

Accreditation Period  
**2023–2027**

Victorian Certificate of Education  
**Art Creative Practice**  
Study Design

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# Important information

## Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

## 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.

To assist teachers in developing courses, the VCAA publishes online [Support materials](#) (incorporating the previously known *Advice for teachers*).

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 on the VCAA website.

# Introduction

## Scope of study

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

## Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

## Aims

This study enables students to:

- understand how the practices of artists and artworks reflect the values, beliefs and traditions of their own and other cultures
- analyse, interpret and respond to artworks and ideas, both in their own work and in the work of others, using the support of the Interpretive Lenses
- critically evaluate ideas and issues explored by historical and contemporary artists from different cultures and societies
- develop personal ideas and expression through Making and Responding in art practice
- employ practical skills in art making and develop conceptual understanding to inform aesthetic awareness and art practice
- develop creative and critical thinking skills in individual responses to artworks and art practice.

## Structure

The study is made up of four units.

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks and the Creative Practice
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

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.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

A glossary defining terms used across Units 1 to 4 in the VCE Art Creative Practice Study Design is included in the Support materials.

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

## Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). 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 Art Creative Practice 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 such as visits to exhibitions, artists' studios or external workshops.

Artworks and topics selected by students as subject matter and themes for their artworks should be appropriate for the age and development of the students and reflect current community standards and expectations. Teachers should be aware of the sensitive issues that might arise in relation to the choice of theme or subject matter for study or art making. The following strategies may assist teachers when selecting themes for study or when assisting students in developing their artworks:

- Familiarise yourself with the student's choice of artworks or subject matter, with particular attention to any issues that may arise surrounding personal, cultural, school and community standards.
- Read any information you can about the artwork chosen for study, such as the artist's intent or exploration of ideas and subject matter.
- Identify any issues that may require additional resourcing, such as different perspectives on controversial historical, social, cultural or political themes.
- Discuss aspects that may be challenging for students with the school leadership and colleagues at your school.

The Victorian Department of Education and Training (DET) provides information about student wellbeing and duty of care, including:

- [DET Student health and wellbeing advice](#)
- [DET Duty of Care policy](#)
- [DET Teaching and learning resources – Selecting appropriate materials](#).

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, techniques and processes they use, in respect to both themselves and the environment. Teachers and students should observe appropriate safety precautions when undertaking practical activities. It is the responsibility of schools to ensure that they comply with health and safety requirements.

Relevant Acts, regulations and codes include:

- *Occupational Health and Safety Act 2004* (Vic)
- *Occupational Health and Safety Regulations 2017* (Vic)
- Occupational Health and Safety Management Systems (AS/NZ ISO 45001:2018)
- *Dangerous Goods (Storage and Handling) Regulations 2021* (Vic)
- Code of Practice for the Storage and Handling of Dangerous Goods 2013
- Hazardous Substances Compliance Code, Edition 2, 2019 (Vic)
- *Electrical Safety Act 1998* (Vic).

Teachers should ensure they access up-to-date versions of all Acts, regulations and codes.



Further information about occupational health and safety and codes of practice for the Visual Arts industry can be found on the website of the [National Association for the Visual Arts](#).

## Employability skills

VCE Art Creative Practice focuses on self-directed learning, creative and critical thinking, and creative problem-solving. The study helps students to develop transferable 21st-century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity and innovative thinking and who understand diversity.

This study offers a number of opportunities for students to develop employability skills and is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or employment. A course of study in VCE Art Creative Practice can establish a basis for further education and employment in the fields of artistic and creative practice as well as broader areas in creative industries and cultural institutions, and diverse fields that use skills inherent in the subject.

The Support materials 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.

## Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 870 Child Safe Standards – Managing the Risk of Child Abuse in Schools*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](#), the [Commission for Children and Young People](#) and the [Department of Education and Training](#).

# 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 VCAA. 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 VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment (examination).

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 in the study and receive an 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 Creative Practice are as follows:

- Units 3 and 4 School-assessed Task: 60 per cent
- Unit 4 School-assessed Coursework: 10 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 rules and strategies.

# Study specifications

## Art practice

VCE Art Creative Practice is founded on models of art practice and inquiry. Students undertake a series of iterative learning experiences to question, investigate, connect, create, discuss, analyse, and reflect on their art making. Art practices involve students making, critically thinking, and responding as artists and viewers. Art practices may include but are not limited to the representation, interpretation and presentation of artworks to support a conceptual and practical application and understanding of materials, techniques and processes. Art practice uses visual conventions that are informed by a variety of contexts and are guided by viewpoints, encouraging deep learning and developing students' skills in critical and creative thinking.

## Inquiry through art practice

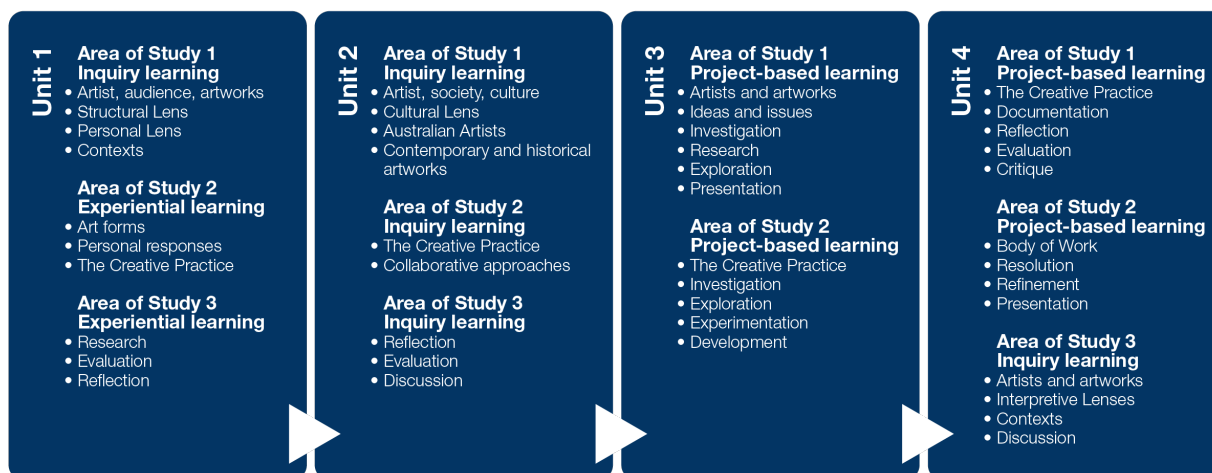
VCE Art Creative Practice incorporates three approaches to inquiry through art practice: Experiential learning, Inquiry learning and Project-based learning. These approaches echo the thinking and actions inherent in art making and mirror the practices of artists in different cultures and periods of time.

