**Kathryn Hendy-Ekers** - Hello, my name is Kathryn Hendy-Ekers, and I'm the Curriculum Manager for VCE Visual Arts, Media and Visual Communication Design. This presentation is for VCE Art Making and Exhibiting for the school-assessed coursework task for unit three, outcome three. Firstly, I think before we go through the slides about the presentation, I just want to cover the VCE assessment principles. So they are the cause and purpose of all the VCE assessment for senior secondary. They underpin all the assessment for all studies, including the school-assessed coursework, the school-assessed task, and all school-based assessment. So there are VCE principles that identify opportunities for further learning, describe student achievement, articulate and maintain standards, and provide the basis for the award of the VCE certificate.

As part of VCE studies, these assessment tasks must all address the VCE assessment principles. They must demonstrate the achievement of the outcome in the study design or set of outcomes, and they report and record a judgement of a level of achievement for school-based assessment at units three and four. So in Art Making and Exhibiting, this is unit three and four for the school-assessed task, and unit three and four for school-assessed coursework. There are four VCE principles, assessment at VCE should be valid, meaning fair and reasonable, equitable, balanced, and efficient. So how do you judge that a task is valid? So you must ensure that the judgements are made about the demonstration of the level of achievement for an outcome in a fairly balanced way, without any adverse effects on the student or/and it also supports the education system. So you need to ask, is the task fair and reasonable? Is it specified in the study design, as one of the designated task types? Are the conditions that the task is set fair for the students? Are they conducted under the same conditions for all students in the cohort? So, if you have multiple classes, are the students in those multiple classes all got the same conditions for the task? And do the tasks have clear instructions?

The assessment should be equitable, so there shouldn't be assessment instruments that either privilege or disadvantage students, or exclude students based on gender, culture, linguistic background, physical disability, socioeconomic status, or geographical location. So particularly when you are selecting your art galleries or your art museums, or your art spaces for Art Making and Exhibiting, you do have to be careful that you are looking at specific gallery spaces or exhibition spaces that your students aren't going to be disadvantaged or privileged. So ask if the task is accessible to all your students, does it privilege some of the students in your class over others? So, it must be equitable in the scope and the demand of the choice of tasks when they're offered, so you can see in all the VCE study designs there's generally a list of tasks. These ones in Art Making and Exhibiting are slightly different, that do give certain instructions to students. Finally, the assessment should be balanced. So there should be a range of opportunities for students to demonstrate their achievement in different contexts and different modes, so you may be offering your task as an oral presentation, a written presentation, a series of questions, so you've really got to consider the variety of the task you use, the conditions you use, are the students able to achieve different levels of achievement?

So are the questions, or the way the task is structured, and have you used suitable criteria, descriptive rubrics, or marking schemes, and we will talk about all these areas in a moment. And then how broadly are the key knowledge and key skills and outcomes being covered and assessed? So the assessment should be efficient, so there should be a minimum number of assessments set to enable a robust judgement about the progress and learning of each student. So the number of assessments is set out in each VCE study design, so they must balance the demands of precision with those with efficiency. So they shouldn't generate undue workload or stress on the students, and their performance shouldn't be diminished if the task is not set under fair and reasonable conditions. So, again, when you are planning these coursework tasks you really do have to consider how many tasks you're going to set to achieve the outcome and the different components of the task.

So ask yourself, "Have a minimum number of assessments been set? There's not too many, they're not creating undue stress on the student, and are the students being assessed or over assessed on the outcome?" So the school-based assessment should allow for authentication issues to be addressed, completed mainly within class time during the nominated timeframe, show a spread of results, just remembering you are ranking of students and they should be consistent for all subjects of the students, sorry, all students in the subject in the school. So, that applies to multiple classes. You also may have to consider if you are addressing different levels or different schools in a partnership, and making sure that if you're in a partnership with another school, you have set your task equitably. So making sure the task does not over or under assess the key knowledge and key skills, it's not excessive in scope, it doesn't restrict opportunities to demonstrate the key knowledge and the key skills, and has a balanced coverage and depth. So here's just a checklist of considering your students, the outcome in the study design, the timing of the task, the conditions of assessment, how you're going to set the task up for them to complete, what the purpose of the task is, so it is outlined in the study design and what task type you're going to use.

