

VCE Art Creative Practice 2023-2027

Introduction to the School-assessed
Task (SAT)



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY




Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

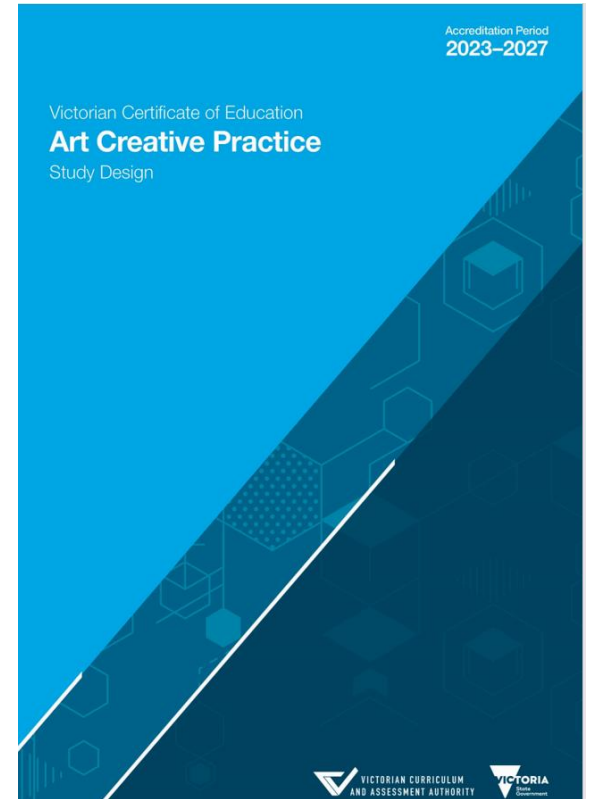
Send

 Participant  QA

Key Documents

- **Study Design**
- **Support Material**
- **School-based Assessment Advice**
- **Examination material**
- **School-assessed Coursework**

[Pages - Art \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)






Study design for implementation in 2023

Teachers are advised that the study design listed below is for use from 2023. This is available to teachers in preparation for the implementation of the new study in 2023. Additional resources will be added progressively as they become available.

▼ 2023 Implementation

For accreditation period 2023-2027

-  [VCE Art Creative Practice Study Design](#) for implementation in 2023.
-  [VCE Art Creative Practice: Administrative Information for School-based Assessment In 2023](#)
 -  [Authentication record form: VCE Art Creative Practice 2023](#)

• **Support materials**

These support materials incorporate the previously known *Advice for teachers*.

- [Planning](#)
- [Teaching and learning](#)
- [Assessment](#)
- [VCE Visual Arts studies \(2023-2027\) Implementation videos](#)
Online video presentations which provide teachers with information about the new VCE Visual Arts Study Designs for implementation in 2023: VCE Art Creative Practice and VCE Art Making and Exhibiting.
- The VCE Art Creative Practice Study Design (for implementation in 2023) has been deemed an equivalent VCE study from 2023. Please refer to the [VCAA Bulletin No.76 \(March 2022\)](#) for further information.

Support Material

PLANNING

Accreditation period Units 1-4: 2023-2027

▼ Developing a program

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcomes in each unit.

Support Material

TEACHING AND LEARNING

Accreditation period Units 1-4: 2023-2027

Introduction

The VCE Art Creative Practice 2023–2027 *Support materials* (incorporating the previously known *Advice for teachers*) provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4.

The program developed and delivered to students must be in accordance with the [VCE Art Creative Practice Study Design 2023-2027](#).

Unit 1: Interpreting artworks and exploring the Creative Practice

- ▶ Unit 1 Area of Study 1: Artists, artworks and audiences
- ▶ Unit 1 Area of Study 2: The Creative Practice
- ▶ Unit 1 Area of Study 3: Documenting and reflecting on the Creative Practice

ASSESSMENT

Accreditation period Units 1-4: 2023-2027

General assessment advice

The principles underpinning all VCE assessment practices are explained in [VCE assessment principles](#).

Updates to matters related to the administration of VCE assessment are published in the [VCAA Bulletin](#).

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [VCE and VCAL Administrative Handbook](#).

The procedures for managing VCE school-based assessment are explained in [Assessment advice for the VCE](#).

The [glossary of command terms](#) provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations and to help students better understand the requirements of command terms in the context of their discipline.