**Experiential learning** guides the students through a series of experiences in Making and Responding to art. Students reflect on their experiences and conceptualise the ideas evoked by their experiences. They experiment with and expand upon these ideas in their art practice.

**Inquiry learning** is an active process of exploration and experimentation where the end result is not fixed or known. Through Making and Responding, students acquire experimental and analytical skills to develop their art practice.

**Project-based learning** focuses on specific projects that often begin with a challenging question or problem that engages the students in problem-solving, decision-making and reflection using their art practice.

The diagram below outlines the structure of VCE Art Creative Practice and the key areas of art practice and inquiry. There is further advice on Experiential, Inquiry and Project-based learning in the Support materials.

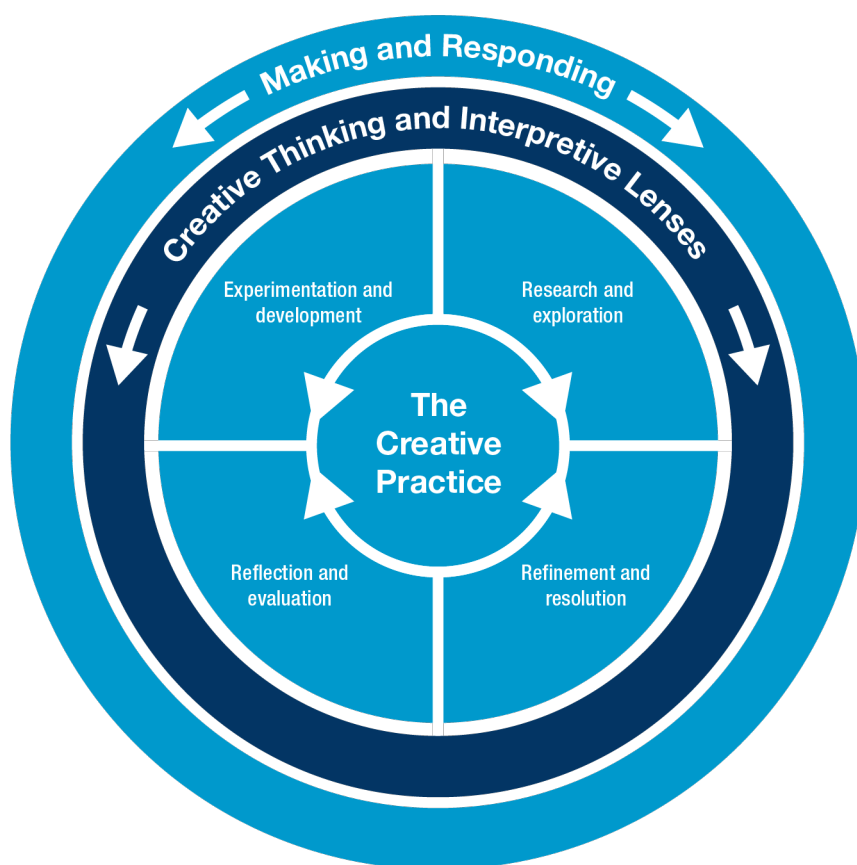


## The Creative Practice

In this study the Creative Practice is an iterative process that is integral to the conceptualisation, development and making of artworks. The Creative Practice is comprised of four components that are based on art practice and Experiential, Inquiry and Project-based learning. These components are:

- research and exploration
- experimentation and development
- refinement and resolution
- reflection and evaluation.

The four components of the Creative Practice are interrelated and iterative. The components do not operate in a set sequence that privileges one or another over the others. The student can begin with any component and interact with combinations of the components in a dynamic and creative experience.



### Research and exploration

The research and exploration component of the Creative Practice includes:

- researching and exploring ideas based on experiences, observations and personal interest
- researching and exploring materials, techniques and processes in art forms to respond to personal, cultural and social influences and ideas
- researching and examining personal, cultural, historical and social influences that inform the exploration and development of artworks
- exploring, analysing and interpreting influences and ideas in artworks using the Interpretive Lenses
- exploring, analysing and evaluating how artists use visual language to communicate personal, cultural and social influences, ideas, beliefs and values.

## Experimentation and development

The experimentation and development component of the Creative Practice includes:

- experimenting with materials, techniques and processes to develop artworks
- experimenting with personal ideas and responses
- experimenting with the influences of ideas, values and beliefs to develop artworks
- developing ideas in artworks through experimentation and exploration
- developing knowledge of art elements and art principles through experimentation and exploration to create visual language
- developing points of view and interpretations of the meanings and messages of artworks in different contexts using the Interpretive Lenses
- developing artworks in response to the research and exploration of and experimentation with visual language.

## Reflection and evaluation

The reflection and evaluation component of the Creative Practice includes:

- analysing and evaluating artworks using the appropriate Interpretive Lenses
- analysing and evaluating the application of materials, techniques and processes to resolve ideas in artworks using the Interpretive Lenses
- critically analysing and evaluating how the symbolic values and beliefs of people, places and objects are assigned by artists and viewers or audiences
- analysing and evaluating how visual language can communicate ideas and meaning in artworks
- reflecting, analysing and evaluating using critique and feedback.

