**Kathryn Hendy-Ekers** - Welcome to one of the implementation videos for VCE Art Making and Exhibiting. This video will cover Unit 1 of the study design. My name is Kathryn Hendy-Ekers and I'm the Curriculum Manager for Visual Arts, Media and Visual Communication Design. With me, I have two experienced teachers, Andrew Landrigan and Birra-li Ward. Welcome Andrew and Birra-li.

So the features, what we're going to cover in this particular video are the features of Unit 1, Art Making and Exhibiting and overview of the areas of study in Unit 1, some teaching ideas and assessment ideas. So, just to go through some initial slides that cover the study specifications through Art Making and Exhibiting, you have seen this slide in previous videos. So it just gives you the architecture of the study and the key concepts for each Area of Study in each unit.

So you can see there are key words that each unit follows and they are listed down the right hand side of the screen here. We've got explore, expand, investigate, understand, develop, resolve, collect, extend, connect, consolidate, present and conserve. So each Area of Study covers that key concept. So for the video for Unit 1 we'll be looking at explore, expand and investigate. So when you are looking at making artworks, you can see in this diagram and it might be useful for your students. The key, again, the key terms that we look at with making artworks. So art forms, techniques, processes, materials, aesthetic qualities, art elements and art principles, visual language, ideas and meaning and influences and inspiration. And there are all the key command concepts on the right-hand side.

VCE Art Making and Exhibiting has three areas for exhibiting artworks exhibition, design, curation, and conservation and definitions of those are in the study specifications. And they underpin all of the study specifications, underpin Units 1 to 4. We also have the four areas of museums, galleries, other exhibition spaces and site-specific spaces that the students will cover in those areas of study that deal with exhibiting artworks. And the key terms again are in the middle of the screen with the three definitions on the left hand side there. The study has terms, art elements, art principles, art forms context, critique, influences and inspiration, visual language and aesthetic qualities.

So it's important that you unpack those and look at those definitions with your students and their relevance to Units 1 to 4. Going through Unit 1, explore, expanded and investigate. At the top there there's a summary of the unit. So the students explore materials, techniques and processes in specific art forms, they study their historical development of art forms and the changing characteristics and properties. They explore how artists use materials, techniques and processes to stimulate ideas and working pratices. And they present artworks and research with a focus on exhibitions. So there are three areas of study and you can see that each Area of Study has a leading inquiry question. So how do artists use materials and techniques in their art making? How do artists use materials and techniques to represent ideas and achieve a style in their artworks? And then finally, what role do artworks play and their presentation play in society?

So you can use that as a leading question when you are preparing your students for each Area of Study. So Area of Study 1, 2, and 3, we have the three outcomes there just in a snapshot for you. And we will go through those in a moment in detail. So when you are planning for Unit 1 maybe consider what art forms you really want to teach with your students. And also the exhibition spaces you'd like to study. You can consider again what ideas and themes you'd like to teach and how you can weave these themes or ideas throughout your course, how you're going to provide a student choice for your students to tailor a course based on your student needs. So that's very important in VCE is looking at students advocacy and seeing how students can really interact. And you as the teacher offer your skills and knowledge as a facilitator, and then considering what will be following into Units 3 and 4 and how you approach the School-assessed Task. Too, particularly if you are transitioning from Unit 1 and 2 of Studio Arts or VCE Art, how you'll use those students' knowledge and skills particularly in Unit 3 and 4 and that's covered more further in the Unit 3 and 4 videos.

What would you like to retain? So, what are you already teaching in Unit 1 or 2 of either study and what would you like to retain in this study or what you'd like to change and consider what excites you about the study design? There might be a particular Area of Study you like, so moving into Area of Study 1. So the outcome is on completion of this unit, the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making. So with that leading question, there are some questions underneath that you might want to use with your students when you start developing this first Area of Study. So again, using the students and using their inquiry, doing a backwards learning to establish a great course for your students. The key knowledge and key skills. What we've done here in this slide is highlighted the key concepts of knowledge. So for Area of Study 1, it's the use of materials, techniques and processes the characteristics and properties of materials, the understanding of technical skill, the manipulation of materials and techniques to develop subject matter and represent ideas, the use of materials and techniques to develop visual language.