[VCE Art Creative Practice Study Design](#) examination specifications, past examination papers and corresponding examination reports can be accessed from the VCE Art Creative Practice [examination webpage](#).

Graded Distributions for Graded Assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information webpage](#).

Excepting third-party elements, schools may use this resource in accordance with the [VCAA's Educational Allowance](#) (VCAA Copyright and Intellectual Property Policy).

- ▶ Unit 1: Interpreting artworks and exploring the Creative Practice
- ▶ Unit 2: Interpreting artworks and developing the Creative Practice
- ▶ Unit 3: Investigation, ideas, artworks and the Creative Practice
- ▶ Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice
- ▶ Sample approach to developing the School-assessed Task
- ▶ Sample approach to developing School-assessed Coursework

Implementation videos

Implementation on-demand videos

The video recordings on this page will provide an overview of the new VCE Visual Arts Study Designs for 2023: VCE Art Creative Practice and VCE Art Making and Exhibiting.

VCE Art Creative Practice, VCE Art Making and Exhibiting, VET Visual Arts Implementation 2023-2027 Study Overview

This video provides a brief overview and comparison of the concepts and content of the new VCE Visual Arts studies Units 1 – 4 for implementation in 2023. It also provides information about the pathways for VET Visual Arts.



[Study Overview transcript](#)

[Study Overview presentation](#)

Implementation webinar recordings

Art Creative Practice

- ▶ Study Design introduction
- ▶ Unit 1
- ▶ Unit 2
- ▶ Unit 3 Area of Study 1: School-assessed Task
- ▶ Unit 3 Area of Study 2: School-assessed Task
- ▶ Unit 4 Area of Study 1 and 2: School-assessed Task
- ▶ Unit 4 Area of Study 3: School-assessed Coursework
- ▶ VCE Art Creative Practice – The Critique

[Pages - VCE Visual Arts \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

School-based assessment Advice

- Scope and nature of task
- Assessment criteria, descriptors and evidence
- Authentication material
- Scoring sheet

VCE Art Creative Practice: Administrative information for School-based Assessment in 2023

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 2023 VCE Art Creative Practice assessment sheet on page 30 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 and VCAA Administrative Handbook 2023](#).

The Authentication record form on pages 23–29 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 2023 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website. [vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx](https://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx)

Terms used for Assessment

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 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.

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 Outcome 1 task

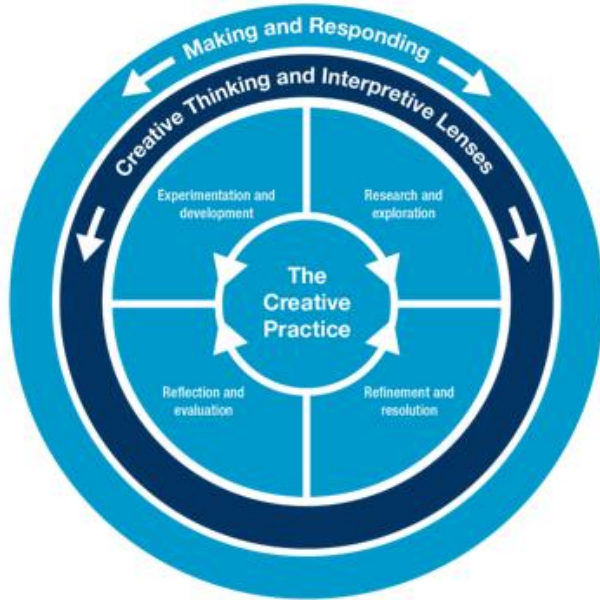
A presentation of the research conducted by the student, using any one or a combination of the following:

- 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

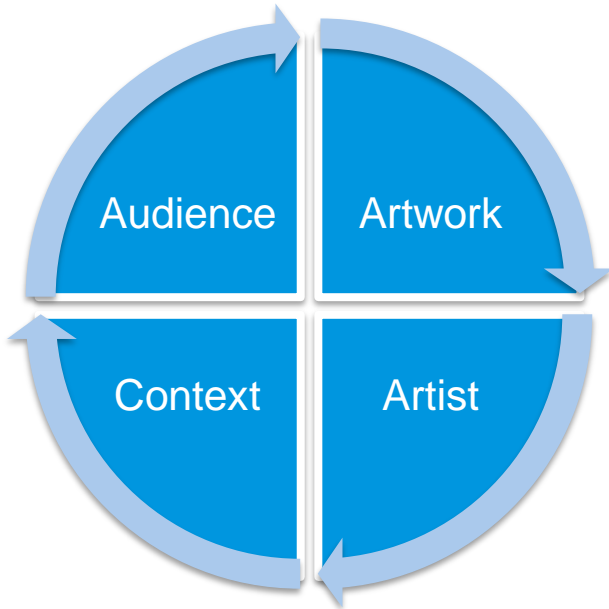
- At least **one** finished artwork that responds to the ideas explored using the Creative Practice.

