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Purpose

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

PHILOSOPHY

Visual artists are an essential part of any society, as they reflect and comment upon that society in the most fundamental ways.

The Visual Arts are vital to any culture as they:

- are a major force for social criticism and evaluation
- raise the quality of life
- assist in the development and articulation of a nation’s identity
- contribute to the basic framework of education

(Industries Assistance Commission Report, 1976)

The Victorian College of the Arts Secondary School recognises the importance of visual artists and of their relationship with the world. It is committed to the nurturing and development of talented and educated students who can effectively and creatively enrich our lives.

In pursuing the goals of developing the visual arts and artists, the school believes that it must educate and produce graduates who are willing and ready to pursue the option of developing a career in the visual arts regardless of social and economic circumstances.

The visual arts course provides an intensive two year program that guides and mentors students, providing them with access to artists, curators, designers and visual arts industry professionals to support their unique education.

The vocational training should be taught within a broad educational framework, which provides students with the knowledge, skills and attributes to enable them to exercise autonomy and participate effectively in a rapidly changing and interdependent world.

The School seeks to recognise, develop and foster the unique talent of each student.
Rationale

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

One to one teaching is a key part of the Visual Arts Program. Small class sizes in Years 11 and 12 ensure students have opportunities to learn about contemporary art practices that encourage ambitious and exciting outcomes.

An essential part of the Visual Arts Program is the chance for students to show their artwork in the school’s gallery spaces and at external exhibition venues. Regular exhibitions throughout the year attribute to the powerful and rapid development of each student’s art practice. These opportunities seek to support them in developing their professional approach to presenting art and understanding the stages of exhibition design and development. This is an important outcome for students as they begin to identify how to display their work to audiences and promote conversations about their practice with their peers, family and teachers.

Partnerships with key cultural organizations alongside the promotion of student engagement with the wider arts community is integral to student learning within the Visual Arts Program. Students visit exhibition spaces weekly to develop an expanded understanding of contemporary art practices and historical traditions in art.

Workshops presented by visiting artists and specialist practitioners contribute to and enhance their specialist education in visual arts. Melbourne based artists work alongside students throughout the year. The sharing of knowledge and skills helps students to expand upon their existing art making practice.

A full Academic Program in addition to the Visual Arts Program ensures each student achieves a comprehensive VCE education.
Goals

- To develop in the School a caring community.
- To provide a friendly, safe and purposeful environment in which students are able to value and enjoy learning.
- To provide high quality education and training in a broad range of visual arts styles, with emphasis upon contemporary approaches to art making and writing about art.
- To encourage exploration and discovery and to foster creativity in the visual arts.
- To provide tuition and training by practitioners of excellence, in conjunction with a quality academic education.
- To provide opportunities for developing exhibition skills through regular presentation of art works.
- To endeavour to ensure that individual needs and differences are taken into account.
- To develop a visual arts perspective through observing and appreciating the work of others and by comparing a variety of visual arts styles, thus enabling discovery of how visual arts reflects the values and ideas of the time.

These goals are realized through:

- providing a wide range of experience for each student;
- providing a balanced curriculum;
- making connections between studies;
- providing an ‘inclusive’ curriculum;
- providing for the personal growth of each student.
Artistic Vision

The Victorian College of the Arts Secondary School knows that it is uniquely and expertly placed to offer senior secondary students an education experience that is based upon the principle of Specialisation, delivering specialist education to the training of young dancers and musicians since 1978.

The school has now expanded upon this by introducing a specialist senior secondary Visual Arts Program designed to meet the needs of artistic and creative adolescents. We work with a network of practising artists, curators and industry professionals so that students can achieve pathways to university and TAFE visual arts courses to continue their already well-established visual arts education. To achieve this we will use exciting, innovative and rigorous pedagogy delivered by teachers and guest lecturers who support personalised student learning.

The Visual Arts Program will provide senior secondary students who demonstrate interest in an artistic and creative education with:

- improved access to facilities and resources that will support the achievement of enhanced learning outcomes;
- the opportunity to work with visual arts experts and other creative practitioners;
- the chance to work alongside like-minded students in a supportive learning environment that values arts education;
- a preparedness to enter into further visual art study in the competitive environment of tertiary education with a highly developed understanding of contemporary art;
- a developed sense of creativity and the ability to demonstrate lateral thinking;
- a course dedicated to the development of pathways for senior secondary students to tertiary education in contemporary art practice and theory;
- a learning environment dedicated to senior secondary students to develop their interest in and knowledge about contemporary art.