## Refinement and resolution

The experimentation and development component of the Creative Practice includes:

- resolving ideas and visual language in artworks
- resolving points of view and interpretations of the meanings and messages of artworks, using critical judgment and the Interpretive Lenses
- realising and refining artworks through the selection and manipulation of materials, techniques and processes
- refining the use of visual language to communicate ideas and meaning in artworks
- refining technical skill in the use of materials, techniques and processes in art forms to communicate ideas and meaning in artworks
- considering the presentation and display of artworks in different contexts to communicate ideas and meaning.

## Making and Responding

Making and Responding are intrinsically connected, and together they form the practice of an artist. Through Making and Responding students develop knowledge and understanding of the relationships between the artist, the world, the viewer or audience, and the artwork. Through art practice, students consider both the viewer or audience and their own personal responses. As students respond to artworks, they draw on the knowledge, understanding and skills acquired through their experiences in making artworks. Both Making and Responding involve students using creative and critical thinking to create their own artworks.

## Making

Through ‘Making’ students develop their knowledge, understanding and skills in art practice, including the techniques, processes, materials and technologies used to make artworks. Making involves students communicating ideas and intended meanings in different art forms. Students explore personal ideas and experiences through making artworks in different art forms and styles. They build their knowledge and understanding of visual language, and develop skills in applying materials, techniques and processes in visual language to communicate ideas and meaning.

## Responding

Through ‘Responding’ students explore, analyse, reflect upon and interpret their own artworks and the artworks of others. Students discuss and evaluate their own art and artworks created by others, and the practices used to create them. As they view, analyse and interpret artworks, students develop an understanding of visual language and how artists communicate ideas and meaning. They view the presentation of artworks in different contexts and from different periods of time, societies and cultures. They develop an understanding of the values and belief systems of the artists who create these artworks, and of the viewers or audiences who view or experience them. Students respond to their own art making and develop their aesthetic knowledge, visual language, and critical and technical skills.

## Interpretive Lenses

The application of the Interpretive Lenses provides students with a framework to understand the meanings and messages of artworks, and the relationships that exist between the artist, the world, the artwork and the viewer or audience. The Interpretive Lenses also assist the student to understand the communication of ideas, meanings and messages in the artwork, and the context in which the artwork is made and viewed.

The three Interpretive Lenses (Structural, Personal and Cultural) are embedded in the inquiry practices of VCE Art Creative Practice. Students select the most relevant aspects of each Interpretive Lens and consider them when exploring and discussing artworks and the practices of artists. They also apply the Interpretive Lenses to document, annotate and evaluate their own art practice. Throughout the study, students develop their understanding and skills in applying the Interpretive Lenses through the research of historical and contemporary artists from a variety of cultures. They also learn how the Interpretive Lenses can be applied in art practice and in the conceptualisation, development and resolution of artworks.

When applying each of the lenses, students consider how their interpretation and evaluation of artworks is informed by the context in which the artworks are created and viewed. Current and historical art ideas, issues and practices inform the analysis, interpretation and evaluation of artworks from the past and the present. Students also consider how artworks challenge the engagement of viewers or audiences and how meanings and messages are communicated. Students examine new or different ideas and meanings, and the significance that may be assigned to artworks of the past, as they question and re-evaluate traditionally held values and assumptions of art and representation. Students test boundaries of traditional art practices in their own art making as they reconceptualise, modify and explore the appropriation of artworks and images. They also investigate the influences on, and place of new technologies in, art practices and experiences. Further information regarding the Interpretive Lenses can be found in the Support materials.

## The Structural Lens

The Structural Lens informs the analysis and interpretation of an artwork, and its relationship with the artist and viewer or audience, through the investigation of the use of art elements and art principles, and the application of materials, techniques and processes. It also considers the stylistic qualities and symbolism

evident in the artwork, and the context in which artists work and in which artworks are presented or viewed. The Structural Lens can inform the other lenses.

**Through Responding:** Students decode artworks by reading the relationships between specific signs, symbols and conventions in visual language. They explore the stylistic qualities that are used to transmit ideas in artworks and consider the context in which artists work and in which artworks are presented and viewed.

**Through Making:** Students focus on the formal organisation and placement of visual components in an artwork and explore the use and communicative value of symbols, the conventions of visual language, stylistic qualities, materials, techniques and processes. They also consider the context in which their artworks are made and in which they will be presented or viewed.

## The Personal Lens

The Personal Lens informs the analysis and interpretation of an artwork through the investigation of the personal feelings, beliefs and life experiences of the artist. The evaluation and interpretation of an artwork can be influenced by the life experiences, personal feelings and beliefs of the viewer or audience and the context in which artists work and in which artworks are presented or viewed.

**Through Responding:** Students examine how artists and viewers or audiences are influenced by society, culture and personal experiences, and the context in which artists work and in which artworks are presented and viewed. They also consider how their own feelings, background, experiences, society and culture can influence their physical and emotional reactions to an artwork as a viewer or member of an audience.

**Through Making:** Students investigate their responses to the world around them, including their personal interests, experiences, cultural and social context and world view (beliefs and values), and the impact these have on symbolism and art practice. They consider the materials, techniques and processes used to make their artworks, as well as the context in which their artworks are made and in which they will be presented or viewed.

## The Cultural Lens

The Cultural Lens informs the analysis and interpretation of an artwork through the investigation of social, historical and cultural influences and representations. This includes the influence of the time and place in which the artwork is made, presented or viewed, as well as the social, historical, political, philosophical and economic influences on the practices of the artist, and how these are reflected in the artwork. Other considerations include the purpose of the artwork, and the ethnicity, gender, ethics and spiritual or secular beliefs of the artist and the viewer or audience, and how these factors influence the artwork itself and the interpretation of it. Students explore how these factors contribute to the communication of meaning and the engagement of the viewer or audience. They also consider the context in which artists work and in which artworks are presented or viewed.