The Creative Practice



- research and exploration
- experimentation and development
- refinement and resolution
- reflection and evaluation.

The Interpretive Lenses



Making

Responding

Structural

- Investigation of the use of art elements and art principles, application of materials, techniques and processes.
- stylistic qualities and symbolism evident in the artwork
- context in which artists work and in which artworks are presented or viewed.

Personal

- investigation of the personal feelings, beliefs and life experiences of the artist.
- influenced by the life experiences, personal feelings and beliefs of the viewer or audience
- context in which artists work and in which artworks are presented or viewed.

Cultural

- the investigation of social, historical and cultural influences and representations. influence of the time and place in which the artwork is made, presented or viewed, the social, historical, political, philosophical and economic influences on the practices of the artist, and how these are reflected in the artwork.
- the purpose of the artwork, and the ethnicity, gender, ethics and spiritual or secular beliefs of the artist and the viewer or audience.

Unit 3 Outcome 1 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.

Unit 3 Outcome 1 - Scope of Task

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.

Some approaches to presenting information and evidence of students' creative practice include:

- annotations
- visual material
- audio recordings
- documentation that is numbered and dated.

Unit 3 Outcome 1 - Scope of task

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

Unit 3 Outcome 1 - Scope of Task

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.

Glossary of command terms

The same terms are used in SAT criteria and descriptors

GLOSSARY OF COMMAND TERMS

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.

The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations.

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

 [Glossary of command terms](#)

[Pages - Glossary of command terms \(eduweb.vic.gov.au\)](https://eduweb.vic.gov.au)

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When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