Andrew Landrigan, Head of Visual Arts
VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL
VISUAL ARTS CURRICULUM HANDBOOK 2018

VASS VISUAL ARTS PROGRAM DESCRIPTION

VCE UNIT 1 ART: Artworks, experience and meaning

RATIONALE

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

AIMS

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

- analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.
- use the art process to create visual responses that demonstrate their personal interests and ideas. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Theory Content

Through this study of New Media, students explore:

- formal and personal analysis referring to the Analytical Frameworks designated for the study of artworks in VCE Art;
- a history of photography that includes an overview of the movements associated with new media including pictorialism, photo secessionism, modernism, contemporary photography and video;
- a thematic overview of artworks that includes reference to portraiture, self portraiture, and appropriation;
- artists working with new technologies;
- a thematic overview of key critical discourse when examining artistic practice;
- working with industry professionals in the classroom, students engage in practical activities and theoretical discussions that draw on traditional and contemporary art making practices.
Studio Content

In the production of artworks, students explore:

- camera less photography practices such as cyanotypes;
- the use of digital SLR and SLR cameras to explore aperture, shutter speed and ISO;
- Photoshop to create and refine images using layers and selection tools;
- animation techniques;
- compositional devices that enhance meanings and messages that the artist intended.

CONTACT

The VCE Art course is delivered through direct instruction comprising of 3.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

In Year 11 students also participate in an extra professional practice class of one and half hours duration per week that provides opportunity for more advanced instruction from visiting artists and self directed opportunities to complete folio based projects.

ASSESSMENT

Assessment for Year 11 VCE Art course has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

Practical work is assessed using an alphabetical grading system. Work is comprised of a folio of finished artworks and visual diary/s.

Theory work is assessed using an alphabetical grading system. Work is comprised of written tests, examinations and assignments.

VCE UNIT 2 ART: Artworks and contemporary culture

RATIONALE

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students’ own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group’s sense of power and authority or they can challenge social attitudes and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art
forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art.

Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

While the focus of this unit is on the Cultural Framework and Contemporary Framework, students should continue to apply aspects of the Structural Framework and Personal Framework where relevant in the analysis of artworks. In the documentation of their own artwork, students select and use appropriate aspects of all the Analytical Frameworks.

AIMS

This unit is designed to enable students to:

- focus on the ways in which New Media has changed over time and how it reflects, communicates and influences the values, beliefs and traditions of the societies for and in which it was created;
- apply the Formal Framework and the Cultural Framework in their analysis and interpretation of artworks;
- observe, explore and experiment with ideas and concepts of personal interest related to their cultural identification using screen based materials, techniques and processes to broaden the development of their visual language;
- analyse and reflect upon the formal and cultural qualities in their artworks and document their creative and technical processes to examine how art elements and principles have been imaginatively co-opted to develop their visual language in artworks;
- use appropriate health and safety practices with respect to the impact of their arts practice upon themselves and their environment;
- work with industry professionals in the classroom. Students engage in practical activities and theoretical discussions that draw on traditional and contemporary art making practices.

Theory Content

Through this study, students explore how images relate to cultural contexts, for example:

- the images of war and conflict with a comparison of artworks by Pablo Picasso and Mona Hatoum;
- documentary photography with reference to artworks by Nadar, Lewis Hine, Robert Capa, The FSA photographers, Robert Frank, Henri Cartier-Bresson, Diane Arbus and Annie Leibowitz;
- a thematic overview of key critical discourse when examining artistic practice.

Studio Content

Through the production of work students explore:

- how to construct and light subject matter for different effects paying particular attention to the formal use of the elements and principles of design;
- the technical possibilities of the New Media and the way it can bring resonances to subject matter;
- documentation of a cultural event adopting practices used by photojournalists with reference to Henri Cartier-Bresson and contemporary artists who work with references to culture.
CONTACT

The VCE Art course is delivered through direct instruction comprising of 3.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

In Year 11 the students also get an extra professional practice class of one and half hours duration per week that provides opportunity for more advanced instruction from visiting artists and self directed opportunities to complete folio based projects.

ASSESSMENT

Assessment for Year 11 VCE Art course is has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

Practical work is assessed using an alphabetical grading system. Work is comprised of a folio of finished artworks and visual diary/s.

Theory work is assessed using an alphabetical grading system. Work is comprised of written tests, examinations and assignments.
VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL
VISUAL ARTS CURRICULUM HANDBOOK 2018

VCE UNIT 3 ART

RATIONALE

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

Students link their growing theoretical understanding of art to their own practice. Students apply imagination and creativity to develop their ideas through a visual language. Their artmaking is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

AIMS

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

• use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970;
• explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Theory Content

Through the study of art, students explore:

• the study of at least one artist who produced work before 1970 and at least one other artist who has produced work since 1970;
• a comparison and contrast of these artists with detailed analysis of at least two artworks by each artist;
• the application of relevant aspects of all the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages.

