

VCASS

VISUAL ARTS CURRICULUM HANDBOOK



Molly Stanko, detail, Oil on Perspex, Year 12 Visual Arts student, 2018

Victoria's Premier School for the Training and Education of Talented
Young Dancers, Musicians, Theatre and Visual Artists

2019

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PURPOSE & PHILOSOPHY



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, theatre and visual arts.

Philosophy

The Visual Arts Program at the Victorian College of the Arts Secondary School recognizes and values the importance of an artistic and creative visual arts education that embodies the student's individuality, experience and potential for learning.

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

The program encourages students to consider future pathways into further visual arts study and supports students to prepare themselves for tertiary study or work beyond the visual arts.



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 a caring and supportive 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 reflect the values and ideas of the time.

These goals are realized through:

- providing a wide range of experiences 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



VCASS

VISUAL ARTS PROGRAM DESCRIPTION

VCE UNIT 1 ART: Artworks, experience and meaning

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.
- use the art process to create visual responses that demonstrate their personal interests and ideas.

CONTACT HOURS

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 progress 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 (pages 10–12 of the study design).



AIMS

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

- discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.
- use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

CONTACT HOURS

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 has both summative and formative processes throughout the year with feedback from staff at each class and progress 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 3 ART: ARTWORKS, IDEAS AND VALUES

RATIONALE

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks (pages 10–12) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks. In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

AIMS

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

- Use the analytical frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
- Use the art process to produce at least one artwork, and use the analytical frameworks to document and evaluate the progressive development and refinement of their artistic practice.

CONTACT HOURS

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



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

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

UNIT 4: ARTWORKS, IDEAS AND VIEWPOINTS

RATIONALE

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues. From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. In relation to their developing artwork, students continue to build upon the ideas and concepts begun in unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution 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 artistic practice. Students select appropriate aspects of the 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:

- Examine and analyse an art idea and its related issues to inform their viewpoint.
- Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.



CONTACT HOURS

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

Description

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

Conditions

The examination will be completed under the following conditions:

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

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

Unit 1: Studio inspiration and techniques

RATIONALE

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

AIMS

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

- Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
- Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
- Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.



CONTACT HOURS

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.

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 progress 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.

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

RATIONALE

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.



AIMS

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

- Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
- Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

CONTACT HOURS

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.

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 progress 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.

Unit 3: Studio practices and processes

RATIONALE

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.



They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

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 studio process including a plan of how the proposal will be undertaken.
- Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
- Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

CONTACT HOURS

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.

ASSESSMENT

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

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

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

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



UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

RATIONALE

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from unit 3 to produce at least two finished artworks in unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

AIMS

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

- present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.
- provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
- compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

CONTACT HOURS

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.



ASSESSMENT

- School-assessed Coursework for Unit 4 will contribute 5 per cent to the study score.
- School-assessed Task for Units 3 and 4 contributes 60 per cent.
- The examination will contribute 30 per cent.

END OF YEAR EXAMINATION

Description

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

Conditions

The examination will be completed under the following conditions:

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

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 HOURS

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 HOURS

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 HOURS

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 progress 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.

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 HOURS

The Art Gallery and Museum Studies course is delivered through direct instruction comprised of 3 hours class time per week.

In Year 12 the students also have the opportunity to present exhibitions of their work developed in the Visual Arts Program.

ASSESSMENT

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

CONTACT HOURS

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 progress 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.

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 CRITICAL STUDIES & YEAR 12 SEMINAR

RATIONALE

The Year 11 Critical Studies and Year 12 Seminar 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. Critical Studies and Seminar 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.

CONTACT HOURS

The Critical Studies and Seminar classes 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 progress 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.

CONTACT HOURS

As defined by the Head of Visual Arts.

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.



Visual Arts Assessment

Attendance:

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

Grade	Percentage	Description
A+	90 - 100	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.
A	80 - 89	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.
B+	75 - 79	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.
B	70 - 74	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.
C+	65 - 69	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.
C	60 - 64	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.
D+	55 - 59	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.
D	50 -55	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.
E+	45-49	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.
E	40-44	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.
UG	0-39	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.



Time Allocation in Program Areas

SUBJECTS	PERIODS (1 period = 45 minutes)
VCE Art (Visiting Artist Workshop)	5
VCE Studio Arts (Visiting Artist Workshop)	5
Art Gallery and Museum Studies	4
Critical Studies	2
Cinema Studies	3
TOTAL	19 PERIODS

SUBJECTS	PERIODS (1 period = 45 minutes)
VCE Art	6
VCE Studio Arts	6
Art Gallery and Museum Studies	4
Seminar	4
TOTAL (No Electives)	20 PERIODS



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 McHaffie - drawing
- Kenny Pittock – sculpture
- Tobias Titz – photography
- David Meagher – editing
- Sky Davies – cinematographer
- Brooke Babington – sculpture
- Helen Johnson – painting
- Kerrie Poliness – painting
- Kelly Fliedner – writing