**Through Responding:** Students consider the regional, national, international, social and cultural identity of artists and viewers or audiences, including Aboriginal and Torres Strait Islander peoples and artists. They consider the context in which artists work and in which artworks are presented and viewed, as well as the ways artists use their artworks as a vehicle to invite change and provoke conversation.

**Through Making:** Students explore cultural values, historical or contemporary events, social issues, attitudes and beliefs that impact on them and others, and determine the origins of social and cultural meanings communicated in artworks. They also consider the context in which their artworks are made and in which they will be presented or viewed. In creating their own artworks, students should be aware of the cultural protocols associated with making artworks based on the practices of artists from other cultures.

## Aboriginal and Torres Strait Islander knowledge, cultures and histories

Aboriginal and Torres Strait Islander peoples are the first Australians and the oldest continuous living cultures in human history. These two broad groups are made up of a diversity of nations across Australia, with diverse cultures, social structures, cultural traditions, languages and dialects. Through these traditions and structures Aboriginal and Torres Strait Islander peoples have developed unique and complex knowledge systems.

Through engagement with artists' work, all students develop respect for a recognition of the world's oldest continuous living cultures and understand the significant contribution of Australia's First Peoples to visual art, through both contemporary and historical traditions and practices. The inclusion and acknowledgement of a range of Aboriginal and Torres Strait Islander artists, artworks, practices and content will assist in the building of intercultural understanding for all students. This understanding helps support cultural learning, encouraging students to make connections between their own world and the worlds of others. It encourages collaboration and the development of empathy with others, and it provide students with the insight to understand themselves as part of a diverse and global community.

Teachers are encouraged to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design and delivery of teaching and learning programs related to VCE Art Creative Practice. Many local Aboriginal and Torres Strait Islander communities have protocols that they have developed in relation to education. The Victorian Koorie community-preferred education model enables teachers to focus on inclusively supporting students to consider Victorian Koorie education matters, and systematically support students to learn about local, regional, state and national Indigenous perspectives. VCE studies involve a focused extension of this model and include a broader application of national and international perspectives.

*Protocols for Koorie Education in Victorian Primary and Secondary Schools*, developed through the Yalca policy, and other resources relating to the inclusion of Aboriginal and Torres Strait Islander knowledge and perspectives may be accessed on the [Victorian Aboriginal Education Association \(VAEAI\) website](#).



## Terms used in this study

For the purposes of this study design and associated assessment, the following definitions will apply.

### Art elements

Colour, line, shape, form, tone, texture, sound time and light.

### Art principles

Emphasis (focal point), movement, rhythm, unity, variety, space, repetition (including pattern), balance, contrast, proportion, space and scale.

### Art forms

An art form is an established form of artistic expression. For the purposes of VCE Art Creative Practice, art forms can include but are not limited to painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, performance, textiles, fashion, digital artworks, interdisciplinary practices, installations and street art.

The **materials** are the various properties and characteristics of an art form. Materials are manipulated through the use of tools and equipment, known as **techniques**. The **processes** used in the making of artworks in specific art forms include the activities, procedures and investigation engaged by artists.

### Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

### Contemporary artworks and artists

For the purposes of this study, contemporary artists are defined as those who have produced art in the 21st century or since 2001. Contemporary art mirrors contemporary culture and society. Throughout this study students compare historical and contemporary artworks and artists' practices.

### Context

The context of an artwork is the frame of reference that allows the meaning of an artwork to be interpreted. Interpretation of the meaning of an artwork can evolve from the context. The context of an artwork can be the location and time in which the artwork is made, presented or viewed. Context can also be economic, philosophical, historical, social or cultural influences on the practices of the artist, the artist's intentions, and their communication of ideas, values and beliefs in their artworks. The artist's intentions for the presentation of their work, its exhibition in current and subsequent locations, and the values, beliefs and interests of the audience also provide the context for the artwork.

## Critique

A critique is a discursive collaborative environment that is organised to engage, explore, express, present and evaluate artworks and to understand, reflect on and improve awareness of the characteristics of art making.

## Influences and inspiration

Influences occur and are used throughout art making and include artists and artworks. Inspiration can be viewed more broadly and includes objects, memories and contexts that are personal to the artist.

## Visual language

Visual language combines the art elements and art principles with materials, techniques and processes to communicate meaning and personal, cultural and contemporary ideas to an audience.

# 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.

## Area of Study 1

### Artists, artworks and audiences

In this area of study students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks. They analyse one artwork by each artist and interpret meanings and messages using the Structural and Personal Lenses. In doing so, students will discover how the Structural and Personal Lenses can enhance their understanding of artworks and the way they reflect the artist's interests, experiences and thinking. The students also develop an understanding of how the interpretation of meanings and messages is influenced by the personal experiences of the viewer or audience and the context of the artwork. They also learn how to use evidence from artworks and a range of sources to support their personal interpretation and point of view. Students study the practices of at least three artists to examine historical and contemporary artworks and practices. The artists may be selected from a range of societies and cultures, including artworks by Aboriginal and Torres Strait Islander peoples.

In Area of Study 1, the three artists selected for study must be from different periods of time and cultures and include at least one contemporary artist and at least one Australian artist.

### Outcome 1

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.

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

## Key knowledge

- the practices of artists from different periods of time and cultures
- the use of the Structural Lens and the Personal Lens to analyse and interpret artworks
- the use of personal opinions and points of view about artworks
- the ways artists use visual language to communicate ideas and meaning in their artworks
- terminology used in discussion of artists and their artworks

## Key skills

- analyse and discuss the practices of artists from different periods of time and cultures
- apply relevant aspects of the Structural Lens and the Personal Lens to analyse and interpret artworks
- formulate and justify personal opinions with reference to artworks and related sources
- analyse and discuss how artists use visual language to communicate ideas and meaning in their artworks
- use appropriate art terminology and references to a range of sources in the discussion of artists and their artworks

# Area of Study 2

## The Creative Practice

In this area of study students are introduced to the Creative Practice through Experiential learning activities guided by the teacher.

Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.

Students investigate the practices of selected artists as inspiration for their personal visual responses. From their personal investigation of artists and their practices, students develop a range of visual responses through a series of tasks in three different art forms. Students also develop their visual language by experimenting, exploring ideas, and using materials, techniques and processes relevant to their three selected art forms.

## Outcome 2

On completion of this unit the student should be able to use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

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

## Key knowledge

- methods used to experiment with and explore materials, techniques and processes using the Creative Practice
- ways to develop personal visual responses by investigating the practices of artists
- the use of visual language to communicate ideas of personal interest
- inherent properties of materials and their use in a range of art forms
- the use of materials, techniques and art forms to make personal visual responses
- ways the relationships between the artist, the artwork and the viewer or audience communicate meaning in artworks
- the use of the Structural Lens and the Personal Lens to interpret meaning in visual responses

## Key skills

- experiment with and explore materials, techniques and processes using the Creative Practice
- investigate the practices of artists to develop personal visual responses
- use visual language to communicate ideas of personal interest
- explore and experiment with materials, techniques and processes in a range of art forms to make personal visual responses
- explore how the relationships between the artist, the artwork, and the viewer or audience communicate meaning in artworks
- apply the Structural Lens and the Personal Lens to interpret meaning in visual responses

## Area of Study 3

### Documenting and reflecting on the Creative Practice

Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. They provide annotated documentation of their experiences in Making and Responding in a form appropriate to their art practice. Students reflect on their research and exploration undertaken in Area of Study 2, and understand that evaluation and documentation are integral components of the Creative Practice. They document the visual responses to the ideas they have explored, their creative and critical thinking, and their trials and experimentation with materials and techniques.

As artists, students reflect on their use of relevant components of the Creative Practice, and evaluate and annotate their use of visual language to communicate ideas of personal interest. They use the language of the Structural and Personal Lenses to critically analyse and evaluate their personal explorations and visual responses.

### Outcome 3

On completion of this unit the student should be able to document and evaluate the components of the Creative Practice used to make personal visual responses.

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

#### Key knowledge

- methods used to document and evaluate the use of the Creative Practice
- approaches to making and presenting visual responses that communicate ideas of personal interest
- the use of critical and reflective thinking throughout the Creative Practice
- methods used to reflect on and evaluate visual language
- methods used to evaluate the use of materials, techniques and processes in personal visual responses
- the use of the Structural Lens and the Personal Lens in annotations to analyse and reflect upon visual responses

#### Key skills

- document and evaluate the use of the Creative Practice, using written and visual documentation
- analyse and reflect upon ideas of personal interest communicated in visual responses
- use and document critical and reflective thinking throughout the Creative Practice
- document and evaluate the development of visual language
- document and evaluate the materials, techniques and processes used to make personal visual responses
- apply the Structural Lens and the Personal Lens in annotations to analyse and reflect upon visual responses

## 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 in this unit should be based on the following information.

### Outcome 1

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies such as an online presentation or interactive website
- an oral presentation

### Outcome 2

Students produce a range of personal visual responses to a selection of set tasks, showing the exploration of ideas, materials and techniques in at least three art forms. Finished artworks are not an expectation of this outcome but can be considered in the student's use of the Creative Practice.

### Outcome 3

Students document their use of the Creative Practice, including annotated personal visual responses to a selection of set tasks.

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

# 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.

## Area of Study 1

### The artist, society and culture

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. They will apply the Cultural Lens to study the practices of at least three artists from different cultures and times. Students may focus their research on one or more selected themes to compare artists, their practices and their artworks.

Students must apply the Cultural Lens, and the other Interpretive Lenses as appropriate, in their analysis and interpretation of one artwork by each of the artists.

The three artists selected for study must include:

- an Aboriginal or Torres Strait Islander person
- an artist who collaborates with other artists, technicians or with the viewer or audience as part of their practice
- an artist from a historical period of time that has used at least one traditional art form and traditional materials and techniques
- a contemporary artist whose practice is influenced by contemporary ideas, materials, techniques, processes or approaches.

Each artist selected must meet at least one of the above conditions. An artist selected for study may cover more than one of the above conditions.

## Outcome 1

On completion of this unit the student should 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.

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

### Key knowledge

- the role and purpose of art in different cultural contexts and times
- the use of relevant aspects of the Cultural Lens to analyse and interpret artworks
- the use, as appropriate, of relevant aspects of the Structural Lens and the Personal Lens to analyse and interpret artworks
- diverse and alternative approaches to making and presenting artworks
- methods of making and presenting artworks in different historical and contemporary cultural contexts
- how artworks reflect the beliefs, values and traditions of different cultures
- the different ways that artists collaborate to make artworks
- the practices of artists from different periods of time and cultures
- referencing to support the analysis, evaluation and interpretation of artworks
- art terminology used in the analysis, evaluation and comparison of artworks and the practices of artists

### Key skills

- apply the Cultural Lens to analyse and interpret artworks from different cultures and times
- apply, as appropriate, relevant aspects of the Structural Lens and the Personal Lens to analyse and interpret artworks
- compare artworks from different cultural and historical contexts
- analyse diverse and alternative approaches to making and presenting artworks
- analyse methods of making and presenting artworks in historical and contemporary cultural contexts
- analyse how artworks can reflect the beliefs, values and traditions of different cultures
- investigate the different ways that artists collaborate to make artworks
- evaluate and compare the practices of artists from different periods of time and cultures
- use references to artworks to support analysis, evaluation and interpretation
- use appropriate art terminology to analyse, evaluate and compare the practices of artists and artworks

## Area of Study 2

### The collaborative Creative Practice

In this area of study students continue to develop their art practice as they explore collaborative practices to make and present artworks. Collaborative practice can include working with other students to create a collective artwork, working with practicing artists and outside specialists, or creating artworks that involve or collaborate with the audience through interaction and participation. Examples of different approaches to collaboration in art making practice are provided in the online [Support materials](#).