Studio Content

Through the production of art students:

• create personal responses through exploring, investigating and experimenting with materials, techniques, processes and art forms;
• progressively develop and refine ideas and personal concepts;
• manipulate formal and technical qualities to produce creative responses;
• reflect on personal ideas and concepts;
• employ the language of selected Analytical Frameworks as a tool to support reflective annotation;
• document the development and refinement of their work using appropriate written and visual material;
• use appropriate technical skill to produce at least one finished artwork as they continue to develop the body of work that will be completed at the end of Unit 4.
CONTACT

The VCE Art course is delivered through direct instruction comprising of 4.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

ASSESSMENT

Contribution to final assessment:
- School-assessed Coursework for Unit 3 will contribute 10 per cent.
- The School-assessed Task for Units 3 and 4 will contribute 50 per cent.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

Assessment for VCE Unit 3 Art has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

The School-assessed Task (SAT) is assessed at the end of Unit 4 using a criteria sheet and alphabetical grading system supplied by the Victorian Curriculum and Assessment Authority (VCAA). Work assessed is comprised of a folio of finished artworks (one artwork in Unit 3 and a further artwork in Unit 4) and visual diary/s.

Theory work is assessed using an alphabetical grading system with annotated criteria suggested by the VCAA. Work is comprised of written tests, examinations and assignments.

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

VCE UNIT 4 ART

RATIONALE

In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. Commentaries include information from visiting artists and speakers, lecturers or guides in galleries, film, pod- or vodcasts, online programs devoted to specific artists or styles, printed material in newspapers, periodicals, journals, catalogues or texts by art critics and historians. From this research students choose an art issue to explore. Students select artworks of at least one artist not previously studied in Unit 3, and use these artworks and selected related commentaries to discuss the chosen art issue.

In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices. Students select appropriate Analytical Frameworks as a structure for the reflection and documentation of their artworks.
AIMS

On completion of this unit the student should be able to/have:
- discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks;
- progressively communicated ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their artmaking

Theory Content

Through the study of art, students explore:
- a minimum of one selected art issue;
- at least one artist not studied in Unit 3 and a minimum of two artworks by that artist;
- a range of diverse viewpoints as seen in commentaries relating to artworks and art issues.

Studio Content

Through the production of art students:
- produce at least one finished artwork;
- use selected Analytical Frameworks to underpin reflections on their artmaking.

CONTACT

The VCE Art course is delivered through direct instruction comprising of 4.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

ASSESSMENT

Contribution to final assessment:
- School-assessed Coursework for Unit 3 will contribute 10 per cent.
- The School-assessed Task for Units 3 and 4 will contribute 50 per cent.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

Assessment for VCE Unit 4 Art has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

The School-assessed Task (SAT) is assessed at the end of Unit 4 using a criteria sheet and alphabetical grading system supplied by the Victorian Curriculum and Assessment Authority (VCAA). Work assessed is comprised of a folio of finished artworks (one artwork in Unit 3 and a further artwork in Unit 4) and visual diary/s.

Theory work is assessed using an alphabetical grading system with annotated criteria suggested by the VCAA. Work is comprised of written tests, examinations and assignments.

Both practical and theory work contributes to the successful completion and final outcomes for a VCE study score in Art.
END OF YEAR EXAMINATION

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. Students will answer a series of questions based on Outcome 1 in Unit 3 and Outcome 1 in Unit 4.

The examination will be completed under the following conditions:

- Duration: one and half hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority 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 Victorian Curriculum and Assessment Authority.

The examination will contribute 30 per cent of the student’s final assessment in Art.

VCE UNIT 1 STUDIO ARTS

RATIONALE

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

AIMS

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

- source inspiration, identify individual ideas and use a variety of methods to translate these into visual language;
- explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks;
- discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.
Theory Content

Through the study of artworks relevant to the studio form studied, students:

- complete and annotate selected readings from articles and books;
- provide written responses to questions about the artist’s ideas, sources of inspiration and use of materials and techniques;
- research and document examples of collage practices used by the following artists: Georges Braque, Pablo Picasso, Hannah Hoch, Kurt Schwitters, Robert Motherwell, Richard Hamilton, Henri Matisse, John Stezaker, Martha Rosler, and Ellen Gallagher;
- research and document examples of ceramic practices used by the following artists: Angela Brennan, Rebecca Warren, Viola Frey, Brendan Huntley, Betty Woodman, and Kathy Butterly;
- research and document examples of photo realist oil painting practices by Gerhard Richter, Eric Fischl, Colleen Ahern, Amanda Marburg, Martin Kippenberger, Ross Bleckner and David Salle.

