2027 VISUAL ARTS CURRICULUM

Victoria's premier school for the training and education of talented young Dancers, Musicians, Theatre and Visual Artists.

VCASS Victorian College of the Arts Secondary School

VICTORIA State Government | Department of Education

Artwork by Claire Magris

Content

PURPOSE
PHILOSOPHY
RATIONALE
GOALS
ARTISTIC VISION

CORE PROGRAMS

VCE ART CREATIVE PRACTICE UNITS 1 - 4

VCE ART MAKING AND EXHIBITING UNITS 1 - 4

ASSOCIATED PROGRAMS

Visiting Artist Workshops
Workshop Year 12 Mentorship
Year 11 Art Gallery and Museum Studies
Year 12 Art Gallery and Museum Studies
Year 11 Cinema Studies
Year 11 & 12 Exhibition Program
Year 11 & 12 Professional Practice
Year 11 & 12 Self-directed Studio Practice
Year 11 & 12 Conditioning for Creatives

VISUAL ARTS APPENDIX

TIME ALLOCATION IN THE VISUAL ARTS PROGRAM

Visiting Artists
- Selected School Based Workshops
- Selected External Workshops

ART GALLERY STUDIES AND ALTERNATIVE ART SPACES

MENTORSHIP

PURPOSE

The purpose of the Victorian College of the Arts Secondary School is to provide a high-quality education and training program to prepare talented young people for careers in dance, music, theatre and visual arts.

PHILOSOPHY

The Visual Arts Program at the Victorian College of the Arts Secondary School values the importance of visual arts education that responds to student individuality, experience and potential for learning.

Within the two-year Visual Arts Program, we aim to provide each student with a diverse, challenging and rich learning experience that nurtures their artistic, creative, conceptual and philosophical education.

The program encourages students to consider future pathways in tertiary visual arts study, and supports them to prepare for pathways beyond the visual arts.

RATIONALE

The Visual Arts Program was established in 2013 to provide focused opportunities for year 11 and year 12 students to learn about the visual arts within a community of like-minded peers. The Victorian College of the Arts Secondary School is located in the heart of Melbourne's Arts Precinct and is a short walk from Melbourne's most significant cultural organisations including the Australian Centre of Contemporary Art (ACCA), the National Gallery of Victoria (NGV) and the Victorian College of the Arts (VCA).

The Visual Arts Program ensures that all students have opportunities to learn about contemporary art in independent and collaborative settings to facilitate ambitious and exciting outcomes.

An essential part of the Visual Arts Program is the chance for students to exhibit their artwork at school and in external exhibition spaces. Regular exhibitions contribute to the powerful and rapid development of each student's art practice and help students to develop a professional approach to the presentation of artworks. Students also develop a working knowledge of the stages of exhibition design and development. These crucial experiences also engage students in dialogues with audiences about their art practice.

Student engagement with the local and wider arts community is integral to the Visual Arts Program, and their learning benefits from school partnerships with key cultural organisations. Weekly visits to exhibition spaces provide students with an expanded understanding of contemporary art practices and historical traditions in art.

Students develop close links with the arts community through a range of workshops presented by visiting artists and specialist practitioners. These experiences enhance students' understanding of the scope of artistic practice, whilst building skills and knowledge in a diverse range of approaches to art making. The sharing of knowledge and collaboration between practising artists and students is a highlight of the Visual Art Program.

In addition to the Visual Arts Program, students complete a rigorous program of academic studies in order to ensure each student achieves a comprehensive VCE education.

VCASS student images
Photography by Dylan Breninger
and Visual Arts Staff

GOALS

- To provide students with high quality education and training in a broad range of visual arts practices, with an emphasis upon contemporary approaches
- To develop broad and inclusive perspectives in students when observing, analysing and responding to artworks and artists' practices
- To encourage exploration, discovery and mistake making in order to foster creativity.
- To provide students with opportunities to develop individual conceptual and technical approaches to art making
- To facilitate a caring community in which students feel supported to venture outside their comfort zone and share their artworks
- To provide tuition and training by a diversity of practitioners, in conjunction with a quality academic education
- To provide regular opportunities for students to exhibit their artwork and develop skills in planning and presenting exhibitions
- To support and extend the unique development of each student's individual art practice.

These goals are realised through:

- a broad range of learning experiences
- a balanced, inclusive and responsive curriculum
- collaboration with the arts community
- expertise in visual arts pedagogy.

Artwork by Isla Ormond

ARTISTIC VISION

The Victorian College of the Arts Secondary School is expertly and uniquely placed to offer senior secondary students a specialist education in the Visual Arts, with a proud history of delivering specialist education and training to young dancers and musicians since 1978.