Students explore ideas of personal interest related to culture. They continue to experiment with visual language to communicate their ideas using the Creative Practice. Ideas inspired by culture, such as the artists and artworks studied in Area of Study 1, may be used as starting points to experiment with techniques, materials, processes and art forms. Students use the Cultural Lens, and the other Interpretive Lenses as appropriate, throughout the Creative Practice.



Students resolve at least one finished artwork and consider presentation of their artwork and the context in which it will be viewed, including considering the relationships between the artwork, context, and viewer or audience.

## Outcome 2

On completion of this unit the student should be able to use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

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

### Key knowledge

- the use of the Creative Practice to explore social and cultural ideas or issues
- the use of the Creative Practice to make and present at least one finished artwork
- collaborative approaches in art practices from different periods of time and cultures
- the use of visual language to communicate ideas and issues of social and cultural interest in visual responses
- the use of the Cultural Lens, and the other Interpretive Lenses as appropriate, throughout the Creative Practice
- the use of traditional and contemporary materials, techniques and processes in art forms to communicate ideas and meaning

### Key skills

- explore social and cultural ideas or issues using the Creative Practice
- make and present at least one finished artwork using the Creative Practice
- reflect on the collaborative practices of artists from different periods of time and cultures throughout the Creative Practice
- explore collaborative approaches to make and present artworks
- develop visual language to communicate ideas and issues of social and cultural interest in visual responses
- use the Cultural Lens, and the other Interpretive Lenses as appropriate, throughout the Creative Practice
- explore and experiment with traditional and contemporary materials, techniques and processes in art forms to communicate ideas and meaning

## Area of Study 3

### Documentation of collaboration using the Creative Practice

In this area of study students build on their knowledge and skills, and continue to document their art practice. They develop and evaluate their use of visual language. Students explore and reflect upon the relationship between the artist, artwork and viewer or audience by researching the practices of artists and the context and presentation of artworks. They respond to artworks, and the collaborative practices of artists, to make and present their own artworks. This might involve working with other students to create a collective artwork, working with practicing artists and outside specialists, or creating artworks that involve or collaborate with the audience through interaction and participation.

Before finishing their artwork, students present a critique of their use of the Creative Practice. They respond to the feedback they receive from the critique to resolve their artwork. The critique can be presented by an individual student or a group of students who have collaborated to make the artwork. The Support materials provides examples of different approaches to overseeing the student's critique of their use of the Creative Practice.

Students also use the Cultural Lens, and the other Interpretive Lenses as appropriate, to document and annotate their use of the Creative Practice. They document their visual responses to artworks and any feedback they receive from their critique. They reflect on their own art practice, identifying and discussing how they have used the Creative Practice and developed their visual language. Students reflect upon and evaluate the use of collaboration in their art making and discuss how cultural ideas and issues are communicated in their artworks.

## Outcome 3

On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

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

### Key knowledge

- the use of the Creative Practice to develop and make visual responses that communicate personal ideas related to social and cultural contexts
- collaboration using the Creative Practice
- the use of the Cultural Lens, and the other Interpretive Lenses as appropriate, to support reflective annotations
- methods used to document and evaluate the use of the Creative Practice
- ways to effectively communicate cultural and social meaning in artworks
- methods used to critique the use of the Creative Practice
- ways to reflect on and use feedback from a critique to refine and resolve artworks
- art terminology used in a critique and in documentation of the use of the Creative Practice

### Key skills

- critically reflect on the use of the Creative Practice to develop and make visual responses that communicate personal ideas related to social and cultural contexts
- identify, document and reflect on collaboration using the Creative Practice
- apply the Cultural Lens, and the other Interpretive Lenses as appropriate, to support reflective annotations
- evaluate the use of the Creative Practice using visual and written documentation
- explore ideas related to social and cultural contexts through the use of the Creative Practice
- document and evaluate the use of the Creative Practice to develop and make visual responses
- document and evaluate how visual responses effectively communicate social and cultural meaning
- present a critique of the use of the Creative Practice
- reflect on and use feedback from a critique to resolve artworks
- use art terminology to document, annotate and present a critique of the use of the Creative Practice

## 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 in this unit may be selected from the following.

### Outcome 1

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a digital presentation such as an online or interactive presentation
- an oral presentation

### Outcome 2

- visual responses that demonstrate the use of the Creative Practice, collaboration and the exploration of personal ideas related to social and cultural contexts
- presentation of at least one finished artwork that realises the intentions of the student and demonstrates the refinement of materials, techniques and processes

### Outcome 3

- documentation of the Creative Practice, in the form of critical annotations, that presents explorations in selected art forms, and demonstrates the development of the student's collaborative practice
- a critique of the development of personal ideas, directions, explorations, visual language, technical skills, processes and artworks. The critique can be presented orally and should be accompanied by written and visual documentation
- evaluation of the Creative Practice and the presentation of finished artworks
- evaluation of visual responses that effectively communicate social and cultural meaning

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

# 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](#). Specific terms used across VCE Art Creative Practice are defined on [page 19](#).

## Area of Study 1

### Investigation and presentation

#### Research and exploration

In this area of study students use Project-based learning as they begin to develop a Body of Work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist. The student's Body of Work begins with a personal response, presented in a finished artwork, and the research and documentation of their art practice.

Responding to the research, students explore their own ideas through their use of the Creative Practice. They explore the ideas communicated by the artist in the selected artwork and develop ideas in response. They will also identify any issues presented in the artwork or the practice of the artist they have studied to inform the development of their personal response. The student's personal response, resolved in a finished artwork, requires them to use the original artwork as a departure point for further investigation. Direct reinterpretations or appropriations of the original artwork should be avoided. Students may create their response in a different art form than the artwork they research.

