

Victorian Certificate of Education

# STUDIO ARTS

STUDY DESIGN



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# Important information

## Accreditation period

Units 1–4: 1 January 2017 – 31 December 2021

Implementation of this study commences in 2017.

## Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance levels descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

## VCE providers

Throughout this Study Design the term 'school' is intended to include both schools and other VCE providers.

## Copyright

VCE schools may reproduce parts of this Study Design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx).

# Introduction

## Scope of study

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

## Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

## Aims

This study enables students to:

- express themselves creatively through art making and come to understand how to support and sustain their art practice
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- develop an understanding of historical and cultural contexts in the production and analysis of artworks
- develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied

- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
- develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

## Structure

The study is made up of four units.

Unit 1: Studio inspiration and techniques

Unit 2: Studio exploration and concepts

Unit 3: Studio practices and processes

Unit 4: Studio practice and art industry contexts

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

A glossary defining terms used across Units 1 to 4 in the *VCE Studio Arts Study Design* is included in the companion document *Advice for teachers*.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

## Changes to the Study Design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin VCE, VCAL and VET](#). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *Bulletin*.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Studio Arts to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

## Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. This duty of care extends to activities undertaken outside the classroom. This study may involve the handling of potentially hazardous substances and/or the use of potentially hazardous equipment. Students must be made aware of and practise the safe and appropriate use of the materials and techniques they use in respect to both themselves and the environment.

Occupational Health and Safety advice for Studio Arts is set out in Chapter 09 of the Code of Practice for Visual Arts which is available here: <https://visualarts.net.au/code-of-practice/>

The selection of the subject matter and content of artworks is a school decision. The content and selection of artworks made and studied should be appropriate and acceptable for the specific school culture and environment.

## Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

## Levels of achievement

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

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.

Details of the assessment program are described in the sections on Units 3 and 4 in this Study Design.



## Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

For the purposes of this study, additional information is provided regarding the authentication of student work for the School-assessed Task in the VCE Studio Arts: Administrative advice for School-based assessment published each year on the [Studio Arts](#) study design page.

# Cross-study specifications

For the purposes of this study the following specifications apply. Specific details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

## Studio practice

Studio practice has a range of characteristics that vary, dependent on the time, period and culture in which the artist is working. Artists explore individual ideas, subject matter and conceptual possibilities based on artistic influences and inspiration and may draw on particular styles from different periods of time and cultures. They experiment with materials, techniques, processes and art forms, including photography, digital imaging, textiles, painting, installation, printmaking, drawing, film, video, sculpture, mixed media, ceramics, sound, animation, performance and interdisciplinary practices.

## Studio process

In their studio practice, artists create artworks using a studio process. For the purpose of this study the studio process consists of five key stages: explore, develop, refine, resolve and present. At each stage of the studio process the student uses creative and critical thinking to document and reflect on the studio process. The studio process is supported through the development and use of:

- an exploration proposal
- a work plan
- a visual diary
- art forms
- potential directions
- presentation of final artwork/s.

The **exploration proposal** is a written and visual document that explains the student's ideas about how they will develop and explore conceptual possibilities, sources of inspiration, artistic influences, art forms, materials, techniques and processes, art elements, art principles, aesthetic qualities and subject matter.

The **work plan** is a weekly outline that demonstrates how the student will progress through the studio process to clearly communicate the intentions of the exploration proposal.

The **visual diary** is an organised collection of written and visual annotations that provide insights about the student's studio practice through the studio process. Annotations and visual information contained in the visual diary can be presented digitally or in a book. Written and visual material can include annotations, mind maps, images, drawings, sketches, evaluations, photographs, screen captures or scans. Evidence of the student's studio practice is progressively documented in the visual diary and should aim to explain and evaluate the exploratory work in reference to the ideas presented in the exploration proposal.

The exploration of **art forms** may include digital imaging, painting, drawing, printmaking, mixed media, sculpture, ceramics, photography, textiles, installation, video, film, sound, animation, performance and interdisciplinary practices.

In the studio process the artist produces **potential directions** that should aim to effectively communicate resolved conceptual possibilities, subject matter, aesthetic qualities, materials and techniques as documented in the exploration proposal. Potential directions are used as the basis for developing artworks.