The Visual Arts Program is designed to meet the needs of artistically driven students. We collaborate with a network of practising artists, curators and industry professionals so that students can achieve pathways to tertiary visual arts courses to continue their visual arts education after secondary school. To achieve this, our exciting, innovative and rigorous pedagogy is delivered by teachers and guest lecturers who support personalised student learning.

The Visual Arts Program aims to provide creative, motivated and artistically minded students with:

- a highly developed understanding of contemporary art practices
- a heightened sense of creativity and the ability to demonstrate lateral thinking
- opportunities to work with visual arts experts and other creative practitioners
- access to facilities and resources that will support the achievement of enhanced learning and artistic outcomes
- a preparedness to continue their study of contemporary visual arts practice and theory in the competitive environment of tertiary education.

Sean Peoples and Nick Heynsbergh

Heads of Visual Arts Extension Program

Artwork by Evelyn Dinham

VCE ART CREATIVE PRACTICE

UNIT 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

AIMS

On completion of this unit the student should be able to:

- discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist
- use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

CONTACT HOURS

The VCE Art Creative Practice course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENTS

Assessment for Year 11 VCE Art Creative Practice course has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

Practical work comprises a folio of finished artworks and visual diary/s. Theory work comprises written tests, examinations and assignments.

All assessment tasks are conducted according to VCAA assessment procedures.

UNIT 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

AIMS

By the end of this unit the student will be able to:

- use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times
- use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches
- critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

CONTACT HOURS

The VCE Art Creative Practice course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENTS

Assessment for Year 11 VCE Art Creative Practice course has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

Practical work comprises a folio of finished artworks and visual diary/s. Theory work comprises written tests, examinations and assignments.

All assessment tasks are conducted according to VCAA assessment procedures.

UNIT 3: Investigation, ideas, artworks and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Inquiry and Project-based learning, the Creative Practice and the Interpretive Lenses are further explained in the study specifications on pages 11–16 of the Study Design. Specific terms used across VCE Art Creative Practice are defined on page 19.

AIMS

On completion of this unit the student should be able to:

- develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice
- apply and explore ideas and an area of personal interest using the Creative Practice.

CONTACT HOURS

The VCE Art Creative Practice course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENTS

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 10 per cent to the student's study score.
Assessment for Art includes a School-assessed Task. The student's level of performance in Outcome 2 in Unit 3 and Outcome 2 in Unit 4 will be assessed through a School-assessed Task.
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the student's study score.

Assessment for VCE Art Creative Practice Unit 3 has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

Both practical and theory work contribute to the successful completion and final outcomes for a VCE study score in Art Creative Practice .

UNIT 4: Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution and presentation of the student's Body of Work.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

AIMS

On completion of this unit the student should be able to:

- document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work
- use the Creative Practice to resolve and present a Body of Work
- compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

CONTACT HOURS

The VCE Art Creative Practice course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