The methods used to document and organise written reference materials and the use of visual language and art terminology in reflection in the student's documentation. The key skills it's really important when you're going through and unpacking the key skills to look at what we call the command terms. We now publish command terms for VC examinations linked to all study design pages. So you should look up some of those terms and see how they work in respect of the key knowledge. So you can see that each area of key knowledge has a command term associated with it. So with the key skills for Area of Study 1, you've got investigate, develop and apply, explore, research, explore progressively document and use visual language to reflect and document art making. So I'm going to hand it over to Birra-li and Andrew now just to go through talking about some teaching and learning ideas for Unit 1, Area of Study 1. So Birra-li and Andrew when you want me to advance the slide, just tell me and I will do do that for you.

**Andrew Landrigan** - Thanks, Kathy. The first thing that I'm thinking about when looking at this unit, I'm considering what my students need and what experiences I want to share with them and teach them. The fact that we need to explore a number, a range of art forms is the most important concern. And they get the chance to play and experiment with those art forms. We can look at the history of the art forms that we choose and look at how that art form has advanced through history and pinpoint exact moments where the changes in that art form have technologically advanced. I wouldn't be trying to cover the whole history of the art form, but looking at key moments.

**Birra-li Ward** - So a good way to do that would be to look at the multiple art forms as per the study design key skills and key knowledge indicates but for each art form that you do investigate you would want to get the students to start understanding what are the inherent characteristics about the materials? What are some of the techniques that are used within that art form? So for example, if it was printmaking they need to familiarise themselves with the terminology and techniques associated with relief. But also maybe Intaglio. For example, if you're doing photography, you might look at photography but also maybe the moving image as to art forms you could study within that outcome.

**Andrew Landrigan** - I'd also include reference to key artists in that art form and guide students through their working processes, the materials that they use and the techniques they use. We can advance now, Kathy. In terms of assessment, the student needs to be able to document their work in the Visual Arts journal. The Visual Arts journal is their main location for presenting all of the material that they develop. In the guided exploration of art forms, the students should be working towards developing a set of experiments and trials that focus on play and developing a set of visual responses to those and documenting them with written annotations.

**Birra-li Ward** - And this is a good moment in Outcome 1 to really start understanding yet strategies for annotations. So, looking at different techniques and organisational techniques that students can use to actually reflect in order to move forward with the next experiment within that art form too.

**Andrew Landrigan** - There's also a focus on building skills. So it's really important that the students start from a place where they not might not be sure of the skills that they have and advance through that process of play and experimentation to develop a set of skills that they can use in Outcome 2, where they make an artwork. We can move on now, Kathy, thanks. In this assessment example, the students should choose the art form that they're working in and document a research activity around how that art form has developed over time. They're specifically looking at the characteristics and properties that have changed within that art form. And look at the context that the artists are working in, reference to the context can be found in the study design.

**Birra-li Ward** - It's also important to note with Outcome 1 that it is a multiple art forms or a range of art forms. Those art forms can be done one way, could be concurrently but you could also do it term one could focus on or half of term one could focus on one art form and then the second half could also focus on the next art form. Do you have anything to add to that, Andrew?

**Andrew Landrigan** - No, that's all good. Thanks Kathy.

**Kathryn Hendy-Ekers** - So moving on to Area of Study 2, the students, in this particular outcome, is where the students look at making and presenting at least one finished artwork and document their art making and Visual journal. And again, there is the main inquiry learning question there how art has used materials and techniques to represent ideas and achieve a style in their work. So you can see there are some key questions you could use about art forms, investigation in terms of materials and techniques, subject matter, visual language and how the student may present that finished artwork in their example there.