So developing a school assessment task, just ensure that the assessment task has enough depth in it to address the key knowledge and key skills, the outcome statements and the unit introduction. They must be able to achieve the highest level of performance, so that will be about your rubric you set, and the assessment is appropriate and understandable for your student cohort. So you really do need to unpack all the information in the study design or the information we give you about school-based assessments in a language that is understandable for your students, and it should reflect the terminology used in the study design. If you are using a commercially produced task such as a textbook or a commercial SAC, it must be adapted to suit your students. So you do need to take that material and organise it in a way that your students will understand, and you can demonstrate to them how it is following the study design. So always check it's an appropriate type of task to match the key knowledge and key skills, and check it is compliant with VCAA requirements and that you can authenticate the task.

So for making and exhibiting you will need the scope of the study, the rationale and the aims, the characteristics of the study, the study specifications at the start, the units of study, the outcomes, the key knowledge and key skills and the SAC and SAT assessment tasks. So, that's all in the study design. So for this first outcome in Unit 3, Area of Study 3, the students research characteristics of a range of exhibitions and develop a thematic exhibition of artworks, they research a range of artworks by each artist and select appropriate ones for the exhibition, they research a range of exhibition spaces and define the characteristics of the space where the artworks are exhibited, then they research the responsibilities involved in creating an exhibition and propose an exhibition design that has a curatorial intention, then they research and write didactic information that's used through the exhibition and connects the artists in their work. So they are looking at their artists in the outcome one in unit three, and investigating more artworks by those artists and putting those artists together in an exhibition. So the outcome is, on completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.

So here we have the key knowledge and key skills for the outcome, so what I've done here is match them up so when you are planning your task you can match up the key knowledge and key skills, and you will see under the key skills I have highlighted the command terms that are used for the task. So the students must research and discuss the characteristics of exhibitions, research and discuss the characteristics of exhibition spaces, research and discuss the responsibilities involved in curating an exhibition, then discuss and analyse the curatorial considerations and the thematic connections between the artworks of artists in the exhibition, and explain and analyse the presentation of artworks in the exhibition and the thematic connections between them. So they are looking at an exhibition and then presenting their own exhibition. So the task has two components, they must present and discuss the didactic information, including the theme of the exhibition, the artists and the artwork. They must develop an exhibition proposal for a specific space using the works of three selected artists from Unit 3 Area of Study 1, and then they must discuss the characteristics of exhibition spaces, artists and art works using art terminology. So for the task for Unit 3, this is the outline of the task, it is worth 50 marks.

So they research and plan an exhibition of artworks of the three artists who were selected in Area of Study 1, choosing two artworks by each artist. The task must include the following, a description of the exhibition, a description of the space where the works will be exhibited, an exhibition proposal that includes a description of the exhibition design and the intent of the curator, an overview of the theme of the exhibition, a description of the connections between the selected artworks in the exhibition, and then information about the artists and artworks in the exhibition. So the task must be presented with an annotated curatorial exhibition proposal, and here are the different types you can use. An oral presentation with written and visual notes, an annotated visual display, a digital presentation with written and visual documentation such as the video, or an online presentation with written and visual information, such as an interactive website. So, there are a range of tasks there. Please note they do not have to build a model of a task, so they could use an online design space already, if it's in relation to the space they've studied, the exhibition space, they can use that. Here are the performance descriptors for the tasks that are under the support material.