When presenting **final artworks** students demonstrate a refined application of materials and techniques that resolve and communicate the student's ideas.

## Investigating studio practices

Investigating studio practices supports the development of the student's own practice. Research offers students a model for inquiry that informs their own art making practices. The research focuses on the visual analysis of subject matter in artworks and investigates how artists have interpreted sources of inspiration and influences in art making. It requires students to examine how artists have used materials, techniques and processes to communicate ideas. Students investigate how artists have been influenced by historical and cultural contexts to develop artworks.

The **historical context** refers to the time and place in which the artist created the artwork.

The **cultural context** refers to the artistic, environmental, economic, social, technological, political or religious climate of the time that may have influenced the artist.

## Visual language

Visual language is an integral component of studio practice and refers to communication of ideas through experiences, images and objects.

Artists use visual language to communicate the exploration, development and resolution of artworks. They experiment with, and develop and refine, materials, techniques and processes and to communicate their intention.

When creating and producing contemporary artworks, the artist relies on historical understanding of specific styles, representations and imagery. Ideas, beliefs, values and concepts are communicated through the context, placement and juxtaposition of objects, styles and representations.

## Aesthetic qualities, art elements and art principles

In their studio process artists use art elements and art principles to explore and express their ideas and to create aesthetic qualities. Aesthetic qualities can be perceived differently by different viewers, dependent on their individual experience, the style of the artwork and the physical or cultural context in which the artwork is created and viewed.

The use of art elements and art principles in artworks to create aesthetic qualities can vary, depending on the art form, but generally include:

- art elements – line, colour, texture, tone, form, shape, sound, time and light
- art principles – emphasis (focal point), movement, rhythm, unity, variety, space, repetition (pattern), balance, contrast, proportion, space and scale.

Artists use and consider art elements and art principles to create aesthetic qualities when they explore, develop, refine, resolve and present artworks. The way in which the audience perceives aesthetic qualities can be different from the intentions of the artist and therefore the meaning of the artwork is open to different interpretations by viewers.

# Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

## Area of Study 1

### Researching and recording ideas

In this area of study students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.

In their exploration, students may include diverse sources of inspiration, artistic influences, and reflections on personal experiences, observations, ideas and issues. Students research sources of inspiration as starting points, including the exploration of ideas, art forms, materials, techniques, aesthetic qualities and subject matter. Through a range of explorations they begin to understand and develop their visual language. Students progress their studio practice through reflection and the development of their visual language, documented in a visual diary.

## Outcome 1

On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

- diverse sources of inspiration and artistic influences used to generate ideas
- the characteristics of the studio process and methods of identifying, organising and progressively recording written and visual reference material
- the characteristics and nature of art forms, materials and techniques
- a range of methods for using art elements and art principles to create aesthetic qualities
- the use of subject matter to express individual ideas and concepts.

### Key skills

- generate ideas and identify sources of inspiration and artistic influences
- progressively record the research and development of individual ideas in a visual diary
- use a variety of research methods to translate ideas, observations and experiences into a visual language

- select, create, organise and use visual reference material
- explore a range of art elements, art principles and aesthetic qualities in the studio process
- research subject matter appropriate to individual ideas in a visual diary
- discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used in studio practice.

## Area of Study 2

### Studio practice

In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be created in artworks. Students further develop their understanding of visual language. They explore subject matter to convey individual ideas through the use of materials and techniques in a range of art forms. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

### Outcome 2

On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- the characteristics and properties of a variety of materials and techniques in a selection of art form/s
- a range of art elements and art principles to create aesthetic qualities in a selection of art form/s
- the materials and techniques used to produce a range of effects
- the use of inspiration as a source to explore individual ideas and develop subject matter
- the materials and techniques used to express individual ideas
- the methods for recording and evaluating studio processes
- the production and evaluation of artwork/s.

#### Key skills

- investigate, and experiment with, materials and techniques appropriate to art making in a range of art forms
- explore the aesthetic qualities of materials and techniques to convey individual ideas
- explore materials and techniques and investigate a range of art elements and art principles to produce a range of effects
- develop individual subject matter from sources of inspiration, observations, experiences and artistic influences
- progressively evaluate and record in a visual diary the exploration and development of subject matter, art elements, art principles and use of materials and techniques to present aesthetic qualities
- produce and evaluate at least one finished artwork.

