

VCE Art Creative Practice

Unit 4 Outcome 3

Developing a School-assessed
Coursework task

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.



VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

VCE Assessment Principles

As part of VCE studies, assessment tasks enable:

- the demonstration of the **achievement of an outcome** or set of outcomes
- judgment and reporting of a **level of achievement** for school-based assessments at Units 3 and 4.

VCE Assessment Principles

VCE assessment should be

- valid (fair and reasonable)
- equitable
- balanced and
- efficient.



Assessments should be valid

Does the assessment enable judgments to be made about demonstration of outcomes and levels of achievement fairly, in a balanced way without adverse effects on or for the education system?

ASK, is the task...

- fair and reasonable?
- specified in the study design as one of the designated task types?
- conducted under fair conditions?
- conducted under substantially the same conditions for all students in the cohort
- are there clear instructions included?

Assessments should be equitable

- Do the assessment instruments ensure that no students are either privileged or disadvantaged, nor are any students excluded based on gender, culture, linguistic background, physical disability, socioeconomic status or geographical location.
- Is the task conducted under same/similar conditions to provide consistent information about student performance?

ASK, is the task

- accessible to all students?
- privileging a certain type of student?
- comparable in scope and demand if a choice of task is offered within?

Assessments should be balanced

Tasks should be designed to provide a range of opportunities for students to demonstrate in different contexts and modes and demonstrate different levels of achievement.

ASK

- Are a variety of task types used?
- Are a variety of conditions used?
- Do the tasks allow students to demonstrate different levels of achievement?
- Are suitable criteria, descriptors, rubrics or marking schemes used?
- How broadly are the key knowledge, key skills and outcomes being covered / assessed?

Assessments should be efficient

The minimum number of assessments must be set to enable a robust judgment about the progress and learning of each student. This number of assessments is set in the VCE study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of a student under fair and reasonable conditions.

ASK:

- Have minimum number of assessments been set?
- Does the assessment generate undue student stress?
- Are students being under assessed or over assessed on the outcome?

School-based assessment should:

Allow authentication issues to be addressed

Be completed mainly in class within the nominated timeframe

Elicit a spread of results

Be consistent for all students of the subject within the school

Developing a school-based assessment task

Ensure the task does assess the Outcome and does not under OR over assess key knowledge and key skills.

Check that the task developed

- is not **excessive** in scope
- does not **restrict** opportunity to demonstrate key skills and key knowledge
- has **balanced** coverage and depth

who

- Consider the cohort of students

what

- Consider the Outcome being assessed

when

- Consider the timing of the task

where

- Consider the conditions of assessment

why

- Consider the purpose of the task

how

- Consider the task type

Developing a School-based assessment task

Ensure

- Appropriate **depth** in assessment of key knowledge, key skills, outcome statements and unit introduction.
- Questions provide **opportunity for achievement of highest level of performance**
- Assessment is **appropriate and understandable** for the student cohort
- **Wording /language** is clear and appropriate for VCE students.
- Reflect **terminology** in study design

Commercially produced tasks

- May be used but **MUST** be adapted.
 - School-assessed coursework tasks need to be **UNIQUE to each individual school**
- Always check that the task type is appropriate and that the key knowledge, key skills and outcome are being assessed accordingly.
- It is the responsibility of the school and teacher to:
 - check that a commercially produced task is **compliant** with VCAA requirements.
 - ensure **authentication** of student work.

VCE Art Creative Practice

Outcomes

Key Knowledge
and Key Skills

SAT and SAC
Assessment Tasks

Characteristics of the Study

Units of Study

Scope of Study, Rationale and Aims

Unit 4 Outcome 3

Unit 4 Area of Study 3

Students undertake research of artists, their practices and their artworks. Students must:

- research at least one historical artist, their practice and their artworks, and at least one contemporary artist, their practice and their artworks
- compare the practices of the selected artists
- apply all three Interpretive Lenses to analyse and interpret the meanings and messages of at least two artworks by each artist
- source evidence to support their interpretation and point of view.

Unit 4 Outcome 3

On completion of this unit the student should be able to compare the practices of historical and contemporary artists and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

Unit 4 Outcome 3

Key Knowledge	Key Skills
<ul style="list-style-type: none">practices of historical and contemporary artists	<ul style="list-style-type: none">compare the practices of historical and contemporary artists
<ul style="list-style-type: none">meanings and messages of historical and contemporary artworks	<ul style="list-style-type: none">analyse, interpret and compare meanings and messages of historical and contemporary artworks
<ul style="list-style-type: none">the use of evidence from artworks to support analysis and interpretation	<ul style="list-style-type: none">use a range of resources to compare the practices of historical and contemporary artists, and to analyse and interpret their artworks
<ul style="list-style-type: none">the use of the Structural, Personal and Cultural Lenses to analyse and interpret historical and contemporary artworks	<ul style="list-style-type: none">apply the Structural, Personal and Cultural Lenses to the analysis and interpretation of the meanings and messages of artworks
<ul style="list-style-type: none">resources to support the research of selected artists and their artworks	<ul style="list-style-type: none">substantiate the analysis and interpretation of artworks with evidence from the artworks and other source
<ul style="list-style-type: none">art terminology used in the discussion and comparison of the practices of artists and their artworks	<ul style="list-style-type: none">use appropriate terminology and comparative language in the analysis, interpretation and comparison of the practices of artists and their artworks