Studio Content

Through the production of artworks relevant to the studio form studied, students:

- create a design process that documents thinking and working practices used to develop a series of collages, a non-functional ceramic object/vessel and an oil painting using written and visual annotations;
- work with visiting artists to develop, explore and refine skills in the use of collage (photomontage, decoupage, digital collage, assemblage), ceramics (clay types, hand building techniques, painting, glazing and firing) and oil painting (colour mixing, surface preparation, brush types, mediums, image transfer) materials and techniques and processes;
- work with visiting artists to produce a series of collages (the body re-built, text, photomontage, abstract spaces, everyday objects), a non-functional ceramic object/vessel, and a photo realist oil painting;
- install a selection of artworks in an exhibition at the start of Term Two.

CONTACT

The VCE Studio Arts course is delivered through direct instruction comprising of 3.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

In Year 11 the students also get an extra professional practice class of one and half hours duration per week that provides opportunity for more advanced instruction from visiting artists and self directed opportunities to complete folio based projects.

ASSESSMENT

Assessment for Year 11 VCE Studio Arts course is has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

Practical work is assessed using an alphabetical grading system. Work is comprised of a folio of finished artworks and visual diary/s.

Theory work is assessed using an alphabetical grading system. Work is comprised of written tests, examinations and assignments.
VCE UNIT 2 STUDIO ARTS

RATIONALE

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

AIMS

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

- develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks;
- analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Theory Content

Through the study of artworks relevant to the studio form studied, students:

- complete and annotate selected readings from articles and books;
- prepare and present a talk about one artwork seen in an exhibition visited during the year.

Studio Content

Through the production of artworks relevant to the studio form studied, students:

- work with a range of visiting artists to create artworks using a range of materials, techniques and processes;
- improve their understanding of the structure and organisation of a design process;
- develop and enhance their understanding of using conceptual strategies to resolve individual ideas;
- produce artworks that employ a range of interdisciplinary practices and skills including video, printmaking, sculpture, drawing and performance.

CONTACT

The VCE Studio Arts course is delivered through direct instruction comprising of 3.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

In Year 11 students also participate in an extra professional practice class of one and half hours duration per week that provides opportunities for more concentrated instruction from visiting artists and self directed opportunities to complete folio based projects.
ASSESSMENT

Assessment for Year 11 VCE Studio Arts course has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

Practical work is assessed using an alphabetical grading system. Work is comprised of a folio of finished artworks and visual diary/s.

Theory work is assessed using an alphabetical grading system. Work is comprised of written tests, examinations and assignments.

Both practical and theory work contribute to the final outcomes for a VCE score in Studio Arts.

VCE UNIT 3 STUDIO ARTS

RATIONALE

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design 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 design 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 design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

AIMS

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

- prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken;
- present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal;
- discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.
Theory Content

Through the study of artworks relevant to the studio form studied, students:
- investigate the ways in which artists have interpreted subject matter, influences, cultural contexts, and communicated ideas and meaning in making artworks;
- experiment with use of materials, techniques, processes and working methods of artists to make artworks, and the ways in which artists have developed aesthetic qualities and styles in artworks;
- identify and review the issues, legal obligations and ethical considerations that may arise from the use of other artists’ work in the making of new artwork, including a familiarity with appropriation and originality, copyright law, licensing agreements and the moral rights of artists.

Studio Content

Through the production of potential directions relevant to the studio form studied, students:
- investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques and aesthetic qualities;
- identify the development and evolution of potential directions, which will form the parameters of future artworks;
- further develop skills of reflection, analysis and evaluation of experimental and developmental work, and provide clarification of ideas and working processes in annotation;
- progressively record their thinking and working practices to support the design process.

CONTACT

The VCE Studio Arts course is delivered through direct instruction comprising of 3.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

In Year 11 students also participate in an extra professional practice class of one and half hours duration per week that provides opportunities for more concentrated instruction from visiting artists and self directed opportunities to complete folio based projects.

ASSESSMENT

Assessment for Year 12 VCE Studio Arts course has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

Practical work is assessed using an alphabetical grading system. Work is comprised of a folio of finished artworks and visual diary/s.

Theory work is assessed using an alphabetical grading system. Work is comprised of written tests, examinations and assignments.

Both practical and theory work contribute to the final outcomes for a VCE score in Studio Arts.
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VISUAL ARTS CURRICULUM HANDBOOK 2018

VCE UNIT 4 STUDIO ARTS

RATIONALE

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Aims

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

- present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas;
- provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works;
- examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Theory Content

Through the study of artworks relevant to the art form studied, students:

- visit and compare two different galleries and their curatorial approach to displaying art;
- explore conservation and preservation practices used by art galleries to display and care for artworks.