You'll notice that for each key skill there is a line of descriptors, so that when you are designing your task you can establish each component of the task, in this case relating to the key skill, and that will help you plan your rubric. So I will go through that in a little more detail, so just please take note there are two pages for the performance descriptors. So there are additional requirements for unit three and four, Art Making and Exhibiting. Students must visit at least two different art exhibitions in their current year of study, the exhibitions must be from different art spaces so they must do one in unit three and one in unit four, so they have different ones to give them the understanding of that breadth. There is a Art Making and Exhibiting exhibition lists on the VCE Art Making and Exhibiting study design page that provides a list of recommended exhibitions for over 50 art galleries, art museums, and exhibition spaces across Victoria. There are online offerings as well as physical and virtual operators of exhibitions. The list is not mandated, it is only recommended and each gallery has provided a bit about their exhibition, and the artists involved in the exhibition. Under the support materials, you will see that there is some information about the definition of exhibition spaces, the presentation of artworks, and the practical and considerations for the display of artworks, so that tab is listed there for you. So under the definition of exhibition spaces the following are defined, this is the support material only it is not the study design. There is an online exhibition virtual exhibition, galleries, museums, collections, site specific spaces, and other exhibition spaces. These following slides taken directly from the salt port material, have the definition of exhibition spaces for you to read through. So there is online exhibition, virtual exhibition and galleries, museums, collections, site specific spaces, and other exhibition spaces.

There is also information about the practical and aesthetic considerations for presentation and display, please take your time to read through these. Again, these are in the support material if you need to take these and give these to your students, and please consider your exhibition space. So the following has a series of questions that you can actually use for those practical and aesthetic considerations relating to lighting, aesthetic considerations and the following. So the first part, the students visit multiple exhibitions and examine how artworks have been presented in a range of contexts, so they investigate how curators and art industry personnel plan and design exhibitions. So the characteristics they can look at are the curatorial rationale, the type of exhibition and the exhibition design. So there is some information there from the support material about the characteristics of exhibition spaces and the curation of exhibitions, so you can use that information for your students when you are designing your task and scaffolding the information. So when you come to assess that component of your task, you can see I've pulled out the two key skills relating to that research, and I have highlighted the command terms. Now, the command terms are listed on the examination page and they give you a list of definitions, so you can see in the descriptors what you are assessing, so when you are designing your material you have a taxonomy there from very low up to very high, so you have lists, describes, discusses, evaluates and compares, evaluates and connects, and the level of information.

So you can see here for the second part of the task when you are discussing and analysing your curatorial considerations and the didactic information and the characteristics. Again, these descriptors can be used to develop your rubrics. The command terms, there is a link to them there, you can see them listed down the side there. These command terms are used in all examinations, study designs, and descriptors for school-based assessment, including coursework and the school-assessed task. So I've pulled those out, I suggest you go back and revisit them so you can see what those command terms are. The second part is about planning the exhibition. So the students apply what they've learned about curatorial processes to plan their exhibition, they'll have a total of six artworks encompassing a selection of two artworks by each of the three artists they've researched in Unit 3 Area of Study 1. So just be aware that the same information should not be used in Unit 3 Outcome 1, as Unit 3 Outcome 3, so just making sure that information the student provides is slightly different because they are for different purposes. So students are encouraged to follow their interests and focus on artists who are linked to the themes and art forms they focus on. They choose an exhibition space and produce a didactical curatorial rationale, including their chosen theme, artists, and artworks. So it could be of exhibition or catalogue or room sheet, or a wall text for a entry point to the exhibition.

They also develop an annotated exhibition design document communicating the presentation and display of each artwork, the changes to spatial qualities of the exhibition venue, such as wall and floor coverings and the placement of artworks in the exhibition space and the relationship between them, so they have this diagram or this presentation with annotations. So, again, I will stress they do not have to build a model. Again, here are the performance descriptors, so they explain and analyse the presentation of artworks, so they list and describe, discuss, analyse, and evaluate the thematic connections between the artworks of their own artists, in their artworks, in their own exhibition, and between the exhibitions they have seen. So, that's for the curatorial considerations and the didactic information. They also talk about the strategies they've used to develop their exhibition and they explain how they've set that exhibition up and how they've curated it.

Then they identify, describe, discuss, analyse or evaluate the characteristics of the exhibition space that they're using. Again, we have the command terms for this particular series of key skills for the task, so you can read through those and determine when you were designing your components for the task, what the students will be assessed on. Finally, you will see that here are my contact details. Please, if you would like to get in touch with me for further clarification, please email me or phone me on these numbers. Thank you.

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