Unit 4 Outcome 3 Task

Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

Any one or a combination of the following tasks:

- a written report
- an extended response
- short-answer responses
- structured questions
- an annotated visual report
- a response presented in a digital format, such as an online presentation or interactive website
- an oral presentation with documented evidence.

30 marks

Performance descriptors

DESCRIPTOR: typical performance in each range					
Key skill	Very Low	Low	Medium	High	Very High
<ul style="list-style-type: none"> compare the practices of historical and contemporary artists 	The practices of historical and contemporary artists are listed.	The practices of historical and contemporary artists are described.	The practices of historical and contemporary artists are discussed and compared.	The practices of historical and contemporary artists are compared using identified examples from both artists.	The practices of historical and contemporary artists are compared using specific examples from the practices of both artists.
<ul style="list-style-type: none"> analyse, interpret and compare meanings and messages of historical and contemporary artworks apply the Structural, Personal and Cultural Lenses to the analysis and interpretation of the meanings and messages of artworks 	The meanings and messages of the artworks are identified.	Description of the meanings and messages of artworks using aspects of the Interpretive Lenses have been used.	Analysis of the meanings and messages of artworks using the appropriate Interpretive lenses.	Interpretation of the meanings and messages of artworks using aspects of the interpretive lenses and evidence from the artworks.	Interpretation of the meanings and messages of artworks by evaluating and applying the interpretive lenses, and specific examples from artworks
	Meanings and messages of artworks are described.	Meanings and messages of artworks are compared.	Meaning and messages of artworks are compared using the appropriate Interpretive lenses and by drawing on examples from the artworks	Meanings and messages of artworks are compared using appropriate aspects of the interpretive lenses and selected examples from the artworks.	Meanings and messages of artworks are connected, evaluated and compared using the interpretive lenses and selected evidence from the artworks and other sources.

Performance descriptors

DESCRIPTOR: typical performance in each range					
Key skill	Very Low	Low	Medium	High	Very High
<ul style="list-style-type: none"> substantiate the analysis and interpretation of artworks with evidence from the artworks and other sources 	Evidence from artworks is identified.	Evidence from artworks is used in the discussion and comparison.	Evidence from artworks and other sources supports the analysis and comparison.	Evidence from artworks and a range of sources supports the interpretation, and comparison	Evidence from artworks and a range of sources is integrated into the interpretation and comparison
<ul style="list-style-type: none"> use appropriate terminology and comparative language in the analysis, interpretation and comparison of the practices of artists and their artworks 	Art terminology is used.	Art terminology is used to compare of the practices of artists and their artworks.	Art terminology supports the analysis and comparison of the practices of artists and their artworks.	Selects art terminology to interpret and compare the practices of artists and their artworks.	Applies specific art terminology in the interpretation and comparison of the practices of artists and their artworks.
<ul style="list-style-type: none"> use a range of resources to compare the practices of historical and contemporary artists, and to analyse and interpret their artworks 	Evidence from resources is identified.	Evidence from resources is used in the discussion and comparison.	Evidence from resources supports the analysis and comparison	Evidence from a range of resources supports the interpretation and comparison	Evidence from a range of resources is integrated into the comparison and interpretation.

Terms used in the study

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.

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.

Terms used in the study

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.

Support Materials

▶ Research-based art practice

▶ Creative and Critical Thinking

▶ The Body of Work

▶ Collaboration

▶ The Interpretive Lenses

▶ Critique

▶ Aboriginal and Torres Strait Islander knowledge, cultures and histories

▶ Art issues



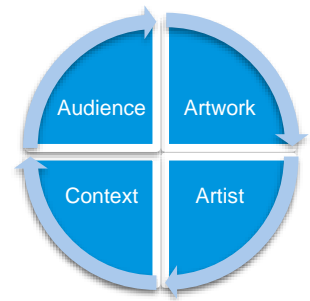
Inquiry learning

Comparison of artists, their practice and artworks

- What are the different practices of contemporary and historical artists?
- How do artists communicate meanings and messages in their artworks?
- What questions will I use to apply the Interpretive Lenses in the interpretation of artworks from historical and contemporary artists?
- How do the different contexts influence the practices of artists and the representation of their ideas?
- What are the resources I can use to support my analysis and interpretation of artworks and artists?