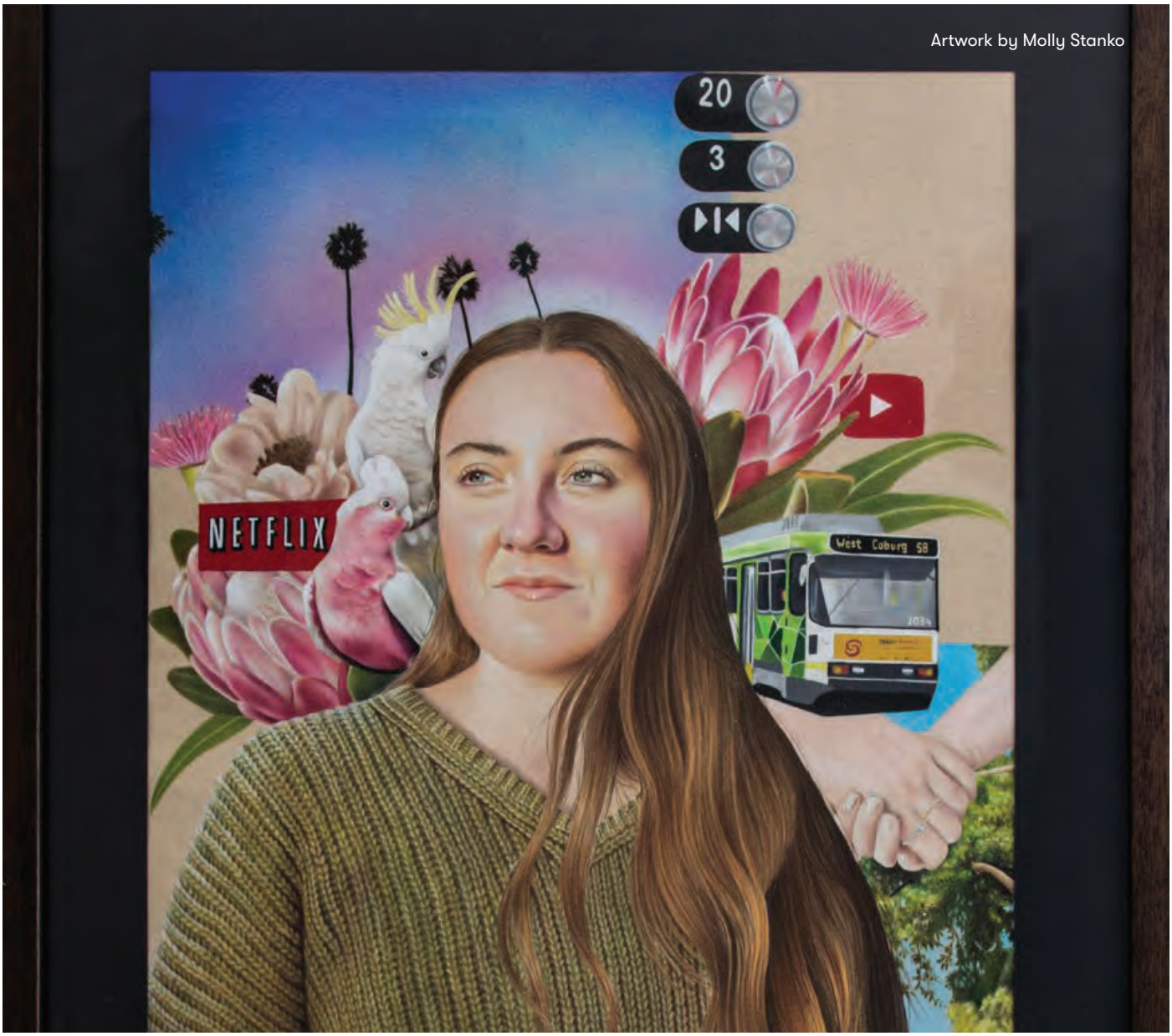
ASSESSMENTS

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 10 per cent to the student's study score.
Assessment for Art Creative Practice includes a School-assessed Task. For this assessment, teachers will provide to the VCAA a score representing an assessment of the student's level of performance in achieving Outcome 2 in Unit 3, and Outcome 2 in Unit 4.
The School-assessed Task contributes 50 per cent to the student's study score.
The examination will contribute 30 per cent.

Assessment for VCE Art Creative Practice Unit 4 has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

The School-assessed Task (SAT) is assessed at the end of Unit 4 using a criteria sheet and alphabetical grading system supplied by the Victorian Curriculum and Assessment Authority (VCAA). Work assessed comprises a folio of finished artworks (one artwork in Unit 3 and one further artwork in Unit 4 and visual diary/s.
Theory work is assessed using an alphabetical grading system with annotated criteria suggested by the VCAA. Assessment Comprises written tests, examinations and assignments. Both practical and theory work contribute to the successful completion and outcomes for a VCE study score in Art Creative Practice.



Artwork by Molly Stanko

END OF YEAR EXAMINATION

DESCRIPTION

The examination will be set by a panel appointed by the VCAA. All of the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

CONDITIONS

The examination will be completed under the following conditions:

- Duration: one and a half hours
- Date: end-of-year, on a date to be published annually by the VCAA
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook
- The examination will be marked by assessors appointed by the VCAA. The examination will contribute 30 per cent of the student's final assessment in Art Creative Practice.

Artwork by Eleanor Newbound
(Plaster)

VCE ART MAKING AND EXHIBITING

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

AIMS

On completion of this unit the student should be able to:

- explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making
- make and present at least one finished artwork and document their art making in a Visual Arts journal
- research Australian artists and present information about them in a format appropriate for a proposed exhibition.

CONTACT HOURS

The VCE Art Making and Exhibiting course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENT

Assessment for Year 11 VCE Art Making and Exhibiting course has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

Practical work comprises a folio of finished artworks and visual diary/s. Theory work comprises written assignments, tests, and examinations.

All assessment tasks are conducted according to VCAA assessment procedures.

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

AIMS

On completion of this Unit, students should be able to:

- select a range of artworks from an exhibition and other sources to design their own thematic exhibition
- explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme
- progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

CONTACT HOURS

The VCE Art Making and Exhibiting course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENT

Assessment for Year 11 VCE Art Making and Exhibiting course has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

Practical work comprises a folio of finished artworks and visual diary/s. Theory work comprises written assignments, tests, and examinations.

