in the Support Materials under Planning, Teaching and Learning and Assessment.

Unit 4

Resolution and presentation of a Body of Work

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

Nature of task

A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including the presentation of one or more finished artworks that resolve the student’s intentions.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

Context

The context of an artwork is the frame of reference that allows the meaning of an 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.

Scope of task

Using the planning from Unit 4 Outcome 1 students refine and resolve their Body of Work that includes at least one finished artwork that is resolved in Unit 4. The artwork must resolve the intentions that the student has outlined at the start of Unit 4 and includes the intended presentation of the Body of Work in a specific context.

The finished artwork from Unit 3 Outcome 1 is included in the Body of Work to demonstrate the starting point for the student’s investigation and the relationships to other artworks.

Presentation of the Body of Work

Students present their Body of Work in a specific context with a personal reflection statement. The statement reflects upon and evaluates the use of the Creative Practice to create the Body of Work, and the communication of personal ideas and concepts using visual language.

The student must consider the context of the presentation of their Body of Work. The considerations of the context of the Body of Work can frame the meaning of the work for viewers or audiences. Therefore, the student must discuss the considerations of the context of the presentation of the Body of Work.

| **VCE Art Creative Practice: 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**  **Research and analyse the ideas and issues explored by artists in their practice.** | * analysis of the ideas explored by artists in their artworks * analysis of the issues related to the artwork or practice of the artist | State the selected artist and artwork researched | | Describe the selected artist, artwork and idea or issue | | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | |
| Discuss and connect the ideas in sources related to the artist’s practice.  Discuss the ideas and any related issues in the selected artwork. | | Examine the ideas in sources related to the artist’s practice.  Examine the ideas and any related issues explored in the selected artwork | | Examine, and analyse the ideas in the sources related to the artist’s practice.  Explain and analyse the ideas and any issues related to the selected artwork and the artist’s practice. |
| 1 ❑ 2 ❑ | | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | | 9 ❑ 10 ❑ |