## Area of Study 3

### Interpreting art ideas and use of materials and techniques

In this area of study students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

The work of artists from different times and cultures is studied to gain a broader understanding of how artworks are conceived, produced and exhibited. Students discuss the way artists have used materials and techniques, and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists' work. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks. Students are encouraged to use visual material when presenting their approach.

### Outcome 3

On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### Key knowledge

- sources of inspiration for artists' ideas and production of artworks
- ways in which artists from different times and cultures have interpreted ideas and sources of inspiration
- ways in which artists have used art elements, art principles and created aesthetic qualities
- the types of materials and techniques used in making artworks in particular art forms
- ways in which artists from different times and cultures have used materials and techniques
- relevant resources and methods of research
- appropriate terminology for discussing artworks.

#### Key skills

- use a range of resources to research how at least two artists have interpreted ideas and sources of inspiration and used materials and techniques in at least two artworks by each artist
- discuss how the use of art elements and art principles create aesthetic qualities in artworks
- discuss the ways in which artists from different times and cultures have interpreted ideas and sources of inspiration for the production of artworks
- identify and discuss the ways in which artists have used various materials and techniques in making artworks in particular art forms
- use appropriate terminology in discussion of artwork.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment may be selected from the following:

### *Outcomes 1 and 2*

- an outline of a proposed investigation of studio practice using visual language
- a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- a presentation of at least one finished artwork.

### *Outcome 3*

At least one of:

- an extended response
- a short-answer responses
- a presentation using digital technologies
- an oral presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.

The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

## Area of Study 1

### Exploration of studio practice and development of artworks

In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

In developing an individual studio process, students learn to explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal. Students respond to stimulus to generate ideas related to their context. They experiment with materials and techniques and apply them to a selected art form. They may use art elements and art principles to create particular aesthetic qualities relevant to their ideas and subject matter. Students learn to generate a range of potential directions in the studio process around which an artwork can be developed. Students analyse and evaluate these in a visual diary before the production of the artwork.

## Outcome 1

On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

- the nature and structure of an individual studio process
- a range of sources of inspiration to support ideas for art making
- a range of artistic influences
- strategies for generating a range of potential directions
- the characteristics and nature of materials and techniques
- a range of art elements and art principles to formulate an understanding of aesthetic qualities
- strategies for presenting and evaluating artworks.



**Key skills**

- develop an individual studio process that is recorded in a visual diary
- explore and use ideas, sources of inspiration and artistic influences
- explore and develop a range of potential directions
- use materials and apply techniques
- use art elements and art principles to demonstrate aesthetic qualities
- research, analyse and evaluate potential directions explored
- use terminology to annotate developmental and exploratory work in a visual diary
- present and evaluate at least one artwork.

## Area of Study 2

### Ideas and styles in artworks

In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists' ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists' works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists' moral rights. In analysing at least two artworks by each artist, students further develop appropriate art terminology and skills in researching and using a variety of references that may include visits to art galleries and museums, online resources, books, catalogues and periodicals. Students are encouraged to use visual material when presenting their approach.

### Outcome 2

On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

**Key knowledge**

- the art elements and art principles used in artworks to create aesthetic qualities
- ways in which artists from different historical and contemporary times communicate ideas and meaning
- ways in which artists from different times and cultures have developed styles in their artworks
- the ideas and issues that may arise when artists' work is used to make new artworks; this may include appropriation, copyright and artists' moral rights
- the methods of research and inquiry, including a variety of references and appropriate terminology.

**Key skills**

- identify, discuss and compare the use of art elements, art principles and the presentation of aesthetic qualities in historical and contemporary artworks
- compare ways in which artists from different times and cultures communicate ideas and meaning in artworks
- compare the ways in which artists from different times and cultures have developed styles in their artworks
- discuss the ideas and issues that may arise in the use of other artists' works in the making of new artworks
- use references and appropriate terminology.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

A suitable task for assessment includes:

### *Outcome 1*

- undertaking an exploration proposal
- undertaking studio process
- producing at least one artwork.