All assessment tasks are conducted according to VCAA assessment procedures.

UNIT 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks. More information about the critique is available in the online Support materials for VCE Art Making and Exhibiting.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

AIMS

On completion of this Unit, students should be able to:

- collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making
- make artworks in specific art forms, prepare and present a critique, and reflect on feedback
- research and plan an exhibition of the artworks of three artists.

CONTACT HOURS

The VCE Art Making and Exhibiting course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENT

Assessment for VCE Art Making and Exhibiting Unit 3 has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by school assessed coursework (SACs) and/or school assessed tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4.

The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

Year 11 Visual Arts Students in the Botanical Gardens Melbourne

UNIT 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

AIMS

On completion of this Unit, students should be able to :

- refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making
- plan and display at least one finished artwork in a specific art form, and present a critique
- understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

CONTACT HOURS

The VCE Art Making and Exhibiting course comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

ASSESSMENT

Assessment for VCE Art Making and Exhibing Unit 4 has both summative and formative processes throughout the year, including regular feedback during classes and progress and semester reports twice yearly.

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by school assessed coursework (SACs) and/or school assessed tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4.

The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Studio Arts are as follows:

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

END OF YEAR EXAMINATION

DESCRIPTION

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

CONDITIONS

The examination will be completed under the following conditions:

- Duration: one and a half hours
- Date: end-of-year, on a date to be published annually by the VCAA
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook
- The examination will be marked by assessors appointed by the VCAA.

Artwork by Sarah Glover
'Ageing' Series

ASSOCIATED PROGRAMS

VISITING ARTIST WORKSHOP

Year 11 students have the opportunity to work with a range of visiting artists through a focussed series of workshops. The workshops aim to provide students with a range of contemporary approaches to art making. Importantly, workshops connect students to practitioners working in Melbourne, broadening their understanding of career pathways in art.

In Year 12, workshops are delivered as part of the Professional Practice course.

AIMS

- To introduce students to Melbourne-based artists and a range of contemporary approaches and methodologies for art making
- To decentralise teaching practices and broaden the field of skills and knowledge students are exposed to.

CONTENT

Each semester students will have the opportunity to work with a range of artists, focussing on a variety of art practices.

CONTACT HOURS

The Visiting Artist Workshops are delivered within Year 11 VCE Art Making and Exhibiting and VCE Art Creative Practice, and Year 12 Professional Practice. Contact hours vary depending on the workshop.

ASSESSMENT

Assessment for the Visiting Artist Workshops has both summative and formative processes throughout the year with regular feedback from staff during classes.

Work completed in the workshops may contribute to assessed work for Units 1 and 2 of VCE Art Creative Practice and VCE Art Making and Exhibiting.

YEAR 12 MENTORSHIP

In Year 12, students are partnered with a practising artist to mentor and support their own art practice in VCE Art Making and Exhibiting and VCE Art Creative Practice. Students receive support to identify, explore and explain their creative processes and gain insights into expanding and advancing their practice. The mentorships encourage students to think about their artistic process on a personal and philosophical level. The mentorship supports the development of critical thinking and experimental approaches to art making.