| **VCE Art Creative Practice: 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 materials, techniques and processes in the Creative Practice to develop a visual language** | * development of visual language to communicate ideas or issues * exploration of materials, techniques, processes and art forms. | Apply materials and techniques. | Apply selected materials and techniques | | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | | |
| Explore and experiment with materials, techniques and processes to develop visual responses influenced by the ideas and issues in an artist’s practice.  Create visual language through the exploration of materials, techniques and processes | | Explore and experiment with use of materials, techniques and processes in specific art forms to develop personal visual responses influenced by the ideas and issues in an artist’s practice.  Develop visual language through the exploration of materials, techniques and processes. | | Explore, experiment with materials, techniques and processes in specific art forms to develop and resolve personal visual responses influenced by specific ideas and issues in an artist’s practice  Refine effective visual language through the exploration of the use of selected materials, techniques and processes | |
| 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 3**  **Unit 3 Outcome 1**  **Document and evaluate the Creative Practice using Interpretive Lenses to develop and refine at least one finished artwork responding to the practice of an artist.** | * use of the Creative Practice to develop and refine at least one finished artwork. * selection and application of the appropriate Interpretive Lenses throughout the Creative Practice * critical evaluation of visual language used to communicate ideas or issues * documentation and evaluation of the the Creative Practice to develop and refine an artwork, using appropriate written and visual material * documentation of the use of materials, techniques and processes to develop effective visual language | To achieve the higher score at each level students must satisfy both the descriptors in the appropriate range. | | | | |
| States aspects of the Creative Practice in response to a selected artwork.  Identify the use of visual language in an artwork. | Demonstrates aspects of the Creative Practice to develop an artwork in response to a researched artist and artwork.  Describe the use of visual language in a finished artwork. | Reflect on the Creative Practice used to develop an artwork in response to a researched artist and artwork.  Apply appropriate Interpretive Lenses to document aspects of the Creative Practice.  Describe the development of visual language used to communicate ideas and issues in the finished artwork | Evaluate the Creative Practice used to develop and refine an artwork in response to a researched artist and artwork.  Apply appropriate Interpretive Lenses to document the Creative Practice to develop and refine a finished artwork.    Evaluate the development of the visual language used to communicate ideas and issues in the finished artwork. | Evaluate the decisions made when using the Creative Practice to develop and refine an artwork in response to a researched artist and artwork.  Apply the appropriate Interpretive Lenses throughout the Creative Practice to develop and refine a finished artwork.  Critically evaluate the development of visual language used to communicate ideas and issues in the finished artwork. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **VCE Art Creative Practice: 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 4**  **Unit 3 Outcome 1**  **Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.** | * critical evaluation of visual language used to communicate ideas or issues * documentation of the use of materials, techniques and processes to develop effective visual language * selection and application of the appropriate Interpretive Lenses throughout the Creative Practice * documentation and evaluation of the use of the Creative Practice to develop and refine an artwork, using appropriate written and visual material * application of appropriate methods to present a critique of the use of the Creative Practice and the finished artworks * documentation and reflection of audience feedback | Recount how the research, materials and techniques were used to explore ideas and develop an artwork. | Identify how the research, materials, techniques and processes were used to develop and refine an artwork.  Acknowledge and document audience feedback | | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | |
| Discuss the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience.  Document and reflect on audience feedback. | | Examine and evaluate the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience.  Document and reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2 | | Explain and justify the use of the Creative Practice to develop and refine one artwork.  Document and critically reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2. |
| 1 ❑ 2 ❑ | | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **VCE Art Creative Practice: 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 5**  **Unit 3 Outcome 2**  **Apply and manipulate materials, techniques and processes to develop personal responses and a visual language using the Creative Practice.** | * use of selected materials, techniques, processes and art forms throughout the Creative Practice * exploration and development of visual language to communicate personal ideas * application of materials, techniques and processes in selected art forms to develop personal responses throughout the Creative Practice | Apply materials, techniques, art elements and art principles. | | Apply and manipulate materials, techniques, art elements and art principles to develop visual responses. | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | |
| Explore materials, techniques and processes to develop skills in art forms and in visual responses.  Explore visual language to communicate personal ideas | | Use the Creative Practice to explore and manipulate materials, techniques and processes to develop skill in selected art form(s).  Use the Creative Practice to explore and manipulate materials, techniques and processes to develop personal responses  Use the Creative Practice to develop a visual language in personal responses that communicate ideas. | Apply the Creative Practice to explore and manipulate materials, techniques and processes to refine skills in selected artform(s).  Apply the Creative Practice to explore and manipulate materials, techniques and processes to refine personal responses  Apply the Creative Practice to refine visual language in personal responses that communicate ideas. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **VCE Art Creative Practice: 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 6**  **Unit 3 Outcome 2**  **Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.** | * critical reflection on the use of the Creative Practice to develop personal responses * annotations, using visual material and written material, to critically reflect on and evaluate the use of the Creative Practice * application of art terminology in analysis and critically reflective and evaluative annotations | Document personal visual responses. | Identify Interpretive Lenses and document aspects of the Creative Practice used in personal visual responses. | | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | | | |
| Develop and present written and visual material to document personal visual responses using the Creative Practice  Develop written and visual material that uses the language of appropriate Interpretive Lenses to document personal visual responses | | Present written and visual material that examines and evaluates personal responses using the Creative Practice  Evaluate personal responses using art terminology and the language of identified appropriate Interpretive Lenses | | Present written and visual material that progressively evaluates the Creative Practice and critically reflect upon a range of personal responses  Evaluate personal responses explicitly applying the language of appropriate Interpretive Lenses. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | | 9 ❑ 10 ❑ |

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| **VCE Art Creative Practice: 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**  **Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work** | * presentation of a critique on the use of the Creative Practice to resolve a body of work * documentation and reflection of audience feedback used to resolve a Body of Work * application of art terminology in critically reflective annotations throughout the Creative Practice | List how aspects of the Creative Practice wereused in Unit 3. | Describe how aspects of the Creative Practice were used to develop personal visual responses in Unit 3. | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | |
| Discuss how the Creative Practice was used to develop ideas and visual responses in Unit 3.  Document feedback | | Examine and explain the use of the Creative Practice to further develop and refine personal ideas and visual responses from Unit 3  Document and reflect on feedback from an audience and describe the intentions for the refinement and resolution of the Body of Work. | | Examine, explain and evaluate the use of the Creative Practice to further develop and refine personal ideas and visual responses from Unit 3  Document and critically reflect on feedback from an audience to propose the intentions for the refinement and resolution of the Body of Work. |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | | 9 ❑ 10 ❑ |