Interpretive Lenses

Structural lens



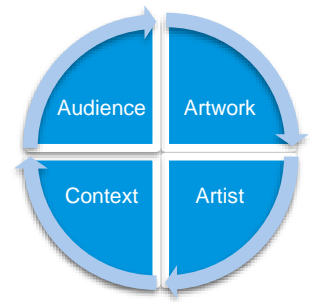
The Structural Lens informs the analysis and interpretation of an artwork, and its relationship with the artist and viewer or audience.

- Art elements and art principles
- Materials techniques and processes
- Style and symbolism

Through Responding: Students decode artworks by reading the relationships between specific signs, symbols and conventions in visual language. They explore the stylistic qualities that are used to transmit ideas in artworks and consider the context in which artists work and in which artworks are presented and viewed.

Interpretive Lenses

Personal lens



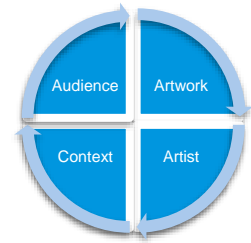
The Personal Lens informs the analysis and interpretation of an artwork through the investigation of the personal feelings, beliefs and life experiences of the artist.

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

Through Responding: Students examine how artists and viewers or audiences are influenced by society, culture and personal experiences, and the context in which artists work and in which artworks are presented and viewed. They also consider how their own feelings, background, experiences, society and culture can influence their physical and emotional reactions to an artwork as a viewer or member of an audience.

Interpretive Lenses

Cultural lens



Informs the analysis and interpretation of an artwork through the investigation of social, historical and cultural influences and representations.

- time and place in which the artwork is made, presented or viewed,
- 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,
- the context in which artists work and in which artworks are presented or viewed.

Through Responding: Students consider the regional, national, international, social and cultural identity of artists and viewers or audiences, including Aboriginal and Torres Strait Islander peoples and artists. They consider the context in which artists work and in which artworks are presented and viewed, as well as the ways artists use their artworks as a vehicle to invite change and provoke conversation.

Approaching the task

Structural lens

- What materials, techniques and processes do the artists use? How does this influence their ideas?
- Have the techniques used changed or developed over time?
- Compare the processes used by the artist(s).
- Do they change according to the time and place that they were used?
- Are there similarities or differences between the aesthetics of the works?

	Materials, techniques and processes	Signs and symbols	Meanings and messages
Artist 1			
Artist 2			
Artist 3			
Similarities			
Differences			

Approaching the task

Personal lens

- Did the artist(s) work in isolation, or collaboratively? How has this influenced the work?
- Does the artist(s) have specific beliefs that are relevant to the work?
- Have the life experiences of the artist(s) influenced the work? How?
- Do the specific beliefs of the audience affect their response to the works? How?
- How would a contemporary audience have responded to each of the works?

	Collaboration with other artists/working with artisans/interacting with the audience	Individual beliefs, values, ethics, philosophies	Life experiences, family, health	Audience point of view
Artist 1				
Artist 2				
Artist 3				
Similarities				
Differences				

Approaching the task

Cultural lens

- How have the time periods in which the artists worked influenced them? How is this evident?
- Does a contemporary audience interpret the works differently to the original audience? Why?
- Do the artists make work that responds to political events? How is this evident?
- Do the artists subscribe to a particular spiritual or philosophical ethos? How is this explored in their work?
- Have economics influenced the artists? Did they have access to materials, or have they used found or repurposed materials?
- Has the work of the artists changed in financial value? How does this affect the interpretation of the work?
- Does the ethnic background of the artists bring art practices and visual elements to the works?
- Is the gender of the artists reflected in their work? How?
- Do the artists ask their audiences to consider ethical issues?
- Do the practices of the artists provoke shock or disgust? Why?
- How do these factors contribute to engagement and communication of meaning?

	Race, ethnicity, religion, beliefs, values, traditions	Location, geography, place, environment	Political and/or socio-economic context	Cultural variation between audience and artist
Artist 1				
Artist 2				
Artist 3				
Similarities				
Differences				

Performance descriptors

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Command Terms

[Pages - Glossary of command terms
\(vcaa.vic.edu.au\)](https://pages.vcaa.vic.edu.au)

Term	Definition
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.
Compare	Recognise similarities and differences and the significance of these similarities and differences.
Describe	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.
Discuss	Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.
Evaluate	Ascertain the value or amount of; make a judgment using the information supplied, criteria and/or own knowledge and understanding to consider a logical argument and/or supporting evidence for and against different points, arguments, concepts, processes, opinions or other information.
Identify	Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.
Interpret	Draw meaning from an argument, point of view, description or diagram, text, image or artwork and determine significance within context.
Lists	Provide a series of related words, names, numbers or items that are arranged consecutively.

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