Studio Content

Through the production of artworks relevant to the studio form studied, students:

- produce a folio of two artworks;
- prepare and present a focus, reflection and evaluation document that explains the development of the folio of artworks and its relationship to the exploration proposal.

CONTACT

The VCE Studio Arts course is delivered through direct instruction comprising of 3.5 hours class time per week. Students are expected to work outside class time on projects and research relevant to their learning.

In Year 11 students also participate in an extra professional practice class of one and half hours duration per week that provides opportunities for more concentrated instruction from visiting artists and self directed opportunities to complete folio based projects.
ASSESSMENT

Assessment for Year 12 VCE Studio Arts course has both summative and formative processes throughout the year with feedback from staff at each class and interim and semester reports twice yearly.

Practical work is assessed using an alphabetical grading system. Work is comprised of a folio of finished artworks and visual diary/s.

Theory work is assessed using an alphabetical grading system. Work is comprised of written tests, examinations and assignments.

Both practical and theory work contributes to the final outcomes for a VCE score in Studio Arts.

END OF YEAR EXAMINATION

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. All the key knowledge and key skills that underpin Outcome 3 in Units 3 and 4 are examinable.

The examination will be completed under the following conditions:

- Duration: one and half hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority 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 Victorian Curriculum and Assessment Authority.

The examination will contribute 34 per cent to the student’s final assessment in Studio Arts.
ASSOCIATED PROGRAMS

YEAR 11 VISITING ARTIST WORKSHOP

RATIONALE

Year 11 VCE Art and Studio Arts students have the opportunity to work with a range of visiting artists in a workshop program. The workshops aim to provide students with a range of new and contemporary approaches to artmaking. Importantly, the series of workshops connect students to practitioners working in Melbourne and influences their understanding of developing a career pathway in art post secondary school.

AIMS

- To introduce students to Melbourne based artists and the contemporary approaches and methodologies they use when making art.
- To decentralize teaching art making practices, skills and knowledge.

CONTENT

Each semester students will have the opportunity to work with a range of artists.

CONTACT

The Visiting Artist Workshops are delivered through direct instruction in VCE Art and Studio Arts. Students are expected to work outside class time on developing a journal that provides visual and written evidence that describes art making processes used by the visiting artist.

ASSESSMENT

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

Students are assessed on their ability to:
- participate in discussions about sources of inspiration, ideas, materials and techniques;
- present developmental work and artworks for discussion and feedback;
- maintain an organized journal that documents their experiences during the workshop.

YEAR 12 MENTORSHIP

RATIONALE

The mentorships are arranged at the beginning of each year and students are partnered with a practising artist to mentor and support their art practice in VCE Art and Studio Arts. Students receive through their mentorship appropriate assistance and support to identify, explore and explain their creative processes and how it can be further expanded to advance their creativity. The mentorships encourage students to learn to think about their creativity process on a personal and philosophical level. The students are encouraged to learn to become critical of, and more experimental with, their art making practice.
AIMS

- To support students with art making.
- To inspire discussion and engagement about art making.
- To encourage the development of a supportive learning environment that values individual ideas and approaches to making art.
- To develop and enhance their use of art terminology and vocabulary.

CONTENT

Term 1: Development of the mentorship.
Term 2: Ongoing discussion about the student’s art making.
Term 3: Discussion about the application of materials, techniques, skills and processes.
Term 4: Presentation of the folio and debrief with mentors.

CONTACT

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

YEAR 11 ART GALLERY AND MUSEUM STUDIES

RATIONALE

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

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

AIMS

- To enhance understanding of local, national and international contemporary and historical art.
- To develop confidence with interpreting art in the context of art galleries, museums and alternative art spaces.
- To present their own art works that develop an awareness of professional installation standards and curatorial practices.

CONTENT

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

CONTACT

The Art Gallery and Museum Studies course is delivered through direct instruction comprising of 3 hours class time per week. Students are expected to work outside class time on developing a journal that documents their weekly visit to and experiences at the exhibitions they visit.
In Year 11 the students also have the opportunity to present an exhibition of their work developed outside of the Visual Arts Program. This exhibition is presented in The Kolarik Gallery in groups of five during Term Three.

**ASSESSMENT**

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

Students are assessed on their ability to:
- participate in discussions during visits to exhibitions;
- maintain an organized journal that documents their visits to art spaces;
- collaborate with peers to develop and present exhibitions.

