**Kathryn Hendy-Ekers -** This presentation will provide an overview of the School-assessed Task with some student examples for VCE Art Making and Exhibiting for Units 3 and 4. It was updated in 2024. So, the key documents you can see on the screen there for art making exhibiting are the Study Design and then the Support materials. So, there are three areas you can find Support materials for the study, Planning, Teaching and learning and Assessment. Particularly for this presentation, it's a good idea to have a look at the general assessment support material for Art Making and Exhibiting, including the Assessment advice, the Glossary of key command terms and anything to do with the examination webpage, and also information about statistical moderation.

So, on the VCE art making an exhibiting study design page, you'll see the assessment support materials listed there for Units 1 and 2, 3 and 4. And then examples of coursework tasks, and of course the School-assessed Task. So, there are dropdown menus. You'll also see the administrative information for the school-based assessment that's updated each year for the School-assessed Task. And there is also the authentication record form that is essential that all teachers complete with the task. The whole document looks like this. It's called School-based Assessment Advice and Administration for 2024. It outlines the Scope and Nature of the task, the assessment criteria, descriptors and evidence, authentication material, and a scoring sheet. Please pay attention to the Glossary of command terms that are produced for the study.

So, this is for all VCE studies, they use across the VCE study, the examination, and of course Coursework and School-assessed Task. There are key command terms that are defined that you'll see in all documents. So, you have the Scope and the Nature of the task in the Administration document the Scope, sorry, the Nature comes directly from the Study Design. So, it describes the task and the Scope describes the assessment of what is going to be assessed in the task. So, you can see first School-assessed Task for Outcome 1. So, there is one for each Outcome in Art Making and Exhibiting is that exploration of three artists, the development of subject matter ideas, aesthetic qualities and visual language, reflection and documentation. The Assessment criteria looks identical to any of them in the past. You have the Assessment Criterion on the left hand side of the table, performance descriptors for each level and then the evidence that you're assessing.

So, you apply the descriptor to the evidence. The Assessment Sheet, final assessment sheet that you can give the students looks like this. So, you write a numerical score in there, score them and provide the student with a numerical score. The VCAA advises that grades should not be given to students for School-assessed Task or Coursework because it is related to the examination and external statistical moderation. The authentication of the task is also documented in this document.

So, you can see there is the authentication information which provides you with everything about assessing the student's work as their own, including any information for AI. And also, the Authentication record form for you on the right hand side of the screen there that demonstrates how to unpack, and the indicators, for each Assessment Criterion, the date where you will put your comments in, and the student must sign it, and you must sign it at the time of observation. And all those records are kept by the school for any further inquiry with the VCAA, particularly in audit. So, the Unit 3 Outcome 1 task is that exploration of the three artists and the two artworks, the development of subject matter, ideas and visual language, the experimentation, reflection and documentation.

So, the first criteria is 'explore and evaluate artworks, artistic influences, inspiration in specific art forms to develop ideas, subject matter and visual language.' So, you're looking at the art form first, the subject matter and the ideas and visual language. So, it can be a range of art forms at the start. So, these dots will, throughout the presentation, will link areas. So, you can see here that the specific art forms, development of subject matter, ideas and visual language and those scales for descriptors for high and very high. So, you've got to 'evaluate those artistic influences and inspiration' or 'critically evaluate'. So that is the difference between those two levels. I have some examples here of a very high student.

So, analysing for two artists, the artist himself, Pablo Picasso, looking at the materials, techniques and visual language in his practise and a bit of the background of the influences on the artist. So, a good example for you to show your students. Here's another one about the history of the art form that the student has really investigated drawing and looking at the different drawing materials with some annotations and indications of what the different art form materials are and the different techniques that they could create with those materials. Here's an example of inspiration where the student has really looked at artworks and images, has done some documentation and then started to do some concept development, idea development from those areas of inspiration.

So, you can see the linking between the art styles of Pop Art and Neo-expressionism, looking at colour schemes, also looking at a bit of an overview of the artwork. Some more sketches that students started to do from some of the images on the left hand side of the screen and using a range of materials there for drawing. The second criteria, again related to Outcome 1 is the exploration of artistic influences and that experimentation with materials, techniques, and processes in specific art forms to develop subject matter ideas and visual language. So, the students are using the art form to really develop their ideas and subject matter. So, you can see it's all in the visual journal, that exploration, experimentation of materials, techniques and processes, the ideas and artworks developed from inspiration and experimentation, exploration and the evaluation of the use of visual language. So visual language is defined in the study specifications in the Study Design.

So, there you see the link there. So, at those 'medium' to 'very high', they've got 'exploration' and then 'evaluate' or 'experiment' or 'describe'. So, you can see the 'high' and the 'very high' have that evaluation there where the five to six is just an exploration. So again, here we have an example of a student trialling mixed media, looking at artworks and their reflections. So quite detailed documentation there. And you can see the artwork that they have created on the left-hand side of the screen. And they've got a bit of a key of the processes, so key words from the Study Design, aesthetic qualities, materials, subject matter, techniques, ideas and meaning. So, Criterion 3, you can document, reflect and evaluate individual art making. So again, it is about the documentation.

So, you can see that students must reflect and evaluate the conceptualization of their artworks and individual art making from those sources of inspiration. And they must identify, analyse and evaluate the characteristics of materials and techniques and processes in specific art forms. So, they must be looking at that art form, and the materials and techniques and processes used in that art form as a priority. So, you can see the conceptualization of the artwork and how that comes about by examining and describing that experimentation. So, this is about the documentation. So again here, this is a really great documentation of the characteristics of materials and the processes for completing this drawing.