AIMS

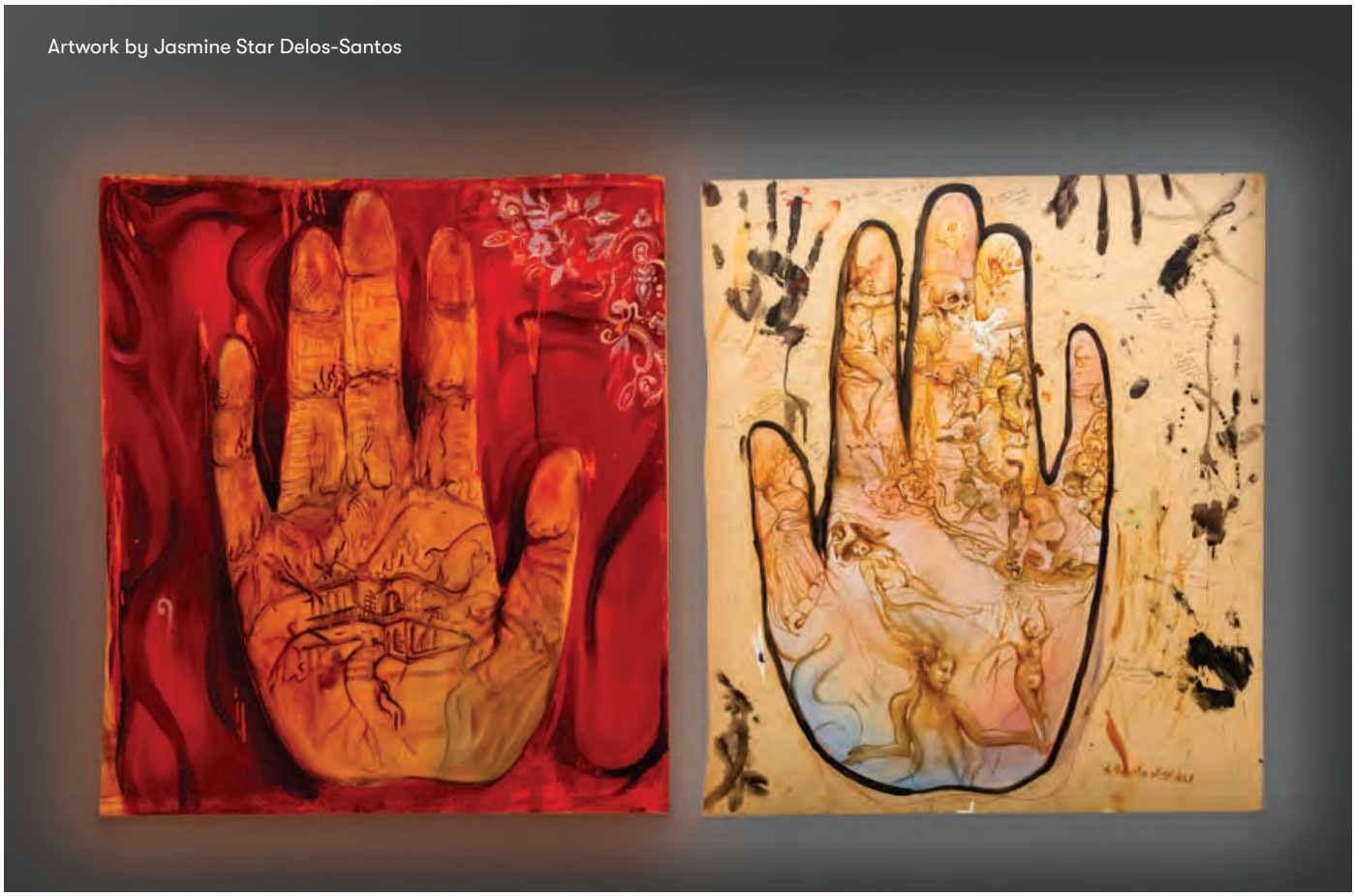
- To support students' art practice
- To inspire discussion about art making and related processes
- To facilitate the development of a supportive learning environment that values individual ideas and approaches to making art
- To develop and enhance students' use of art terminology and vocabulary.

CONTENT

- Term 1: Establishing the mentorship
- Term 2 and 3: Ongoing discussion regarding student art making.

CONTACT HOURS

Individual student meetings with mentors are delivered periodically throughout the year.


Artwork by Jasmine Star Delos-Santos

YEAR 11 ART GALLERY AND MUSEUM STUDIES

Students visit gallery and museum spaces weekly to develop connections between professional artists and their own practice. Students attend lectures, seminars, and master classes that seek to enhance their ability to discuss and interpret contemporary and historical art which value adds to their work in VCE Art Creative Practice and VCE Art Making and Exhibiting.

To consolidate these experiences, students present their own exhibitions throughout the year at school and off site. Students also develop an understanding of professional exhibition practices in curating, installing and promoting object-based environments for audiences such as their peers, family and school community.

AIMS

- To enhance students' understanding of local, national and international contemporary and historical art
- To develop student's confidence in experiencing and interpreting art in the context of art galleries, museums and alternative art spaces
- To develop student's awareness of professional installation standards and curatorial practices, to inform the exhibition of their own works.

CONTENT

In one year of study, students will visit various exhibitions at public and commercial art galleries and museums and alternative spaces.

CONTACT HOURS

The Art Gallery and Museum Studies course is delivered through a range of pedagogical approaches, comprising of 3 hours of class time per week.

Students take part in a Year 11 exhibition program, providing them the opportunity to present their work developed outside of the Visual Arts Program. This exhibition is presented in The Kolarik Gallery at VCASS in small groups.

ASSESSMENT

Assessment for Year 11 Art Gallery Studies course has both summative and formative processes throughout the year with feedback from staff during each class and progress and semester reports twice yearly.

Students are assessed on their ability to:

- participate in discussions during visits to exhibitions
- respond to exhibitions in written and verbal work
- collaborate with peers to develop and present exhibitions.