With the key knowledge and key skills. Again, you can see it's the use of materials, techniques and processes in that finished artwork the characteristics and properties the techniques used to develop subject matter and represent ideas. So this particular Area of Study is linking ideas to the art form and techniques. The use of visual language are the methods used to document making, methods used to present and evaluate the finished work and how the students would use visual language and art terminology in their recording and evaluation.

With the key skills, you can see the key command words there related to each knowledge piece is explore and evaluate, explore, develop subject matter, use visual language to communicate ideas, progressively reflect, evaluate and document, present and evaluate and use visual language and art terminology to record and evaluate. And these highlights will help you when you are developing assessment criteria for these particular outcomes with your students. Okay, I'll just hand it back to Birra-li and Andrew to talk about some teaching and learning ideas for Area of Study 2.

**Andrew Landrigan** - Thanks Kathy. As a starting point, I think it would be good to review the work that the students have created in Outcome 1 and look at if there are any similarities that can be drawn upon to focus on the creation of a theme that the students respond to. So there are a couple of ways that the teacher can organise this unit of work. They can decide on a theme for the whole class or they can allow the student to select their own theme.

**Birra-li Ward** - With the selection of an art form, again, that would be based from outcome 1. So looking at their learning, looking at their techniques and really thinking then how they can experiment with subject matter now in outcome two, sorry. So taking their learning from an experimentation from outcome 1 and applying that into an artwork but really focusing on the set theme and subject matter and visual language for that outcome. Also in outcome two, there is the artist statement and also an evaluation which is an excellent opportunity to really unpack what the differences are between an artist statement and also the evaluation. The evaluation really could be about the students reflecting on their learning and about the process that they undertook where the artist statement is about then the work and their exploration of subject matter within that.

**Andrew Landrigan** - Thanks, Kathy. The detailed example on screen relates to the artist statement and reflection statement. At the end of the unit or at the end of the Area of Study, the student would look at the artwork that they've made to create an artist statement and a reflection statement. These are short statements about firstly, the artist statement is about the work, it's context and ideas and the meanings communicated through the work the reflection statement should utilise more critical thinking skills to evaluate the artwork.

**Birra-li Ward** - Yes, please Kathy. So in terms of assessment with those again, the artist statement could be there's creative ways that you could present that, it could be in a gallery space alongside the work. If you have that opportunity, it could also be on the school's website with the artist statement next to it, or it could be in the school newsletter with the accompanying statement. The evaluation potentially could go into the Visual journal which is the key point for all of their learning. And all of the experimentations should be documented into that Visual journal.

**Andrew Landrigan** - This in terms of assessment, the student can be assessed on the use and skill of use in the materials and techniques in the art form that they're working in. They can also be assessed on the statements and the evaluation. At the end of this Area of Study the student needs to be assessed on the finished artwork and the documentation. And the key point here is, has at least one finished artwork from the experimental work completed in Area of Study 1, been developed. In terms of what the student needs to do, they need to use materials and techniques in specific art forms explored in Area of Study 1, the development of skills in specific art forms and the documentation of that work in the Visual Arts journal and at least one finished artwork. The techniques that have been used to represent ideas in at least one finished artwork in a specific art form, the documentation of written and visual material in the Visual Arts journal, demonstrating reflection and evaluation of the development and refinement of one finished work and a statement discussing the representation of ideas and reflecting on the art making process. Thanks, Kathy.

**Kathryn Hendy-Ekers** - Okay, moving on to Area of Study 3. So the outcome for this Area of Study is that the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition. So you're looking at what role do artworks in their presentation play in society? So again, here's a couple of overarching questions which artists would I research? How does context influence the materials and techniques and processes the artist uses? How do artists represent ideas and communicate meaning and how artworks are presented to communicate the artist's intention to an audience? And how is information about an exhibition organised and presented?

