**Kathryn Hendy-Ekers -** This presentation is for VCE Art Creative Practise for the School-assessed Task providing advice for assessing the School-assessed Task. My name is Kathryn Hendy-Ekers. And I'm the Curriculum Manager for Visual Arts. So, when you prepare to assess, you have the key documents. So, on the Study Design page, you can see the Art Creative Practise Study Design and the Support materials that you will be able to help you when you're preparing your documents for assessment. So just clearly, the Assessment Support material available to you, there is General assessment advice for each of the units and particularly for Units 3 and 4 for the School-assessed Task under 2024. In this case, Administrative Information for School-based Assessment. And you'll see the assessment document there underneath.

So, it looks like this. So, the School Assessment document has the Scope and Nature of the task, the assessment criteria, descriptors and evidence, Authentication material, and the scoring sheet. So that's updated each year annually. We also use quite extensively now the Glossary of command terms. So, you can see the document, there is a link there to the Glossary of command terms, which are the terms that are used across the Study Design, examinations, and in the School-assessed Task criteria. So, they're key words that you should discuss with your students to familiarise themselves with the task. Importantly, you have the Scope and the Nature of the task for Art Creative Practise.

So, you can see that the Nature describes the task and the Scope describes the scope of the assessment. So, they're slightly different things. So, you can see the Scope and the Nature, or the Nature is described in the Study Design. So, in this case for Art Creative Practise Outcome 1, it's a presentation of research conducted by the student with a written report and at least one finished artwork. And then the Scope describes what the students should be doing to complete the task. So that's really important that you do go through that with your students. Here's an example of the assessment criteria for 2024.

So, you can see the criterion is on the left hand side of the table there, the levels there with the performance descriptors for each level. So, this is for a School-assessed Task, not School-assessed Coursework. And underneath the evidence is the scope of what you've been assessing. So, I'll go through each assessment criteria in a moment. The Assessment Sheet is at the end of the advice and you can fill that out and provide your students with a copy of how they will have performed and a score for the unit, for the outcome, sorry, for the task, because it is advised you only give them a score, not a letter grade because the letter grade is statistically moderated at the end of the year. Authentication material is available for you.

So, you'll see there a screenshot of the authentication material advising you how you should authenticate the task for VCE Art Creative Practise with the advice about what is seen as student work and what is seen as support. And then there is an Authentication record form on the left there that scaffolds you through observations you should do with your students throughout the task and gives them the opportunity for you to write feedback and the student and yourself should sign that at the time of authentication. So going on to the task itself.

So, for Unit 3, Outcome 1, it is the research, exploration, documentation, resolution, and presentation, and the critique. So just keep in mind the study of the whole School-assessed Task is underpinned by the Art Creative Practise. So, there are four aspects to that Creative Practise, research and exploration, experimentation and development, refinement and resolution, and reflection and evaluation. So, they're interrelated, they're not sequential, and they are framed by Making and Responding and also the Creative thinking and the Interpretive Lenses. So, this is the first criteria in here for Unit 3. So, the students must research and analyse the ideas and issues explored by artists in their practise.

So, the first piece of evidence, you're looking at evidence of the selected artwork, the ideas and the issues in a student folio, reference to sources of research as supporting evidence, and a presentation of the research conducted by the student. So, there are three aspects to the task. So, you can see these coloured dots relate to each other. This descriptor relates to the evidence below. So, you can see that the students examine and analyse sources. So that's the actual artwork and information about the artwork and they examine and analyse any ideas. So, you can see at the high level the key command term is 'examine' at the very high it is 'explain.' That is the VCAA taxonomy that has been developed by Exams. It is slightly different to definitions provided in Blooms taxonomy, but if you do have a look at the VCAA command terms, all these terms 'discuss', 'describe', and 'state', are all included in the Command term document. Second part is the presentation of that research.

So, we have on pages here some samples of student work given to me by teachers. So, you can see here this is the example of student research for this first outcome for this first criterion. So, you can see that the student has investigated two artists and really analysed their work, and they have used the Interpretive frameworks to do that. So, you can see how they have highlighted aspects of the Interpretive frameworks, sorry, Interpretive Lenses. Criterion 2 is exploring materials, techniques, and processes in the Creative Practise to develop visual language. So again, here you can see it is one finished artwork responding to the ideas in Creative Practise and the use of materials and techniques and processes in an artwork. So again, the 'high' students are exploring and experimenting and considering the use of materials, techniques, and processes relevant to the artwork to make those personal visual responses inspired by the artwork they've looked at. The second point is the use of visual language.