Suitable tasks for assessment may be selected from the following:

### *Outcome 2*

- an extended response
- short-answer responses
- a presentation using digital technologies
- an oral presentation.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

## Area of Study 1

### Exploration proposal

In this area of study students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is written before the start of the studio process, however, this proposal may be expanded upon during the early stages of the studio process. The exploration proposal is developed on an individual basis and sets out the student's creative responses to formulating the content and parameters of the studio process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored and the art forms through which the studio process will be developed. It also includes the sources of inspiration, conceptual possibilities, use of art elements and art principles and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the studio process. The exploration proposal supports the development of art making in Unit 4 and remains a reference point for the reflection and analysis of the development of artworks throughout the studio process.

## Outcome 1

On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

- the characteristics of an exploration proposal
- the structure of a studio process including a workplan
- conceptual possibilities and ideas to be explored in the studio process
- the focus and subject matter to be explored in the studio process

- art form/s to be explored in the studio process
- sources of inspiration to be investigated, analysed and interpreted in the studio process
- the aesthetic qualities, including reference to art elements and art principles, to be explored in the studio process
- the characteristics of selected materials that will communicate ideas and be explored in the studio process
- the techniques to be used in the studio process that will communicate ideas
- appropriate terminology for discussing the design process.

### Key skills

- prepare an exploration proposal
- discuss conceptual possibilities and explain the ideas to be explored
- describe and explain the focus and subject matter to be communicated and developed
- describe the art form/s to be explored
- discuss the sources of inspiration to be investigated and analysed in relation to student's individual ideas
- communicate how the aesthetic qualities may be explored in relation to the ideas
- discuss the intended use of art elements and art principles to be explored
- explain the materials to be explored
- explain the techniques to be explored and propose how these may support the communication of ideas
- explain the selection of materials and techniques
- plan the studio process
- apply appropriate terminology in the discussion of the design process.

## Area of Study 2

### Studio process

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities. Students explore, clarify and consolidate ideas they have discussed in their exploration proposal. The studio process is developed in sufficient breadth and depth to support students to produce a range of potential directions that will be progressively developed and evaluated.

Students progressively present a range of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4. Selected potential directions are considered and carefully evaluated to ensure the potential for the development of artworks. Students make selections based on the potential directions that most effectively communicate concepts, ideas and aesthetics, and which provide the scope to demonstrate the refinement of techniques and the application of materials appropriate to the communication of ideas.

Students further develop their understanding of key terminology associated with the art forms identified in their exploration proposal. Reflection, analysis and evaluation of experimental and developmental work are documented in written and visual annotations, providing clarification of ideas and working processes. Through these annotations students progressively record their thinking and working practices to support the development and realisation of their studio process.

## Outcome 2

On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

### Key knowledge

- ways of responding creatively to sources of inspiration and ideas in the exploration proposal
- the methods of exploring and developing ideas in the exploration proposal to support the development of the individual studio process
- the methods for the conceptual and aesthetic development of subject matter, including experimental and exploratory work
- the properties of materials and techniques appropriate to the selected art making and art form/s
- the processes for reflection, analysis and evaluation
- the strategies for identifying, developing and evaluating a range of potential directions throughout the studio process
- appropriate terminology
- the methods for progressively recording and documenting visual and written explorations in a visual diary.

### Key skills

- use an exploration proposal to frame an individual studio process
- interpret and respond to the sources of inspiration and ideas in the exploration proposal
- develop individual and personal subject matter and ideas conceptually and aesthetically
- explore art elements and art principles, materials and techniques to demonstrate aesthetic qualities in selected art forms
- develop and refine techniques appropriate to the communication of individual ideas
- document reflections, identify, analyse and evaluate the experimental and developmental work, including the clarification of ideas and studio processes in a visual diary
- develop a range of potential directions throughout the studio process
- use appropriate terminology to annotate studio practice.

## Area of Study 3

### Artists and studio practices

In this area of study students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist. They consider the artists' use of materials, techniques and processes, and the use of art elements and art principles to demonstrate aesthetic qualities and styles in artworks.

Students compare the selected artists and artworks in different historical and cultural contexts. The artworks studied may have been made in the same historical period but in different cultural contexts. Students undertake research and apply appropriate terminology to studio practice and art making.