YEAR 12 ART GALLERY AND MUSEUM STUDIES

Students visit gallery and museum spaces to develop connections between professional artists and their own practice. Students attend exhibitions, lectures, seminars and master classes that seek to enhance their ability to discuss and interpret contemporary and historical art that value adds to their work in VCE Art Creative Practice and VCE Art Making and Exhibiting.

To consolidate these experiences students present their own exhibitions throughout the year at school and off site. These experiences also develop a student's understanding of professional exhibition practices in curating, installing and promoting object-based environments for audiences such as their peers and school community.

AIMS

- To further enhance understanding of local, national and international contemporary and historical art
- To continue to develop confidence with interpreting art in the context of art galleries, museums and alternative art spaces
- To present their own artworks that show an understanding of professional installation standards and curatorial practices
- Complete coursework associated with outcomes in VCE Art Creative Practice and VCE Art Making and Exhibiting.

CONTENT

Students will visit a range of exhibitions throughout the year, including public and commercial galleries, museums and alternative art spaces.

CONTACT HOURS

The Art Gallery and Museum Studies course is delivered through a range of pedagogical approaches, consisting of 3 hours of class time per week.

In Year 12, students have the opportunity to present their artworks in the mid-year and graduate exhibitions.

ASSESSMENT

Assessment for Year 12 Art Gallery and Museum Studies course has both summative and formative processes throughout the year with feedback from staff during each class and progress and semester reports twice yearly.

Students are assessed on their ability to:

- participate in discussions during visits to exhibitions
- respond to exhibitions in written and verbal work
- collaborate with peers to develop and present exhibitions.

Satisfactory completion of this subject is required to successfully complete course work associated with VCE Units 3 & 4 Art Creative Practice and Art Making and Exhibiting.

YEAR 11 CINEMA STUDIES

Cinema is a source of insight and inspiration for Visual Art students as it provides new ways of viewing and understanding ourselves and the world. In this subject, students discuss and reflect on how cinema (and more broadly, the moving image) can be used as a way of exploring personal, social, and political issues. This exploration is supported through an organised journal, as well as class activities, artworks, and discussions.

AIMS

- To introduce students to different types of cinema that have influenced artists
- To consolidate their understanding of cinematic devices such as 'mise en scene'
- To support discussion and debate about film and develop students' ability to justify viewpoints
- To encourage a broad knowledge of cinematic approaches used by mainstream and alternative directors
- To broaden students' perception of the purpose and nature of film, and, in turn, increase the range of films they can draw value from
- To expand the range of cultural, visual and intellectual experiences that student's draw on in making their own art.

CONTACT HOURS

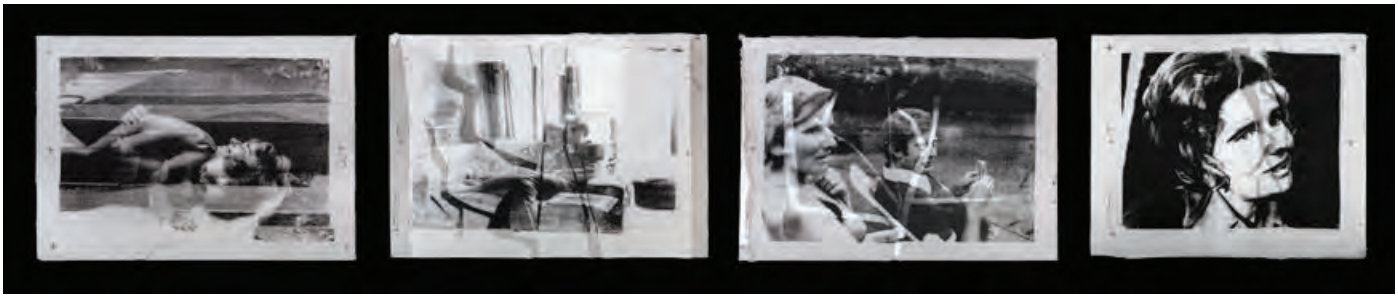
The Cinema Studies course is delivered through a range of pedagogical approaches, comprising two hours and 15 minutes of class time per week. Students are expected to work outside class time on developing a journal that documents their viewing of film.

ASSESSMENT

Assessment for the Year 11 Cinema Studies course has both summative and formative processes throughout the year with regular feedback from staff during classes and progress and semester reports twice yearly.

Students are assessed on their ability to:

- participate in discussions about the films they view in class
- maintain an organised viewing journal that documents the films they watch in class.