So, the student has really gone through step-by-step what they have actually done. Onto Outcome 2 for criteria, sorry, Unit 3, which is making two artworks and specific art forms and preparing and presenting a critique and reflection on the feedback. So, the task there is written on a screenshot of the screen there for you. So, the students make the artworks by responding to influences of other artists and other forms of inspiration. So, for the last part of Outcome 2, the presentation is 10 pages from the visual arts journal and at least two artworks which do not have to be finished artworks. So, it might be an experimentation that the student has done in Unit 3 that they will present as part of their visual diary. So that fourth criteria is 'develop and make artworks in specific art forms'.

So, it is about the art making. So, you're looking at the subject matter, the techniques and the style of the work, the use of materials, techniques and processes and the visual language. So also too, you're looking at the documentation in written and visual form. So again, you can see the 'high', is responding to those inspiration or influences to make two artworks and specific art forms and developing ideas, style and visual language or at the 'very high', it's demonstrating that understanding to represent ideas and communicate meanings. So, it's at a slightly higher level to communicate those ideas and meaning quite clearly. So, this is another great example of the reference photograph the student did for ideas and meanings and then the documentation of their process. 2024 must have been about, 2023 must have been very much about skulls. Criterion 5, which is the last Criterion in Unit 3, is the students must present a critique of art making and reflect on their feedback.

So, this is what I was explaining before, it's 10 pages from the visual diary and at least two artworks, they must respond to that feedback and reflect on it, so in documentation of 1,000 - 1,500 words. So, you can see, particularly in this Criterion, where you have the highest score in 'medium to high'. So, if a student might have presented a critique that discusses the students art making to an audience as a 'medium', and then the 7-8 might be 'high', you would have to make sure to get 'high', the student would have to have presenting the critique that examines the development of two artworks to get that 'high'. So, they would be getting a 7, if they had part of it sitting still in criteria in the medium and part of it in the high there would be a 7, not an 8. And vice versa.

So, the reflection too, they must reflect on that feedback. So here is an example, you can stop the presentation and really look at with your students and that student has really typed their documentation, which is absolutely fine. So, this is their presentation for their critique. So, you can see that they have got a screenshot of each area they're going to present and done a brief annotation underneath that they probably would use in a script. So, there we have here going through from the first artwork, the subject matter. So, you can see there the student is really using the language from the Study Design. So going into Unit 4, the first Outcome task, which is a finished artwork in a specific art form and documentation in the visual arts journal. And then information about the conservation and care of materials.

So, the finished artwork must connect to Unit 3. It must show resolution of subject matter, resolution and consolidation of ideas, refinement of materials, techniques and processes, the resolution of style and aesthetic qualities and a resolution of visual language. So, what I've done here on the screen, you've got these three points. The style, subject matter, and ideas are covered in Criterion 6. So, the student extends and resolves ideas, explored in Unit 3 in one finished artwork. So again, it's that extension and resolution of subject matter and ideas from Unit 3. So, you must see a connection. They can't just do the same artwork again, there must be some sort of extension of ideas and subject matter and visual language.

So, you can see going from the 'medium', it's extending the ideas, refining and resolving the ideas and synthesising the ideas at the very high. Criterion 7 is about materials and techniques and refinement. So, you can see students must refine materials, techniques and processes and resolve an artwork. So again, you can see that 'medium' is just demonstrating those materials and techniques. 7 to 8 is that refinement and 9 to 10 is a resolution and refinement. Criterion 8 is about reflection and evaluation and documentation of that; at least one finished artwork. So, you can see again, and this is really relevant too for exams, you can see that taxonomy is describe, refine and resolve through reflection and progressively refine and resolve. So, you can see where it's like at the 'very high' evaluating and analysing, which are higher up the taxonomy. Then that discussion of the methods used to conserve and care the materials of the artwork.

So, they have to look at the materials in their artwork and discuss that conservation and care. So, you can see here you've got that discussion about conservation and care of the art form. So, they should, for this first task, plan the display of a finished artwork and display the artwork. So, this is Criterion Outcome 2, for Unit 4. So, you can see, discuss the characteristics of specific exhibition spaces and explains the presentation. So, it's the research and discussion. So again, in their visual arts journal, they must talk about characteristics of exhibition spaces where they're going to display the work, and explain how they're going to represent that subject matter and communicate ideas.

So, their research needs to relate to their presentation of the artwork. So again, those terms like discuss, analyse, and explain. And they must provide a plan of display of the artwork. So again, they've got 'describe', 'analyse', 'explain' in VCAA examination terms, 'explain' is high up the taxonomy. Here is an example from a student who has done some research of the types of galleries that she's going to display her work in. And then she has some information about her own artwork and where it will be displayed. So again, you may want to stop the slides and have a look at this. The final criterion is to prepare and present the art making and the finished artwork.

So, they must display at least one finished artwork, discuss their art making, and discuss the representation of subject matter and communication of ideas. So, there must be an overview statement as well that explains the intentions as a didactic information. So again, you can see the words here. Again, 'discuss', 'evaluate', and 'evaluation', 'reflect', and it is done in a critique. So again, same student, you can see the work she has done for her critique, the presentation, then the works and the finished work and the didactic statement. So going on over two pages.

So, I hope that is helpful and please if there is any further information, please do not hesitate to get in touch with me.

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