| Term | Explanation |
|-------------|--|
| account of | Describe a series of events or transactions. |
| account for | State reasons for; report on. |
| analyse | Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information. |
| apply | Use; employ in a particular situation or context. |
| assess | Make a judgment about, or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something. |
| calculate | Determine from given facts, figures or information, obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes. |
| clarify | Make a statement or situation more comprehensible. |
| compare | Recognise similarities and differences and the significance of these similarities and differences. |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | |
|--|----------------------------|---|---|--|--|--|
| | Not shown | 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. | | 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 the descriptors in the appropriate range. | | |
| | | | | Identify and connect sources related to the artist's practice. | Research and analyse sources related to the artist's practice. | Research and evaluate sources related to the artist's practice. |
| | | | | Document the ideas and related issues in the selected artwork. | Document and analyse ideas and related issues explored in the selected artwork | Evaluate the ideas and explain the issues related to the selected artwork and the artist's practice. |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> | 5 <input type="checkbox"/> 6 <input type="checkbox"/> | 7 <input type="checkbox"/> 8 <input type="checkbox"/> | 9 <input type="checkbox"/> 10 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> research and analyse the ideas explored by artists in their artworks research and analyse issues related to the artwork or practice of the artist. | | | Evidence <ul style="list-style-type: none"> documented evidence of the selected artwork, ideas and related issues references to sources in the research as supporting evidence 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 <ul style="list-style-type: none"> 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. | | | |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | |
|--|-----------------------|--|---|---|--|--|
| | Not shown | 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 | | Select and apply materials and techniques. | Apply selected materials and techniques in an exploration | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | |
| | | | | Explore and experiment with materials and techniques to make visual responses influenced by ideas and issues in an artist's practice. | Explore, experiment with and consider the use of materials, techniques and processes to make personal visual responses influenced by ideas and issues in an artist's practice. | Explore, experiment with and resolve personal visual responses influenced by specific ideas and issues in an artist's practice |
| | | | | Use materials and techniques in visual language | Develop visual language through the exploration of materials, techniques and processes | Refine the use of materials, techniques and processes to develop an effective visual language. |
| | | | | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> Use selected materials, techniques, processes and art forms throughout the Creative Practice Explore and document the use of materials, techniques and processes to develop effective visual language. | | | Evidence <ul style="list-style-type: none"> At least one finished artwork that responds to the ideas explored using the Creative Practice Use of materials, techniques and processes in one finished artwork. Use of visual language to communicate ideas or issues including at least one finished artwork. <p>Further information regarding the Finished artwork is outlined in the Scope of the task.</p> | | | |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | |
|--|---|---|---|---|--|--|
| | Not shown | 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. | To achieve the higher score at each level students must satisfy the descriptors in the appropriate range. | | | | | |
| | States aspects of the Creative Practice in response to a selected artwork. | Demonstrates aspects of the Creative Practice to develop an artwork in response to a researched artist and artwork. | Reflect on the Creative Practice used to develop an artwork in response to a researched artist and artwork. | Evaluate the Creative Practice used to develop and refine an artwork in response to a researched artist and artwork. | Assess and evaluate the decisions made when using the Creative Practice to develop and refine an artwork in response to a researched artist and artwork. | |
| | | | Apply appropriate Interpretive Lenses to document aspects of the Creative Practice. | Identify and apply appropriate Interpretive Lenses to document the use of the Creative Practice to develop and refine a finished artwork. | Apply the appropriate Interpretive Lenses to evaluate the use of the Creative Practice to develop and refine a finished artwork. | |
| | Identify the use of visual language in an artwork. | Describe the use of visual language in a finished artwork. | Describe the development of visual language used to communicate ideas and issues in the finished artwork | Evaluate the development of the visual language used to communicate ideas and issues in the finished artwork. | Critically evaluate the development of visual language used to communicate ideas and issues in the finished artwork. | |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> | 5 <input type="checkbox"/> 6 <input type="checkbox"/> | 7 <input type="checkbox"/> 8 <input type="checkbox"/> | 9 <input type="checkbox"/> 10 <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Key skill • Select and apply the appropriate Interpretive Lenses throughout the Creative Practice • Explore, document, reflect on and evaluate the use of the Creative Practice to develop and refine an artwork, using appropriate written, and visual material • Develop and critically evaluate visual language to communicate ideas or issues. | | | Evidence Documented visual and written evidence demonstrating: <ul style="list-style-type: none"> • Evaluation of the Creative Practice used to develop and refine at least one finished artwork. Evaluation of the development of the visual language used to communicate ideas and issues in at least one finished artwork • Use of appropriate Interpretive Lenses throughout the Creative Practice • Appropriate written and visual material that reflects upon and evaluates the Creative Practice, the response to the researched artist, their practice and selected artwork. | | | |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | |
|--|-----------------------|---|--|--|--|--|
| | Not shown | 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. | | 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. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | |
| | | | | Explain the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience. | Explain and evaluate the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience. | Evaluate and justify the use of the Creative Practice to develop and refine one artwork. |
| | | | | Acknowledge audience feedback. | 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 | 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. |
| | | | | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> apply appropriate methods to present a critique of the use of the Creative Practice and the finished artworks use appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork. | | | Evidence <p>A critique presented in a digital format, such as an online presentation or interactive website or an oral critique with written and visual evidence:</p> <ul style="list-style-type: none"> Explaining the use of the Creative Practice to develop and refine at least one finished artwork that is a response to the practice of an artist. Reflection and evaluation on the use of the Creative Practice to develop, refine and resolve at least one finished artwork. Appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork Documentation and reflection of audience feedback to further develop ideas in Area of Study 2. <p>Details of the Critique and the Finished Artwork are outlined in the Scope of the task</p> | | | |

Unit 3 Outcome 2 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.

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.**

The Body of Work

The Body of Work is a term with which students must become familiar. A definition is provided on page 17 of the study design. The Body of Work encompasses the student's use of the four components of the Creative Practice. The Creative Practice and the Interpretive Lenses will scaffold the development of the Body of Work. The Body of Work can include samples, investigations, reflections, unfinished works and finished works. The visual diary can provide the support for the Body of Work and documents the student's artistic practice, reflections and evaluations.

In Unit 1 the Body of Work is experimental: there are no finished works. Teachers should read through the requirements for the assessment tasks for Unit 1 Outcomes 2 and 3 to provide the parameters for the Body of Work. Unit 2 flows on from Unit 1 in developing a Body of Work. For the assessment of Unit 2 Outcomes 2 and 3, teachers should determine how the collaborative practice will be demonstrated in the Body of Work and what constitutes a finished artwork. The inquiry and experiential learning questions and activities can help scaffold teaching and learning along with the understanding of Creative Practice and the Interpretive Lenses.