Through the study of recognised historical and contemporary artworks in a range of art forms, students develop analytical skills when investigating the artist's choice of subject matter, the communication of ideas, the development of style, the use of materials and techniques, the use of art elements and art principles and the ways in which aesthetic qualities are created by the artist and perceived by the audience.

## Outcome 3

On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

### Key knowledge

- art practices related to artworks in more than one historical and/or cultural context
- artworks from different historical and/or cultural contexts that reflect the artists' interpretations of subject matter and influences
- the use of art elements and art principles to demonstrate aesthetic qualities and communicate ideas and meaning
- the materials, techniques and processes used in the production of the artworks
- a range of recognised historical and contemporary artworks.

### Key skills

- analyse ways in which artworks reflect artists' interpretations of subject matter, influences, cultural and historical contexts and the communication of ideas and meanings
- analyse and discuss ways in which artists use materials, techniques and processes
- analyse the ways in which artists use art elements and art principles to demonstrate aesthetic qualities
- research and discuss art practices in relation to particular recognised historical and contemporary artworks.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the Study Design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 5 per cent to the study score.

Outcome	Marks allocated*	Assessment tasks
<p><b>Outcome 3</b></p> <p>Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.</p>	30	<p>Assessment tasks may include a combination of the following:</p> <ul style="list-style-type: none"> <li>• structured questions</li> <li>• an annotated visual report</li> <li>• an essay</li> <li>• a presentation using digital technologies</li> <li>• a series of short responses</li> <li>• an oral presentation with supporting visual evidence.</li> </ul>
<b>Total marks</b>	30	

\*School-assessed Coursework for Unit 3 contributes 5 per cent.

### School-assessed Task

Assessment for Studio Arts includes a School-assessed Task. The student's level of performance in achieving Outcomes 1 and 2 in Unit 3, and Outcomes 1 and 2 in Unit 4, will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided on [page 29](#) of this Study Design.

### External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

# Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

## Area of Study 1

### Production and presentation of artworks

In this area of study students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. The development and refinement of artworks is informed by the evaluation of potential directions. In this area of study the presentation of artworks demonstrates relationships between the artworks that are interpreted through the aesthetics, themes, conceptual possibilities and/or materials and techniques discussed in the exploration proposal.

The artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques. Materials and techniques are refined and applied, ideas and aesthetic qualities are resolved. The student's presentation of artworks is realised through the ideas communicated in the exploration proposal.

Students present no fewer than two artworks, with evaluated selected potential directions, including a plan about how the artworks were developed. The two artworks presented will be influenced by the nature, the scale and the complexity of the work undertaken during an appropriate allocation of time required at this level of study. The presentation of at least two artworks will demonstrate the cohesive relationships between the artworks such as theme, ideas, subject matter, materials, techniques and aesthetic qualities.

### Outcome 1

On completion of this unit the student should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.



**Key knowledge**

- ways of developing artworks through the evaluation of a range of potential directions
- materials and techniques appropriate to particular art form/s
- the depiction of subject matter in artworks
- the resolution of aesthetic qualities in artworks
- the methods for the realisation and communication of ideas in artworks
- the techniques for the development, refinement and presentation of artworks appropriate to the individual's ideas and the selected art form/s
- ways to present cohesive relationships between artworks.

**Key skills**

- demonstrate the use of at least two potential directions used in the creation of artworks
- use selected potential directions to support the development and refinement of artworks
- apply materials and techniques appropriate to particular art form/s and utilise their inherent characteristics
- depict subject matter
- demonstrate aesthetic qualities
- realise and communicate ideas in artworks
- create relationships between artworks.

## Area of Study 2

### Evaluation

In this area of study students reflect on the selection of potential directions that form the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks. When the artworks have been completed, students examine and reflect on the communication of ideas, the use of materials and techniques, the demonstration of aesthetic qualities and the relationships that have been formed through the presentation of artworks. They may explain any refocusing and provide visual support materials that demonstrate the refinement of techniques and processes employed in the artworks.

### Outcome 2

On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

**Key knowledge**

- ways in which themes are expressed in the artworks presented
- appropriate methods for reflection and evaluation
- ways in which potential directions contribute to the production of artworks
- ways in which the artworks relate to each other
- the methods of applying materials and techniques
- the aesthetic qualities of finished artworks

- ways in which ideas are communicated in artworks
- the methods relevant to the refinement of the presented artworks
- the types of visual and written evidence used to support the potential directions which led to the development of finished artworks
- appropriate terminology.