So visual language is defined in the Study Design to communicate ideas and issues related to one finished artwork. So again, looking at the 'high', the students are developing that visual language through the exploration of materials, techniques, and processes. So again, on this screen, another student looking at two artists here, are very clearly documented and typed Interpretive Lenses there. And you can see a response being developed by the student that has been annotated. This would be a great slide to have a look at where the student has experimented the same sort of field, the artwork, and the ideas, looking at oil pastels and gouache.

Also, down the left there you can see the sources that the student has listed where they have got the artworks from. Criteria 3 is documenting and evaluating the Creative Practise using Interpretive Lenses to develop and refine at least one finished artwork, responding to the practise of an artist. So, the student must evaluate the Creative Practise used to develop and refine at least one finished artwork and evaluate the development of visual language used to communicate ideas and issues in at least one finished artwork. So again, you can see here too that the high is evaluating that Creative Practise used in the development and refinement of the artwork. You can see they evaluate the development of the visual language in their documentation.

So, you can see at the 'high' it is 'evaluate', at the 'very high' it's 'assess and evaluate', and using the appropriate lenses to evaluate and critically evaluate. So, you can see there is a difference between the high and the very high. They must use those appropriate Interpretive Lenses. So just to highlight an area there in 'high' again, how students have identified and applied appropriate Interpretive Lenses to document the use of Creative Practise to develop and refine an artwork. And then that use of written and visual material. So again, you can see that evidence covers all three dot points. So again, here another student really evaluating the work, looking at those Interpretive Lenses there and the sources. So again, it would be great to really have a look at this slide with your students to really understand how it works. Criterion 4 which is the fourth criterion for Outcome 1.

So, the students must present a critique in a digital format explaining the use of the Creative Practise to develop and refine at least one finished artwork and reflect and evaluate on that Creative Practise to refine and resolve it. So, all this is done in the critique. So, they must examine and evaluate the use of the Creative Practise and also going on, they're looking at written and visual material to document and reflect upon and evaluate. So, this is the final document that they will produce in the critique. And there you can see that second descriptor there where you document and reflect on feedback from an audience and consider how ideas could be further developed in a body of work in Area of Study 2. So, there are two components to this criterion. There is the critique and there is the feedback from that critique to expand on into Unit 4. So, I have on the screen here for your example of a critique. So, I've pulled out the specific areas of it so you can have a look at it in detail.

So, the critique goes over two pages, but you can see I've enlarged both those slides in the screenshot so you can really see and unpack how the student is talking about their work. So, you can see here too, this is documentation of that work. So, this is also produced in the critique where the student is looking at criteria, sorry, charcoal. And you can see here too, these are Post-it notes what the student was looking at and the feedback to proceed through to Unit 4. So, they're really talking about what they're going to do in Unit 4, sorry, in the rest of Unit 3. So again, example here of some of the work moving through into the rest of the unit where the student is really looking at aspects and different lenses there. And there's a critique plan and then a reflection on the critique that you can have a look at with your students. Going on to Unit 3, Outcome 2, you can see here that it is a range of visual responses, ideas of personal interest, the use of the Creative Practise and reflection using the Interpretive Lenses.

So, criterion 5 is 'apply and manipulate materials, techniques, and processes to develop personal ideas and a personal response in visual language using the Creative Practise.' So, the evidence there is those personal visual explorations and the use of materials and techniques. So again, the student starts using the Creative Practise to really explore those personal ideas and the use of visual language to communicate those ideas. So again, go to the front of the Study Design and look at the definition of visual language. Criterion 6 is 'document reflect and evaluate the development of personal responses using the Creative Practise and the Interpretive Lenses.' So, the students really need to look at the Creative Practise as a whole, look at annotations, and the Interpretive Lenses.