As Unit 3 and 4 Areas of Study 1 and 2 constitute the exploration, development and refinement of the Body of Work, it is important that the learning approaches are clearly structured and scaffolded for the student. The students can begin the Body of Work in Unit 3 Area of Study 1 by clearly defining their inquiry using discussion and investigation of an artists practice and artwork to inform their investigation. Specific goals should be set throughout Units 3 and 4 to allow students to reflect on and evaluate their practice. The critique forms part of the exploration, development and refinement of the Body of Work.

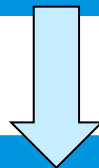
[Pages - Planning \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Resource

<https://sites.google.com/education.nsw.gov.au/successful-bodies-of-work/1-qualities-of-successful-bodies-of-work>

Unit 3 Outcome 1

**Experimental,
developed and
resolved**



Unit 3 Outcome 2

**Experimental and
developed**

Unit 3 Outcome 2 – Scope of task

Starting points

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.

Unit 3 Outcome 2 – Scope of task

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

Unit 3 Outcome 2 – Scope of task

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.

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | | | | | | |
|--|--|---|----------------------------|--|--|--|----------------------------|--|----------------------------|---|-----------------------------|
| | Not shown | 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. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | | | | | | | | | |
| | | Apply materials, techniques, art elements and art principles. | | Apply and manipulate materials, techniques, art elements and art principles to develop visual responses. | | Explore materials, techniques to develop visual responses. | | Use the Creative Practice to explore materials, techniques and processes to develop personal responses | | Apply the Creative Practice to explore and manipulate materials, techniques and processes in the personal responses | |
| | | | | | | Explore visual language to communicate personal ideas | | Use the Creative Practice to develop a visual language in personal responses that communicate ideas. | | Apply the Creative Practice to refine visual language in personal responses that communicate ideas. | |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> use selected materials, techniques, processes and art forms throughout the Creative Practice manipulate and apply materials, techniques and processes in selected art forms to develop personal responses explore and develop visual language that communicates personal ideas. | | | | | Evidence <ul style="list-style-type: none"> Personal visual explorations in selected art forms demonstrating the selection, application and manipulation of materials, techniques and processes throughout the Creative Practice Use of materials and techniques to develop visual language that communicate personal ideas in visual explorations. <p>Details of the Creative Practice and Visual Language can be found in the Study Specifications for VCE Art Creative Practice.</p> | | | | | | |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | | | | | | |
|---|--|-------------------------------------|----------------------------|--|---|--|----------------------------|--|----------------------------|---|-----------------------------|
| | Not shown | 1–2 (very low) | | 3–4 (low) | | 5–6 (medium) | | 7–8 (high) | | 9–10 (very high) | |
| <p>Criterion 6 Unit 3 Outcome 2: Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.</p> | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | | | | | | | | | |
| | | Document personal visual responses. | | Identify Interpretive Lenses and aspects of the Creative Practice used in personal visual responses. | | Develop written and visual material to document the development of personal visual responses using the Creative Practice | | Examine and evaluate personal responses using the Creative Practice | | Progressively evaluate the Creative Practice, critically reflect upon and construct a range of personal responses | |
| | | | | | | Develop written and visual material that uses the language of appropriate Interpretive Lenses to document the development of personal visual responses | | Examine and evaluate personal responses using art terminology and the language of identified appropriate Interpretive Lenses | | Evaluate personal responses explicitly applying the language of appropriate Interpretive Lenses. | |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| <p>Key skill</p> <ul style="list-style-type: none"> select and apply the appropriate Interpretive Lenses throughout the Creative Practice apply, document and critically reflect on the use of the Creative Practice to develop personal responses document and annotate, using visual material and written material, to critically reflect on and evaluate the use of the Creative Practice Apply art terminology in analysis and critically reflective and evaluative annotations. | | | | | <p>Evidence</p> <p>Body of Work and documentation using written and visual material, demonstrating:</p> <ul style="list-style-type: none"> The Creative Practice used to develop personal visual responses Annotations that critically reflect and evaluate the Creative Practice used to develop personal visual responses Selection and application of relevant Interpretive Lenses in documentation, reflection and evaluation of personal visual responses throughout the Creative Practice Application of art terminology in analysis of personal visual responses and in critically reflective annotations of the use of the Creative Practice. <p>Further information on the Body of Work and the documentation are outlined in the Scope and Nature of the task.</p> | | | | | | |

Unit 4 Outcome 1 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.