**YEAR 12 ART GALLERY AND MUSEUM STUDIES**

**RATIONALE**

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

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

Theory based outcomes in VCE Units 3 and 4 Art and Studio Arts are addressed in Art Gallery and Museum Studies including:

**Unit 3 Art**
- Revision of Analytical Frameworks

**Unit 4 Art**
- Artists responding to Art Issues

**Unit 3 Studio Arts**
- Copyright, Moral Rights, Licensing Agreements, Intellectual Property and Fair Use

**Unit 4 Studio Arts**
- Conservation and Preservation of artworks
- Public Galleries, Commercial Galleries and Alternative Art Spaces

**AIMS**
- To further enhance understanding of local, national and international contemporary and historical art.
- To continue to develop confidence with interpreting art in the context of art galleries, museum and alternative art spaces.
- To present their own art works that shows an understanding of professional installation standards and curatorial practices.
- Complete coursework associated with outcomes in VCE Units 3 and 4 Art and Studio Arts.
CONTENT

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

CONTACT

The Art Gallery and Museum Studies course is delivered through direct instruction comprised of 3 hours class time per week. Students are expected to work outside class time on developing a journal that documents their weekly visit to, and experiences at, the exhibitions.

In Year 12 the students also have the opportunity to present exhibitions of their work developed in the Visual Arts Program. These exhibitions are presented at the VCA Student Gallery (start of Term Three) and a Graduate Exhibition (end of Term Three).

ASSESSMENT

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

Students are assessed on their ability to:

- participate in discussions during visits to exhibitions;
- maintain an organized journal that documents their visits to art spaces;
- collaborate with peers to develop and present exhibitions.

Satisfactory completion of this subject is required to successfully complete course work associated with VCE Units 3 & 4 Art and Studio Arts.

YEAR 11 CINEMA STUDIES

RATIONALE

Film has been a central part of our culture for much of the last hundred years. It has reflected the mainstream, and been a vehicle for innovation and exploration by the avant garde. Importantly for visual art students, film is largely a visual medium. Many of the more recent developments in visual expression and representation, that a contemporary art student might seek to understand and build on, have occurred in film.

Like all the arts, film is also a medium of ideas. It raises questions and presents new ways of viewing and understanding ourselves and our world. It represents a potential source of insight and inspiration for visual art students.

Most importantly, film and the moving image are part of our world. Just as early Indigenous artists depicted the landscapes and animals that made up their world, so contemporary artists seek to reflect and mimic the world they find themselves in.
AIMS

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

CONTENT

Term 1: Auteur Cinema/Influential Directors – a study of celebrated films and directors.
Term 2: Completion of Influential Directors/Film ‘movements’ including: Neo-realism, Surrealism, Documentary, Anime and American New Wave.
Term 3: Australian Cinema and French New Wave.
Term 4: Making Film, Artists on Film.

CONTACT

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

ASSESSMENT

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

Students are assessed on their ability to:
- participate in discussions about the films they view in class;
- maintain an organized viewing journal that documents the films they watch in class;
- the design and creation of a short film.
YEAR 11 & 12 EXHIBITION PROGRAM

RATIONALE

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

AIMS

- To provide students with the opportunity to regularly display their artwork in a range of exhibition spaces.
- To engage in a variety of Exhibition Management and Curatorial roles through the planning, marketing, installation, documentation, invigilation and de-installation of exhibition projects.
- Foster and further develop a collaborative approach to exhibition and project management.

CONTENT

In one year of study, students will organize exhibitions and exhibition collateral (room sheets, catalogues, invitations and posters) for the following art spaces:
- The Kolarik Gallery;
- VCA School of Art Student Gallery;
- Helen Macpherson Smith Education Space, Monash University Museum of Art (MUMA);
- FLASH! (The Leviston Library Window Gallery).

Year 11

- Term 2: Artwork showcase, The Kolarik Gallery;
- Term 3: Student led small group exhibitions, The Kolarik Gallery;
- Term 4: MUMA Exhibition, Helen Macpherson Smith Education Space.

Year 12

- Term 1: MUMA Exhibition, Helen Macpherson Smith Education Space;
- Term 3: Mid year Artwork showcase, VCA School of Art Student Gallery;
- Term 3: Graduate Exhibition, venue TBC.

ATTENDANCE

It is expected that all Year 11 and 12 Visual Arts students will attend the opening of each student exhibition. Written communication from a parent to the Head of Visual Arts is expected if a student cannot attend a scheduled exhibition opening.
YEAR 11 & 12 CRITICAL STUDIES

RATIONALE

The Year 11 and 12 Critique Seminars consist of students presenting artworks in small groups and to the whole class to help each student to develop, explain, refine and resolve ideas, subject matter, skills, techniques and aesthetic qualities in their art practice. Critique Seminars seek to open up discussion about student artwork and are designed to support and enhance their understanding of their practice and provide a platform for students to consider how audiences can bring diverse and unexpected interpretations to their artworks.