| **VCE Art Creative Practice: 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 8**  **Unit 4 Outcome 1**  **Document, annotate and evaluate the refinement and resolution of the Body of Work** | * evaluation and documentation of the refinement and resolution of personal responses throughout the Creative Practice * evaluation and documentation of the refinement of materials, techniques and processes in selected art forms to resolve a Body of Work * documentation of the refinement and resolution of visual language to communicate ideas in personal responses * selection and application of the appropriate Interpretive Lenses throughout the Creative Practice * application of art terminology in critically reflective annotations throughout the Creative Practice | Document aspects of the Creative Practice and apply Interpretive Lenses. | Describe aspects of the Creative Practice.  Apply aspects of appropriate Interpretive Lenses | | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | | |
| Document and analyse aspects of the Creative Practice used to refine and resolve a Body of Work.  Application of aspects of appropriate Interpretive Lenses to discuss personal responses | | Document and examine the use of the Creative Practice to refine and resolve a Body of Work.  Explicit application of all aspects of identified appropriate Interpretive Lenses to analyse personal responses | | Document and critically evaluate the use of the Creative Practice to refine and resolve a a Body of Work.  Explicit application of appropriate Interpretitive Lenses to explain personal responses | |
| 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 9**  **Unit 4 Outcome 2**  **Refine and resolve a Body of work using the Creative Practice.** | * refinement and resolution of the use of materials, techniques and processes in selected art forms using the Creative Practice * resolution of ideas in a Body of Work using the Creative Practice * refinement and resolution of visual language to communicate personal ideas in a Body of Work | Apply materials and techniques. | Apply and manipulate materials and techniques in artworks. | | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | | | |
| Refine the use of materials and techniques to resolve ideas in a Body of Work  Refine visual language to communicate personal ideas | Refine and resolve the use of materials and techniques in selected artforms to communicate ideas in a Body of Work.  Refine and resolve visual language to communicate personal ideas relevant to the student’s intention | | Refine and resolve the use of materials and techniques in selected artforms to effectively communicate ideas in a Body of Work.  Refine and resolve visual language to effectively communicate personal ideas relevant to the students’s intention | |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | | 9 ❑ 10 ❑ | |

| **VCE Art Creative Practice: 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 10**  **Unit 4 Outcome 2**  **Present a Body of Work to communicate ideas and meaning to a viewer or audience.** | * presentation of a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience * evaluation of how the presentation and context of a Body of Work effectively communicates ideas and meaning to a viewer or audience * selection and application of the appropriate Interpretive Lenses throughout the Body of Work | Presentation of a Body of Work to communicate ideas. | Presentation of a Body of Work in an identified context that outlines ideas. | | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | | | | |
| Presentation of a Body of Work in a context to communicate ideas to a viewer or audience.  Discuss the context and presentation of a Body of Work to communicate ideas to a viewer or audience. | | The Body of Work is presented in a context that effectively communicates ideas to a viewer or audience.  Evaluate the context and presentation of a Body of Work to communicate ideas to a viewer or audience | | The Body of Work is presented in a context that effectively communicates ideas and meaning to different viewers and audiences.  Explain and critically evaluate the presentation of a Body of Work to communicate ideas to a viewer or audience | |
| 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | | 5 ❑ 6 ❑ | | 7 ❑ 8 ❑ | | 9 ❑ 10 ❑ | |

Authentication of VCE Art Creative Practice 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 Creative Practice.

All work developed and completed in VCE Art Creative Practice 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 in the folio 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 suchas 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 (including the use of AI) the teacher should record complete details as an attachment to the Authentication record form.
4. The VCE and VCAL Administrative Handbook and the Art Creative Practice 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.

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| **2025** | | Victorian Certificate of Education  **Art Creative Practice**  **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. **Research and analyse the ideas and issues explored by artists in their practice.** | | |  | |  |  |  |  |  |
| 1. **Explore materials, techniques and processes in the Creative Practice to develop a visual language** | | |  | |  |  |  |  |  |
| 1. **Document and evaluate the Creative Practice using Interpretive Lenses to develop and refine at least one finished artwork responding to the practice of an artist.** | | |  | |  |  |  |  |  |
| 1. **Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.** | | |  | |  |  |  |  |  |
| **Unit 3 Outcome 2** | 1. **Apply and manipulate materials, techniques and processes to develop personal responses and a visual language using the Creative Practice.** | | |  | |  |  |  |  |  |
| 1. **Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.** | | |  | |  |  |  |  |  |
| **Unit 4 Outcome 1** | 1. **Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work** | | |  | |  |  |  |  |  |
| 1. **Document, annotate and evaluate the refinement and resolution of the Body of Work** | | |  | |  |  |  |  |  |
| **Unit 4 Outcome 2** | 1. **Refine and resolve a Body of work using the Creative Practice.** | | |  | |  |  |  |  |  |
| 1. **Present a Body of Work to communicate ideas and meaning to a viewer or audience.** | | |  | |  |  |  |  |  |
| **TOTAL SCORE** | | | **SUBTOTALS** |  | |  |  |  |  |  |