Unit 4 Outcome 1 – 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.

Body of Work

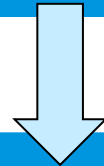
In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice.

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.

Unit 4 Outcome 1
developed and
resolved



Unit 3 Outcome 2
Refined and
resolved

Unit 4 Outcome 1 – Scope of task

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.

Unit 4 Outcome 1 – Scope of task

Documentation of the 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.

| VCE Art Creative Practice: School-assessed Task Assessment Sheet | | | | | | |
|---|----------------------------|--|--|---|---|--|
| Assessment Criteria | Levels of Performance | | | | | |
| | Not shown | 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 | | Describe how the Creative Practice was used in Unit 3. | Explain how the Creative Practice used to develop personal visual responses in Unit 3. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | |
| | | | | Prepare a presentation for a critique that explains how the Creative Practice was used to develop ideas and visual responses in Unit 3. | Explain and evaluate the use of the Creative Practice to further develop and refine personal ideas and visual responses from Unit 3 in a critique | Explain and justify the use of the Creative Practice to further develop and refine personal ideas and visual responses from Unit 3 in a critique |
| | | | | Document feedback | Document and reflect on feedback from an audience and describe the intentions for the refinement and resolution of the Body of Work. | Document and critically reflect on feedback from an audience to propose the intentions for the refinement and resolution of the Body of Work. |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> | 5 <input type="checkbox"/> 6 <input type="checkbox"/> | 7 <input type="checkbox"/> 8 <input type="checkbox"/> | 9 <input type="checkbox"/> 10 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> present a critique of the use of the Creative Practice use feedback and reflection to resolve a Body of Work apply art terminology in critically reflective annotations throughout the Creative Practice Response to feedback from the critique to plan the further development, resolution and refinement of a Body of Work. Further information regarding the Critique is outlined in the Scope of the task. | | | Evidence Preparation and presentation of a critique outlining: <ul style="list-style-type: none"> The use of the Creative Practice to develop and resolve personal concepts in visual responses in Unit 3 The use of visual language to communicate ideas and meanings in artworks The further development, refinement and resolution of personal concepts, ideas, directions, explorations for the Body of Work. | | | |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | | | | | | |
|---|----------------------------|--|----------------------------|---|--|--|----------------------------|--|----------------------------|--|-----------------------------|
| | Not shown | 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 | | | | | | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | | | | |
| | | Document aspects of the Creative Practice. | | Document and describe aspects of the Creative Practice. | | Explain aspects of the Creative Practice used to refine and resolve a Body of Work. | | Analyse the use of the Creative Practice to refine and resolve a Body of Work. | | Critically evaluate and justify the use of the Creative Practice to refine and resolve a Body of Work. | |
| | | | | | | Application of aspects of appropriate Interpretive Lenses | | Application of all aspects of identified appropriate Interpretive Lenses | | Evaluate personal responses explicitly applying the language of appropriate Interpretive Lenses. | |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> evaluate and document the refinement and resolution of personal responses throughout the Creative Practice evaluate and document the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work document the refinement and effective resolution of visual language to communicate ideas in personal responses document, annotate and evaluate the refinement and resolution of the Body of Work, using appropriate written and visual material select and apply the appropriate Interpretive Lenses to document the use of the Creative Practice. | | | | | Evidence Documentation that presents ongoing explorations and development of personal concepts within selected art forms. Reflective annotations that include: <ul style="list-style-type: none"> Evaluation and documentation of the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work Documentation of the refinement and effective resolution of visual language to communicate ideas in personal responses in the Body of Work Application of the appropriate Interpretive Lenses to document the use of the Creative Practice throughout the Body of Work Application of art terminology in analysis and critically reflective and evaluative annotations. | | | | | | |

Unit 4 Outcome 2 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.

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.

Unit 4 Outcome 2 – 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.