Students will document their research, ongoing exploration and experimentation, as well as the further development and refinement of their ideas and technical skills. They will explicitly apply the appropriate Interpretive Lenses, using art terminology, to reflect on personal ideas and their development of visual language throughout the Creative Practice. The documentation of their use of the Creative Practice will be presented as evidence of the exploration of ideas for the critique they present in Area of Study 1.

#### Resolution, presentation and critique

Students refine their skills and visual language in the resolution and presentation of at least one finished artwork. They will demonstrate how the idea they have chosen to explore relates and responds to their research.

Students evaluate, reflect and talk about their use of the Creative Practice in a critique, which includes the presentation of at least one finished artwork. Using the appropriate Interpretive Lenses, students discuss how they have responded to their research, the ideas they have focused on and how they have explored and experimented with materials, techniques, processes and art forms to establish their visual language.

Students reflect on the feedback they receive from the critique and consider how they can expand upon their ideas as they continue to develop their Body of Work in Area of Study 2.

## Outcome 1

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.

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

### Key knowledge

- ideas and related issues explored by artists in their artworks
- the use of selected materials, techniques, processes and art forms throughout the Creative Practice
- the ways visual language is used to communicate ideas or issues
- the use of materials, techniques and processes in art forms to develop effective visual language
- the selection of appropriate Interpretive Lenses throughout the Creative Practice
- methods used to document, reflect upon and evaluate the use of the Creative Practice to develop and refine artworks
- methods used to present a critique of the use of the Creative Practice and finished artworks

### Key skills

- research and analyse the ideas explored by artists in their artworks
- research and analyse issues related to the artwork or practice of the artist
- use selected materials, techniques, processes and art forms throughout the Creative Practice
- develop and critically evaluate visual language to communicate ideas or issues
- explore and document the use of materials, techniques and processes to develop effective visual language
- select and apply the appropriate Interpretive Lenses throughout the Creative Practice
- explore, document, reflect on and evaluate the use of the Creative Practice to develop and refine an artwork, using appropriate written and visual material
- apply appropriate methods to present a critique of the use of the Creative Practice and the finished artworks

## Area of Study 2

### Personal investigation using the Creative Practice

In this area of study students continue to develop a Body of Work through Inquiry learning. They use the Creative Practice to develop their own visual responses inspired by ideas and experiences. The starting points for the Body of Work in Area of Study 2 may vary as students can continue to explore the ideas and issues from Area of Study 1, be influenced by the practices of other artists, or explore other ideas of personal interest. Students continue to use the Creative Practice as they progressively explore and develop their ideas, and investigate and experiment with materials, techniques and processes using art forms of their choice. Students also develop their personal visual language.

Students document, critically analyse and evaluate their responses and art making throughout the Creative Practice, using art terminology. Students select and apply the appropriate Interpretive Lenses to annotate their art making throughout the Creative Practice.

## Outcome 2

On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

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

### Key knowledge

- the use of selected materials, techniques, processes and art forms throughout the Creative Practice
- the use of the Creative Practice to explore and experiment with ideas, materials, techniques and processes
- characteristics of visual language that communicates personal ideas
- the use of the Creative Practice to develop ideas, materials, techniques and processes
- the selection of the appropriate Interpretive Lenses throughout the Creative Practice
- methods used to document the use of the Creative Practice
- the use of art terminology in analysis, reflection and evaluation

### Key skills

- use selected materials, techniques, processes and art forms throughout the Creative Practice
- apply, document and critically reflect on the use of the Creative Practice to develop personal responses
- explore and develop visual language that communicates personal ideas
- manipulate and apply materials, techniques and processes in selected art forms to develop personal responses
- select and apply the appropriate Interpretive Lenses throughout the Creative Practice
- document and annotate, using visual material and written material, to critically reflect on and evaluate the use of the Creative Practice
- apply art terminology in analysis and critically reflective and evaluative annotations

## School-assessed Task

The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided on [page 35](#) 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 to the study score.

# 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.

## Area of Study 1

### Documentation and critique of the Creative Practice

In this area of study students continue to use the Creative Practice to develop, refine and resolve the ideas they developed in Unit 3. After beginning Unit 4 students present a critique to evaluate and reflect upon their use of the Creative Practice. They evaluate how they have responded to inspiration and influences throughout their Body of Work, and how they have explored and experimented with materials, techniques and processes in at least one selected art form to establish their visual language in personal visual responses. Through discussion, students identify and classify emerging ideas in their artworks. Students consider and reflect on the feedback they receive. The feedback the students receive from the critique will focus on how effectively they are communicating ideas in their artworks and how they can continue to refine and resolve their Body of Work.

Students continue to document the refinement of their visual language through investigation of and experimentation with materials, techniques and processes in at least one art form of their choice. They document the development and refinement of the application of selected materials, techniques and processes in at least one selected art form as they progressively refine and resolve their Body of Work in response to the feedback they received from their critique.

Using art terminology, students critically analyse and evaluate their use of the Creative Practice. Through the documentation of their use of the Creative Practice, they reflect on personal ideas as they progressively develop, refine, resolve and present their Body of Work. While students are not required to explicitly apply

all the Interpretive Lenses to document their use of the Creative Practice, they should select those that apply to the development, refinement and resolution of their Body of Work.

The 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 the artists use 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 to inform their use of the Creative Practice.

## Outcome 1

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.