Artwork by Keira Davis

YEAR 11 & 12 EXHIBITION PROGRAM

Exhibition, display and performance practices are crucial to the practising artist. Exhibition allows for critical reflection, evaluation and discussion which are all key skills required for the developing artist and practitioner. This subject allows for the individual to further develop interpersonal skills through collaborative practice and project management. Through this subject, students will be introduced to the concepts and procedures required to develop, manage and deliver an exhibition.

AIMS

- To provide students with the opportunity to regularly display their artwork in a range of exhibition spaces
- To adopt a range of exhibition management and curatorial roles through the planning, marketing, installation, documentation, invigilation and de-installation of exhibition projects
- To foster a collaborative approach to exhibition and project management.

ATTENDANCE

It is expected that all Year 11 and 12 Visual Arts students will support their peers by attending the opening of each student exhibition. Written communication from a parent is expected if a student cannot attend a scheduled exhibition opening.

Artwork by Juliet Fraser
'*Currents*'

YEAR 11 & 12 PROFESSIONAL PRACTICE

Year 11 and 12 Professional Practice examines how artistic practice exists within larger cultural, historical, and conceptual contexts. Students explore these multifaceted artistic practices through a range of practical activities and class discussions so as to deepen and enrich their thinking and work in their VCE Art Creative Practice and Art Making and Exhibiting, while additionally providing opportunities for professional, vocational, and pathway support.

In Year 11, students broaden their understanding of what might constitute an art practice by focussing on contemporary, collaborative, and conceptual art methodologies. This is followed by an art history unit which charts key artistic developments from antiquity up to the present day.

In Year 12, students continue the Artist Workshop program to support the work they develop in their VCE Art subjects. Students also participate in a range of activities designed to support pathways for life after VCASS including guest speakers, practice interviews, and university tours.

AIMS

- To explore art as a vehicle for imagining other ways of being in the world
- To introduce different methodologies and ways of understanding art
- To build dialogue and understanding between the artistic practices of students
- To foster constructive and supportive forums for discussion on art
- To encourage the development of a supportive learning environment that values individual ideas and approaches to making art
- To build confident and thoughtful artists who can apply their understanding and skills to the wider world

CONTACT HOURS

Professional Practice is delivered through a range of pedagogical approaches, consisting of 1.5 hours of class time per week in Year 11 and 3 hours in Year 12. Students are expected to document the process and methodology of critiquing art, feedback from individual and group critiques and reflections about how critiques have influenced them to think differently about their art practice.

ASSESSMENT

Assessment for Professional Practice has both summative and formative processes throughout the year with feedback from staff during each class and progress and semester reports twice yearly.

Students are assessed on their ability to:

- participate in discussions about their peers' and their own art practice
- present artworks for discussion and feedback
- document their experiences in the critique seminar.

YEAR 11 & 12 SELF-DIRECTED STUDIO PRACTICE

Having time to reflect, research and experiment is an important aspect of art making for both students and artists.

Self-directed Studio Practice gives students the opportunities and dedicated time to extend under-takings from their broader studies in the Visual Arts Program. Students can manage, organise and undertake relevant work from VCE Art Creative Practice, VCE Art Making and Exhibiting and Art Gallery and Museum Studies while developing time management skills.

AIMS

- To provide students with time for extended self-reflection within the school environment
- To allow students to manage, organise and undertake relevant work from their visual arts studies
- To promote independent work opportunities for senior secondary students.

CONTACT HOURS

It is a core expectation that students make time at school throughout the week outside of their regularly scheduled classes, to complete the required work for Art Creative Practice and Art Making and Exhibiting.

ASSESSMENT

This program contributes to the broader work undertaken in VCE Art Creative Practice and VCE Art Making and Exhibiting courses. Students are expected to use this time carefully to complete studio-based project work.

YEAR 11 AND 12 CONDITIONING FOR CREATIVES

An understanding and awareness of thought processes, creative and otherwise, is a crucial skill for artists, particularly in the formative stages of their development. The Yoga and Wellbeing course enables students to gain important insights into how their mental state and thoughts can inform their artistic practice and general sense of wellbeing. Yoga and Wellbeing also has a positive impact on physical health, as Visual Arts students often spend extended periods in the studio.

AIMS

- To develop self-awareness of positive and negative thought processes in students
- To provide students with accessible mindfulness strategies that can be used to enhance mental health.
- To create an awareness in students of the links between thought processes, mental states, and creativity
- To provide students with opportunities to balance the sometimes sedentary nature of studio work with physical movement.

CONTACT HOURS

The Conditioning for Creatives course comprises one 45 minute session per week, for both Year 11 and 12 students.