Unit 4 Outcome 2 – Scope of task

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

| Assessment Criteria | Levels of Performance | | | | | | | | | | |
|--|--|---------------------------------|----------------------------|--|--|---|----------------------------|---|----------------------------|--|-----------------------------|
| | Not shown | 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. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. | | | | | | | | | | |
| | | Apply materials and techniques. | | Apply and manipulate materials and techniques in artworks. | | Refine the use of materials and techniques to resolve ideas in a Body of Work | | Refine and resolve the use of materials and techniques in selected artforms to communicate ideas in a Body of Work. | | Skillfully refine and resolve the use of materials and techniques in selected artforms to effectively communicate ideas in a Body of Work. | |
| | | | | | | Refine visual language to communicate personal ideas | | Refine and resolve visual language to communicate personal ideas relevant to the student's intention | | Refine and resolve visual language to effectively communicate personal ideas relevant to the students's intention | |
| | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> refine and resolve the use of materials, techniques and processes in selected art forms using the Creative Practice resolve ideas in a Body of Work using the Creative Practice refine and resolve visual language to communicate personal ideas in a Body of Work refine the use of materials and techniques in selected art forms to resolve ideas in a Body of Work select and apply the appropriate Interpretive Lenses throughout the Creative Practice. | | | | | Evidence A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including: <ul style="list-style-type: none"> One or more finished artworks that resolve the student's intentions One or more finished artworks in a selected artform(s) demonstrating the resolution and refinement of materials, techniques and processes Refinement and resolution of visual language to communicate personal ideas in the Body of Work Application of appropriate Interpretive Lenses in the resolution and refinement of the Body of Work. | | | | | | |

VCE Art Creative Practice: School-assessed Task Assessment Sheet

| Assessment Criteria | Levels of Performance | | | | | |
|--|-----------------------|--------------------------------|---|--|---|--|
| | Not shown | 1–2 (very low) | 3–4 (low) | 5–6 (medium) | 7–8 (high) | 9–10 (very high) |
| Criterion 10 Unit 4 Outcome 2: Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience. | | Presentation of a Body of Work | Presentation of a Body of Work in a context | 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. | The Body of Work is presented in a context that effectively communicates ideas to a viewer or audience. | The Body of Work is presented in a context that considers the communication of ideas and meaning to different viewers and audiences. |
| | | | | Explain how the presentation and context of a Body of Work to communicate ideas to a viewer or audience. | Explain and evaluate the presentation of a Body of Work to communicate ideas to a viewer or audience | Critically evaluate the presentation of a Body of Work to communicate ideas to a viewer or audience |
| | | | | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| Key skill <ul style="list-style-type: none"> present a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience evaluate how the presentation and context of a Body of Work effectively communicates ideas and meaning to a viewer or audience | | | Evidence <p>Presentation of a Body of Work in a specific context including:</p> <ul style="list-style-type: none"> One or more finished artworks that resolve the student's intentions Presentation of the Body of Work to effectively communicates ideas and meaning to a viewer or audience Evaluation of the presentation of the Body of Work to effectively communicates ideas and meaning to a viewer or audience Evaluation of the context of the Body of Work to effectively communicates ideas and meaning to a viewer or audience. <p>For further details on context refer to Scope of the Task.</p> | | | |

Authentication

You must prepare your administration documents and set up an authentication process for each student.

1.3 School-assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their class to distinguish each student's work and, therefore, to assist in the authentication process.

Teachers are required to follow the authentication advice in the relevant *Administrative Information for School-based Assessment* for their VCE study, available on the VCAA website, to ensure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student's authorship or ownership of the work.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study-specific **School-assessed Task Authentication Record** form, also available on the VCAA website. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

[Pages 77-79](#)

[VCE and VCAL Administrative Handbook 2022 \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au)

Authentication record form

VCE Art Creative Practice School-assessed Task 2023

Units 3 and 4

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes.

This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment Audit.

Student name **Student No:**.....

School..... **Teacher**.....

Instructions for use

Teachers are required to carry out a regular observation and documentation of the school assessed task and provide written feedback to students. The form is to be signed and dated by the teacher and student at each observation and submission of the School-assessed Task.

| Criterion 1: Research and analyse the ideas and issues explored by artists in their practice. | Unit 3 Outcome 1 | |
|--|------------------|--------------|
| Evidence: documented evidence of the selected artwork, ideas and related issues, references to sources in the research as supporting evidence. A presentation of the research conducted by the student. | | |
| Comments | Teacher Date | Student Date |
| | | |

Dates for 2023

- Webinars with assessment information will run in March, May and September.
- Dates will be advertised in February 2023
- One regional face-to-face session in March, May and September. Location to be confirmed.

Contact

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