AIMS

- To introduce students to different ways of understanding artworks they make.
- To enhance their understanding of their peers’ art practice.
- To support discussion and engagement about art making.
- To encourage the development of a supportive learning environment that values individual ideas and approaches to making art.
- To develop and enhance their use of art terminology and vocabulary.

CONTENT

- Term 1: Introducing the process and methodology of critiquing art using the work of practising artists;
- Term 2: Small group critiques leading to class based presentations of artworks in development;
- Term 3: Whole class critiques of each student’s artworks in development facilitated by visiting artists and curators;
- Term 4: Reflection and evaluation of how artworks were improved or resolved based upon feedback collected during terms two and three.

CONTACT

The Critique Seminars are delivered through direct instruction comprised of one hour and 30 minutes of class time per week. Students are expected to work outside class time on developing a journal that documents the process and methodology of critiquing art, feedback from individual and group critiques and reflections about how the critique has influenced them to think differently about their art practice.

ASSESSMENT

Assessment for the Year 11 and 12 Critique Seminars has both summative and formative processes throughout the year with feedback from staff during each class and interim and semester reports twice yearly.

Students are assessed on their ability to:
- participate in discussions about their peers’ and their own art practice;
- present artworks for discussion and feedback;
- maintain an organized journal that documents their experiences in the critique seminar.
Year 11 & 12 Self-directed Studio Practice

RATIONALE

Having time to reflect, research and experiment is an important aspect of art making for both students and artists. Self-directed Studio Practice gives students the opportunities and dedicated time to extend undertakings from their broader studies in the Visual Arts Program. Students can manage, organise and undertake relevant work from VCE Art, Studio Arts and Art Gallery and Museum Studies while developing time management skills.

AIMS

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

CONTENT

Students will develop weekly plans to outline the relevant work to be undertaken.

CONTACT

Self Directed Studio Practice comprises of four periods for Year 11 students and six periods for Year 12 students per week.

ASSESSMENT

This program contributes to the broader work undertaken in the VCE Art and Studio Arts. Students are expected to use this time carefully to complete studio based project work.

Each week, students are required to submit a plan that outlines the work they intend to complete during Self-directed Studio Practice.
VISUAL ARTS HANDBOOK APPENDIX

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**VISUAL ARTS ASSESSMENT**

**Attendance:**
VCASS policy states that students must attend a minimum of 85% of the course to successfully complete the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
<td>The student demonstrated an outstanding understanding of the learning outcomes in the unit of work assessed. The student has exceeded the requirements of the task.</td>
</tr>
<tr>
<td>A</td>
<td>80 - 89</td>
<td>The student has demonstrated an excellent understanding of the learning outcomes in the unit of work assessed. The student has met the requirements of the task.</td>
</tr>
<tr>
<td>B+</td>
<td>75 - 79</td>
<td>The student has demonstrated a very good understanding of the learning outcomes in the unit of work. The student has met almost all of the requirements of the task.</td>
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<td>70 - 74</td>
<td>The student has demonstrated a good understanding of the learning outcomes in the unit of work assessed. The student has met most of the requirements of the task.</td>
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<tr>
<td>C+</td>
<td>65 - 69</td>
<td>The student has demonstrated sound understanding of the learning outcomes in the unit of work. The student has met some of the requirements of the task, however, sections of the work needed more attention to detail.</td>
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<tr>
<td>C</td>
<td>60 - 64</td>
<td>The student has demonstrated a sufficient understanding of the learning outcomes in the unit of work. The student has met selected requirements of the task, however, numerous sections of the work needed more attention to detail.</td>
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<tr>
<td>D+</td>
<td>55 - 59</td>
<td>The student has demonstrated a general understanding of the learning outcomes in the unit of work. The student has completed the task, however, most sections of the work lacked sufficient detail.</td>
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<td>D</td>
<td>50 -55</td>
<td>The student has demonstrated a basic understanding of the learning outcomes in the unit of work. The student has completed the task, however, all sections of the work lacked sufficient detail.</td>
</tr>
<tr>
<td>E+</td>
<td>45-49</td>
<td>The student has demonstrated a poor understanding of the learning outcomes in the unit of work. The student has completed the task, however, all sections of the work lacked sufficient detail.</td>
</tr>
<tr>
<td>E</td>
<td>40-44</td>
<td>The work has been assessed as inadequate. The student, for a variety of reasons, has not demonstrated the minimum acceptable performance standards in relation to the learning outcomes.</td>
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<tr>
<td>UG</td>
<td>0-39</td>
<td>The work assessed is considered inadequate and fails to meet any of the performance standards. The student has not demonstrated, an acceptable level of performance in relation to the learning outcomes for the unit of work. The student must resubmit their work for assessment.</td>
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### YEAR 11 Visual Arts