### Key skills

- identify and describe the focus and subject matter of the artworks
- explain the ways in which potential directions contributed to the development and refinement of artworks
- provide visual evidence of selected potential directions used to develop the artworks
- explain further refinement to the potential directions in order to develop the artworks
- reflect on the effectiveness of artworks to communicate ideas
- analyse how the artworks realise the communication of ideas
- discuss the refinement and presentation of artworks
- explain and evaluate how materials and techniques were applied in the artworks
- explain and evaluate how aesthetic qualities were resolved in the artworks
- evaluate the presentation of artworks
- use appropriate terminology.

## Area of Study 3

### Art industry contexts

In this area of study students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed.

Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study. Students analyse how specific artworks are presented and demonstrate their understanding of the artists' and curators' consideration of how artworks are displayed within the art exhibitions.

The conservation of artworks in an exhibition is the concern of artists and the personnel associated with art spaces where the artworks are placed. With reference to specific artworks seen and studied, students develop an awareness and understanding of processes and considerations involved in the display of artworks to the public. Students research art exhibitions and compare the preparation, presentation, conservation and promotion of art in at least two different exhibition spaces. Students may select artworks exhibited in public art galleries and museums, commercial and private galleries, university art galleries, artist run spaces, alternative art spaces, outdoor spaces and online galleries.

## Outcome 3

On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

### Key knowledge

- the methods and intentions of public art galleries and museums, commercial and private galleries, university art galleries, artist run spaces, alternative art spaces, outdoor spaces and online galleries in exhibiting artworks
- the curatorial considerations, exhibition design and promotional methods involved in preparing and displaying artworks in current exhibitions
- the methods used by and considerations of artists and curators working in galleries in conservation of artworks, including lighting, temperature, storage, transportation and presentation of specific artworks in current exhibitions
- the processes associated with the production, presentation, conservation and promotion of specific artworks in current exhibitions
- the characteristics of different types of gallery spaces visited in the current year of study
- appropriate terminology.

### Key skills

- identify and describe the characteristics of different types of gallery spaces visited in the current year of study
- describe and compare the methods of and intentions in exhibiting artworks in public art galleries and museums, commercial and private galleries, artist run spaces, alternative art spaces, university art galleries and museums, outdoor spaces and online galleries, which have been visited in the year of study
- analyse how specific artworks are presented in different exhibitions and demonstrate an understanding of the artists' and gallery curators' intentions
- analyse and evaluate curatorial considerations, exhibition design and promotional methods involved in preparing and presenting specific artworks for display
- analyse and evaluate methods and considerations involved in the conservation of specific artworks related to exhibitions visited in the current year of study
- employ appropriate terminology.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the Study Design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 5 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 3</b></p> <p>Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.</p>	30	<p>Assessment tasks may include a combination of the following:</p> <ul style="list-style-type: none"> <li>• structured questions</li> <li>• an annotated visual report</li> <li>• an essay</li> <li>• a presentation using digital technologies</li> <li>• an oral presentation with visual evidence from the exhibitions visited.</li> </ul>
<b>Total marks</b>	30	

\*School-assessed Coursework for Unit 4 contributes 5 per cent.

## School-assessed Task

Assessment for Studio Arts 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 Outcomes 1 and 2 in Unit 3, and Outcomes 1 and 2 in Unit 4, according to criteria published annually online by the VCAA.

Outcomes	Task
<p><b>Unit 3</b></p> <p><b>Outcome 1</b></p> <p>Prepare an exploration proposal that formulates the content and parameters of an individual studio process, including a plan of how the proposal will be undertaken.</p> <p><b>Outcome 2</b></p> <p>Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.</p>	<p>An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two finished artworks in Unit 4.</p>
<p><b>Unit 4</b></p> <p><b>Outcome 1</b></p> <p>Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.</p> <p><b>Outcome 2</b></p> <p>Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.</p>	<p>The presentation of at least two finished artworks with an evaluation of studio processes.</p>

\*School-assessed Task for Units 3 and 4 contributes 60 per cent.

## External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

### Contribution to final assessment

The examination will contribute 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.

### Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.