APPENDICES

APPENDIX 1: VISUAL ARTS PROGRAM TIME ALLOCATION

Year 11	PERIODS (1 period = 45 minutes)
VCE Art Creative Practice (including Visiting Artist Workshop)	5
VCE Art Making and Exhibiting (including Visiting Artist Workshop)	5
Art Gallery and Museum Studies	4
Professional Practice	2
Cinema Studies	3
TOTAL	19 PERIODS
Year 12	
VCE Art Creative Practice	5
VCE Art Making and Exhibiting	5
Art Gallery and Museum Studies	4
Professional Practice	4
TOTAL	18 PERIODS

NOTE:
In addition to these subjects, students undertake a full program of academic subjects in both Year 11 and Year 12. Information on subjects offered can be found in the VCE Academic Handbook.

VISITING ARTISTS

SELECTED SCHOOL BASED WORKSHOPS

- Mia Schoen - en plein air painting
- Bec Agnew - puppet making and stop-motion animation
- Archer Davies - oil painting and portraiture
- Jodie di Natale - drawing
- Rudi Williams - photography
- Aaron Billings - embroidery
- Claire McArdle - jewellery making
- Nathan Beard - sculpture and casting
- Juliet Phraser - text and film
- Elsie Preston - life drawing
- Colleen Ahern – oil painting
- Charlie Sofo – interdisciplinary practices Agatha Gothe-Snape – text based objects
- Trent Walter – printmaking
- Angela Brennan – ceramics
- Sarah crowEST – sculpture and wearable art
- A Constructed World - performance, video
- The Telepathy Project (Veronica Kent and Sean Peoples) – video, mapping
- Sean Peoples - radio
- Ross Coulter - photography
- David Rosetzky – photography/video
- Danielle Freakley - performance Sandra Bridie – text and performance
- Rob McHaffie - drawing/painting/sculpture
- Kenny Pittock – sculpture/drawing
- Helen Johnson – painting
- Kerrie Poliness – painting
- Kelly Fliedner - writing

SELECTED EXTERNAL WORKSHOPS

Students regularly take part in workshops at a range of galleries and museums, including Monash University Museum of Art (MUMA) and Arts Project Australia.

ART GALLERIES AND ALTERNATIVE ART SPACES

During one year of study, students will visit a range of Public Art Galleries and Museums including:

- National Gallery of Victoria
- Australian Centre for Contemporary Art
- Australian Centre for the Moving Image
- Heide Museum of Modern Art
- Buxton Contemporary
- Gertrude Contemporary
- West Space
- Monash University Museum of Art
- Ian Potter Museum of Art
- Margaret Lawrence Gallery
- Australian Tapestry Workshop
- Centre for Contemporary Photography
- Australian Print Workshop

During one year of study, students will visit a range of Commercial Galleries including:

- Sarah Scout Gallery, Neon Parc Gallery, Tolarno Galleries,
- Sutton Gallery and Daine Singer Gallery

During one year of study, students will visit a range of Alternative Art Spaces including:

- Blindside Seventh
- VCA Artspace Platform Kings

Periodically, students will visit biennales and art fairs including:

- Melbourne Art Fair Biennale of Sydney Spring 1883

Periodically, students may elect to participate in interstate and overseas excursions that are organised:

- Museum of Old and New Art (MONA)
- Paris/London – Cultural Study Tour (Visual Arts, Art and French Language students) Central Australia – Cultural Study Tour (Visual Arts and Music students)

MENTORSHIP

Each Year 12 student is provided with the opportunity to work with a mentor. Artists who have worked with students as a mentor include:

- Matilda Davis
- Sharon Goodwin
- Rebecca Agnew
- Louise Meuwissen
- Bailey Sharp
- Sarah CrowEST
- Tai Snaith
- Nathan Beard
- Adam Lee
- Archie Barry
- Arlo Mountford
- Archer Davies
- Noriko Nakamura
- Kathy Sarpi
- Liang Luscombe
- Abbra Kotlarczyk
- Scotty So
- Darcey Bella Arnold
- Belle Bassin
- Alasdair McLuckie
- Colleen Ahern
- Beth Arnold
- Angela Brennan
- Sarah crowEST
- Gabrielle de Vietri
- Agatha Gothe-Snape
- Laresa Kosloff
- Taree Makenzie
- Charlie Sofo
- Trent Walter
- Viv Miller
- Rob McHaffie
- Gui Savy
- David Rosetzky
- Zoe Croggon
- Jensen Thung
- Mia Schoen
- Shelley Lasica
- Rosie Isaac
- Katherine Gailer
- Alice Wormald
- Annabelle Kingston
- Kalinda Vary
- Kez Hughes
- Siri Hayes
- Kerrie Poliness
- Isadora Vaughn