So, particularly there is information about Area of Study 3 here. So there is some required information for this particular outcome that the students must address. So the students must select three artists, including one or more Aboriginal Torres Strait island artists and at least one artwork by each artist they must provide an overview and information about those artists, including the background information and the influences in their art making where the artist was born, where they live or lived and where they work or may have worked. They need to provide an overview of the artists and their works selected for the exhibition, explore and explain how each artist has applied materials, techniques, and processes to make each art artwork and explain how artists represent ideas and new subject matter to communicate meaning in each art work.

So the key knowledge, again, it's the influence on context on the pratices of Australian artists, the characteristics and properties and materials used by artists ways in which artists apply materials they use techniques and processes, how they represent ideas and use subject matter to communicate meaning, the strategies they used to create a cohesive presentation, are the students about artworks and their artists and their artworks and the ways to discuss artworks and art forms on display. And the strategies used to prepare information for the exhibition of artworks. So it may be a good idea at this point to introduce your students to some particular exhibitions. So they get an understanding of how artworks are displayed.

So the key skills are to explore and discuss, use resources to research, explain and evaluate, analyse, use variety of methods and strategies to present information, develop and present information, discussing a range of artworks and use appropriate terminology. So the presentation, as we've explained in an earlier slide that's the information there about the presentation. So it's fairly similar. So that's in the assessment material available to you. So, just to reinforce that and I'll just hand it back to Birra-li and Andrew to go through some teaching and learning ideas.

**Andrew Landrigan** - Thanks, Kathy. The most important thing to note is that each year the VCAA will publish an art making and exhibiting exhibition list that teachers can refer to, the list is a suggestion for teachers to establish ideas about exhibitions, that they can take their students to to see exhibitions and make decisions about the exhibitions that they can access depending on their location. Students can also visit online exhibitions. When the teacher selects the exhibition that the student will visit, they should prepare the student with the information that Kathy showed on the previous slides about what they need need to look for specifically in the exhibition space. And when they're choosing the artworks for study.

**Birra-li Ward** - I think also looking at themes, looking at themes is across all units and it would be good to start introducing and unpacking with the students what themes are within an exhibition.

**Andrew Landrigan** - It's really important to note that there needs to be a focus on Australian artists and artists and art works by indigenous communities.

In this learning example, the student needs to visit a selected exhibition space or collection to view and investigate a selection of at least three artworks by three artists. And one must be by a First Nations Australian artists. When they're viewing the exhibit exhibition and artworks, they need to explore and research how each of the three artists has applied materials, techniques and processes to make their artworks, how each of the three artists has expressed ideas and meanings within their artworks, how cultural, historical and social context have influenced each of the artists and their artworks, how each of the three artworks are displayed. And the reasons why this kind of approach is appropriate with respect to the art form and meaning of the artwork and examples of text, publications, programs and promotions produced for audiences in association with the exhibition or collection. Thanks Kathy.

**Birra-li Ward** - So with the presentation, right, there's a range that the students can present with. They could do postcards, there's Instagram posts, many institutions and galleries are now using Instagram posts and social media as a way to communicate information about artists and exhibitions they could also do a review of the exhibition. So again, an opportunity to be creative in how the students respond to the key skills and key knowledge.

**Andrew Landrigan** - This is a great opportunity to introduce the use of technology to students to formulate responses to this task. The students can use digital technologies that they can access to present the information and publish it online, to share with other people and other audiences.

**Kathryn Hendy-Ekers** - So I think we've gone through this and this is again another example of exploring and discussing the context of Australian artists using the resources, explaining how artists have used materials, techniques and processes, how they've represented ideas and used subject matter and the strategies you use for an exhibition.

**Birra-li Ward** - It is also important to note with outcome 3 that all information and research that the student undertakes is to be documented in the Visual Arts journal.

**Kathryn Hendy-Ekers** - Okay, so that probably brings us to the end of this particular presentation on Unit 1. So there are other on-demand videos available on the VCAA website for other units for Art Making and Exhibiting and art creative pratice. So I'd like to thank Birra-li and Andrew for assisting with this presentation. Thank you.

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