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

### Key knowledge

- methods used to evaluate and document the refinement and resolution of personal visual responses throughout the Creative Practice
- methods used to evaluate and document the refinement of materials, techniques and processes in selected art forms throughout the Creative Practice
- methods used to evaluate and document the refinement and resolution of visual language in personal responses
- the selection of the appropriate Interpretive Lenses throughout the Creative Practice
- methods used to present and critique the use of the Creative Practice
- feedback and reflection used to refine and resolve a Body of Work
- art terminology used in critical reflection

### Key skills

- evaluate and document the refinement and resolution of personal responses throughout the Creative Practice
- evaluate and document the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work
- document the refinement and effective resolution of visual language to communicate ideas in personal responses
- select and apply the appropriate Interpretive Lenses to document the use of the Creative Practice
- present a critique of the use of the Creative Practice
- use feedback and reflection to resolve a Body of Work
- document, annotate and evaluate the refinement and resolution of the Body of Work, using appropriate written and visual material
- apply art terminology in critically reflective annotations throughout the Creative Practice



## Area of Study 2

### Resolution and presentation of a Body of Work

In this area of study students continue to use Inquiry and Project-based learning as the basis for their use of the Creative Practice. They further develop and refine the Body of Work commenced in Unit 3, and continue their ongoing exploration and experimentation of personal responses. Using the feedback received from their critique, students progressively refine and resolve their ideas and visual language in their artworks. Students also consider the presentation and context of their Body of Work, and how ideas and meaning are communicated to a viewer or audience.

### Outcome 2

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

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

#### Key knowledge

- the use of materials, techniques and processes in selected artforms throughout the Creative Practice
- the use of the Creative Practice to resolve ideas in a Body of Work
- the refinement of skill using materials and techniques in selected art forms to resolve ideas in a Body of Work
- methods to refine and resolve visual language to communicate personal ideas in a Body of Work
- the use of the appropriate Interpretive Lenses throughout the Creative Practice
- the ways the presentation and context of a Body of Work can effectively communicate ideas and meaning to a viewer or audience

#### Key skills

- refine and resolve the use of materials, techniques and processes in selected art forms using the Creative Practice
- resolve ideas in a Body of Work using the Creative Practice
- refine the use of materials and techniques in selected art forms to resolve ideas in a Body of Work
- refine and resolve visual language to communicate personal ideas in a Body of Work
- select and apply the appropriate Interpretive Lenses throughout the Creative Practice
- present a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience
- evaluate how the presentation and context of a Body of Work effectively communicates ideas and meaning to a viewer or audience

## Area of Study 3

### Comparison of artists, their practice and their artworks

In this area of study students undertake research of artists, their practices and their artworks. They critically analyse and interpret the meanings and messages of artworks and use evidence and the appropriate Interpretive Lenses to support their interpretation and point of view. Using appropriate terminology, they compare the meanings and messages of historical and contemporary artworks.

Each of the Interpretive Lenses can be applied to the analysis and interpretation of all artworks to varying degrees. In this area of study, students draw on specific aspects of each of the lenses to support and provide depth to their analysis and interpretation.

Students must:

- research at least one historical artist, their practice and their artworks, and at least one contemporary artist, their practice and their artworks
- compare the practices of the selected artists
- apply all three Interpretive Lenses to analyse and interpret the meanings and messages of at least two artworks by each artist
- source evidence to support their interpretation and point of view.

## Outcome 3

On completion of this unit the student should be able to compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

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

### Key knowledge

- practices of historical and contemporary artists
- meanings and messages of historical and contemporary artworks
- the use of evidence from artworks to support analysis and interpretation
- the use of the Structural, Personal and Cultural Lenses to analyse and interpret historical and contemporary artworks
- resources to support the research of selected artists and their artworks
- art terminology used in the discussion and comparison of the practices of artists and their artworks

### Key skills

- compare the practices of historical and contemporary artists
- analyse, interpret and compare meanings and messages of historical and contemporary artworks
- use a range of resources to compare the practices of historical and contemporary artists, and to analyse and interpret their artworks
- apply the Structural, Personal and Cultural Lenses to the analysis and interpretation of the meanings and messages of artworks
- substantiate the analysis and interpretation of artworks with evidence from the artworks and other sources
- use appropriate terminology and comparative language in the analysis, interpretation and comparison of the practices of artists and their 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

### School-assessed Coursework

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework and the School-assessed Task.

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 Support materials 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 Outcome 3 will contribute 10 percent to the study score.

Outcomes	Marks allocated	Assessment task
<b>Outcome 3</b> Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.	30	Any one or a combination of the following tasks: <ul style="list-style-type: none"> <li>• a written report</li> <li>• an extended response</li> <li>• short-answer responses</li> <li>• structured questions</li> <li>• an annotated visual report</li> <li>• a response presented in a digital format, such as an online presentation or interactive website</li> <li>• an oral presentation with documented evidence.</li> </ul>
<b>Total marks</b>	<b>30</b>	

## School-assessed Task

The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task.

The School-assessed Task contributes 60 percent to the study score.

Outcomes	Assessment tasks
<p><b>Unit 3 Outcome 1</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• A presentation of the research conducted by the student, using any one or a combination of the following:               <ul style="list-style-type: none"> <li>– a written report of 300–500 words with documented visual evidence</li> <li>– an annotated visual report</li> <li>– a critique presented in a digital format, such as an online presentation or interactive website</li> <li>– an oral critique with documented visual and written evidence.</li> </ul> </li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• At least one finished artwork that responds to the ideas explored using the Creative Practice.</li> </ul>
<p><b>Unit 3 Outcome 2</b></p> <p>Apply and explore ideas and an area of personal interest using the Creative Practice.</p>	<ul style="list-style-type: none"> <li>• A documented Body of Work that presents explorations and the development of personal ideas within selected art forms, using the Creative Practice and including reflective annotations.</li> </ul>
<p><b>Unit 4 Outcome 1</b></p> <p>Document the use of the Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.</p>	<ul style="list-style-type: none"> <li>• A critique of the development, refinement and resolution of personal concepts, ideas, directions, explorations and the use of visual language in artworks.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• A documented Body of Work that presents ongoing explorations and development of personal concepts within selected art forms, using the Creative Practice and including reflective annotations.</li> </ul>
<p><b>Unit 4 Outcome 2</b></p> <p>Use the Creative Practice to resolve and present a Body of Work.</p>	<ul style="list-style-type: none"> <li>• A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including the presentation of one or more finished artworks that resolve the student's intentions.</li> </ul>

## 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 to the study score.

### 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: 1.5 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.