So, you can see that the 'very high' is that progressive evaluation you're looking for in the documentation to really reflect on and construct a range of personal responses. And then the students must examine and evaluate those personal responses using art terminology and identified Interpretive Lenses. And then finally, looking at those personal visual responses in critically reflective annotations of the use of the Creative Practise. So, you can see that blue overlaps both those descriptors there. So, I'm just giving you an example of different levels. So again, here we have the student moving through from the end of Unit 3, Outcome 1, some experiments going into a final painting that they did. So based on, so you can see that initial teddy bear there and the skull moving through to an example of a painting there with some great annotations. And you can see that final reflection with the Cultural, Personal, and Structural lenses.

Okay, moving on to Unit 4. So, the last four criterion. So, you had the critique, documentation and reflection, and the presentation of a body of work. So, the body of work is the context of the audience, the intentions and use of the Creative Practise, the ideas, meanings, and interpretations by the students. So, the body of work includes that planning, sketches, diagrams, and annotations.

So, Criterion 7 is to present a critique of the use of the Creative Practise from Unit 3 and use feedback and reflection to resolve a body of work. So, the first piece of evidence is the Creative Practise to develop and resolve personal concepts and the use of visual language to communicate ideas and meaning. So, to score on a 'high', again, the student must examine the use of the Creative Practise to further develop. So, they're looking at their Creative Practise in Unit 3 and how they're going to further develop personal ideas and responses. And then the further development, refinement, and resolution of those personal concepts, ideas, directions, or explorations. And again, that is documented and reflected from that feedback from the audience and describes the intention for the refinement of the body of work.

So, this is moving from Unit 3 into Unit 4. Criterion 8 is to document, annotate, and evaluate the refinement and resolution of a body of work. So, you can see the documentation and refinement of materials, techniques, and processes, and selected art forms, and the effective resolution of visual language to communicate ideas in personal responses in the body of work. So, students must really explain and critically evaluate and justify the use of the Creative Practise to resolve that body of work. And they must apply the Interpretive Lenses to document the Creative Practise. So, this criterion is about the documentation of body of work and then they must evaluate those responses using appropriate Interpretive Lenses and then making sure that your students are using the appropriate terminology in their analysis, their reflections, and their evaluations. So that covers all three. So again, here students work here, you can really see they have really reflected on their critique from Term 2. They've got an action plan for Term 3, and going into Unit 4.

So, they've started to look at their body of work and what they're developing there. So, you can see that the coloured dots indicate the Interpretive Lenses that they're using. So, Unit 4, Outcome 2 is the resolution of that body of work using personal ideas, concepts, and explorations, and the presentation of one or more finished artworks. So again, Criterion 9, is 'refine and resolve a body of work using the Creative Practise.' So that's one or more finished artworks and selected art forms and demonstrates the resolution and refinement of materials, techniques, and processes.

So, this really is about the refinement. So, students skilfully refine and resolve the use of materials, techniques in selected art forms to effectively communicate ideas in the body of work, and then refine and resolve visual language to communicate personal ideas in that body of work and the appropriate Interpretive Lenses to use in that resolution. So, you can see there that the 'very high' is that refinement and resolution of visual language to communicate personal ideas relevant to the student's intention. So, the beginning of Unit 3, sorry, Unit 4 must relate to the end. And there must be, if students change their mind, which they often do, there has to be something that links the two together. So again, this has started to really refine this work and has gone to a final.

So, you can see there the teacher is even with a post-it note given some feedback to the student. Another example, student work here where the student is really looking at photography and looking at really refining, using different techniques in a digital Photoshop programme. So then through to the final criteria which is that presentation of a body of work. So, the students must present one or more finished artworks. They must communicate ideas or meaning to audiences.

So, student needs to justify that. And the student needs to consider the presentation and the context of where that body of work is presented. So that's the first point. The finished artwork and there you can see at the very high, the body of work is presented in context that considers the communication of ideas and meaning. And then you can see the second part here is the presentation of that body of work to communicate the ideas and meaning in a context. So again, the student has actually explained and evaluated the presentation of that body of work. It might be in another critique or it might be just a static exhibition. So here you can see the student was really thinking about where their work was going to be presented. And you can see that here they're really looking at the three artworks they produced and how they're going to actually work together to communicate those ideas as a body of work.

Okay, if you need it; further details, please do not hesitate to get in touch with me. Thank you very much.

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