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<th>SUBJECTS</th>
<th>PERIODS</th>
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<th>TOTAL HOURS</th>
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<td>VCE Art (Visiting Artist Workshop)</td>
<td>5</td>
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<td>VCE Studio Arts (Visiting Artist Workshop)</td>
<td>5</td>
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<td>2 hours 15 minutes</td>
<td>2.25</td>
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<td><strong>19 hours 30 minutes</strong></td>
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### YEAR 12 VISUAL ARTS

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<th>PERIODS</th>
<th>HOURS/MINUTES</th>
<th>TOTAL HOURS</th>
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<tr>
<td>VCE Art</td>
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<td>VCE Studio Arts</td>
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<td>3 hours</td>
<td>2.25</td>
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<tr>
<td>Critical Studies</td>
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<td>3 hours</td>
<td>2.25</td>
</tr>
<tr>
<td>Self Directed Studio Practice (VCE Art and Studio Arts)</td>
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<td><strong>TOTAL (No Electives)</strong></td>
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## VISUAL ARTS PROGRAM – COURSE OVERVIEW

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<td>Art Gallery and Museum Studies</td>
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<td>PERIODS PER WEEK</td>
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<td>6 periods</td>
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</table>
VISITING ARTISTS

School based Workshops

- Beth Arnold – mould making and casting
- Colleen Ahern – oil painting
- Charlie Sofo – interdisciplinary practices
- Agatha Gothe-Snape – text based objects
- Baby Guerilla – street art
- Trent Walter – printmaking
- Angela Brennan – ceramics
- Taree Makenzie – video
- Sarah crowEST – sculpture
- The Telepathy Project (Veronica Kent and Sean Peoples) – video, mapping
- Sean Peoples - radio
- Gabrielle de Vietri – performance
- Ross Coulter - photography
- Zoe Croggon – video
- David Rosetzky – photography/video
- Viv Miller – painting
- Danielle Freakley - performance
- Sandra Bridie – text and performance
- Rob McAffie - drawing
- Kenny Pittock – sculpture
- Tobias Titz – photography
- David Meagher – editing
- Sky Davies – cinematographer
- Brooke Babington - sculpture

External Workshops

- Emily Floyd – Monash University Museum of Art (MUMA)
- Stuart Ringholt – Monash University Museum of Art (MUMA)
- Robin Rhode – National Gallery of Victoria (NGV)
- Justene Williams – Monash University Museum of Art (MUMA)
- Naomi Eller – Monash University Museum of Art (MUMA)
ART GALLERIES, MUSEUMS AND ALTERNATIVE ART SPACES

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

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

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

- Sarah Scout Gallery
- Neon Parc
- Gallery Gabrielle Pizzi
- Anna Schwartz Gallery
- Fehily Contemporary
- Utopian Slumps
- Tolarno Galleries
- Sutton Gallery
- Daine Singer Gallery

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

- TCB
- Blindside
- Seventh
- Centre for Style
- VCA Student Gallery
- Platform
- Kings

Periodically, students will visit biennales and art fairs including:

- Melbourne Art Fair
- Biennale of Sydney
- Spring 1883

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

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

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

- Colleen Ahern
- Beth Arnold
- Angela Brennan
- Sarah crowEST
- Gabrielle de Vietri
- Agatha Gothe-Snape
- Laresa Kosloff
- Taree Makenzie
- Charlie Sofo
- Trent Walter
- Viv Miller
- Rob McAffie
- Arlo Mountford
- Gui Savy
- David Rosetzky
- Zoe Croggon
### EXAMPLE YEAR 11 VISUAL ARTS STUDENT TIMETABLE

<table>
<thead>
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<th>PERIOD</th>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
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<th>THURSDAY</th>
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<td>11 Studio Arts</td>
<td>12 History</td>
<td>11 Studio Arts</td>
<td>12 History</td>
<td>Self-directed Studio Practice</td>
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<td>11 Studio Arts</td>
<td>12 History</td>
<td>11 Professional Practice</td>
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<td>RECESS</td>
<td>10AM</td>
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<td>3</td>
<td>10.15AM</td>
<td>Self-directed Studio Practice</td>
<td>11 English</td>
<td>11 Professional Practice</td>
<td>11 Maths</td>
<td>11 Studio Arts</td>
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<td>4</td>
<td>11AM</td>
<td>Self-directed Studio Practice</td>
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<td>11 Maths</td>
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<td>Lunch</td>
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<td>1.15PM</td>
<td>11 Maths</td>
<td>Cinema</td>
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