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)
- Rose Nolan – Monash University Museum of Art (MUMA)
- Francis Upritchard – Monash University Museum of Art (MUMA)
- Nicholas Mangan – Monash University Museum of Art (MUMA)
- Hayley Miller-Baker – 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
- Anna Schwartz Gallery
- Tolarno Galleries
- Sutton Gallery
- Daine Singer Gallery

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

- Blindside
- Seventh
- VCA Artspace
- Platform
- Kings

Periodically, students will visit biennales and art fairs including:

- Melbourne Art Fair
- Biennale of Sydney
- Spring 1883

Periodically, students may elect to participate in interstate and overseas excursions 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 McHaffie
- Arlo Mountford
- Gui Savy
- David Rosetzky
- Zoe Croggon



EXAMPLE YEAR 11 VISUAL ARTS STUDENT TIMETABLE

Today	Jump to: 29/07/2018	Go	Jul 29, 2018	Mon 30	Tue 31	Aug 1	Thu 2	Fri 3
8am				8:30: 1 - 11STS4 - F35 - LAN	8:30: 1 - 11PSYB - F21 - BUS		8:30: 1 - 11PSYB - F21 - BUS	8:30: 1 - 11YOG3 - G62 - TOB
9am			9:15: 2 - 11STS4 - F35 - LAN	9:15: 2 - 11PSYB - F21 - BUS		9:15: 2 - 11ART3 - F43 - PEO	9:15: 2 - 11PSYB - F21 - BUS	9:15: 2 - 11STS4 - F33 - LAN
10am			10:15: 3 - 11CRI3 - F43 - HAL			10:15: 3 - 11ART3 - F43 - PEO	10:15: 3 - 12MEDA - F43 - THOS	10:15: 3 - 11STS4 - F33 - LAN
11am			11:00: 4 - 11CRI3 - F43 - HAL			11:00: 4 - 11ART3 - F43 - PEO	11:00: 4 - 12MEDA - F43 - THOS	11:00: 4 - 11STS4 - F33 - LAN
12pm					11:45: 5 - 11ENGB - F34 - WAT			
			12:30: 6 - 12MEDA - F43 - THOS				12:30: 6 - 11GAL3 - F07 - PEO	12:30: 6 - 11ENGB - F03 - WAT
1pm			1:15: 7 - 12MEDA - F43 - THOS		1:15: 7 - 11CIN3 - F43 - HAL		1:15: 7 - 11GAL3 - F07 - PEO	1:15: 7 - 12MEDA - F43 - THOS
2pm				2:15: 8 - 11CIN3 - F43 - HAL		2:15: 8 - 11ENGB - F39 - WAT	2:00: 8 - 11GAL3 - F07 - PEO	2:00: 8 - 12MEDA - F43 - THOS
3pm				3:00: 9 - 11CIN3 - F43 - HAL		3:00: 9 - 11ENGB - F39 - WAT	2:45: 9 - 11GAL3 - F07 - PEO	
4pm						3:45: 10 - 11ART3 - F31 - PEO		
5pm						4:30: 11 - 11ART3 - F31 - PEO		



EXAMPLE YEAR 12 VISUAL ARTS STUDENT TIMETABLE

Today	Jump to: 22/07/2018	Go	Jul 22, 2018	Mon 23	Tue 24	Wed 25	Thu 26	Fri 27
8am				8:30: 1 - 12ART3 - F31 - HEY	8:30: 1 - 12ENGB - F02 - GRE	8:30: 1 - 12STS3 - F31 - LAN	8:30: 1 - 12ENGB - F03 - GRE	8:30: 1 - 12ART3 - F31 - HEY
9am				9:15: 2 - 12ART3 - F31 - HEY	9:15: 2 - 12ENGB - F02 - GRE	9:15: 2 - 12STS3 - F31 - LAN	9:15: 2 - 12ENGB - F03 - GRE	9:15: 2 - 12ART3 - F31 - HEY
10am				10:15: 3 - 12STS3 - F31 - LAN	10:15: 3 - 12LITA - F08 - BUT	10:15: 3 - 12STS3 - F31 - LAN	10:15: 3 - 12PSYB - F39 - ROD	10:15: 3 - 12ART3 - F31 - HEY
11am				11:00: 4 - 12STS3 - F31 - LAN	11:00: 4 - 12LITA - F08 - BUT	11:00: 4 - 12STS3 - F31 - LAN	11:00: 4 - 12PSYB - F39 - ROD	11:00: 4 - 12ART3 - F31 - HEY
12pm				12:30: 6 - 12PSYB - F08 - ROD		12:30: 6 - 12LITA - F08 - BUT	12:30: 6 - 12GAL3 - F31 - LAN	
1pm				1:15: 7 - 12PSYB - F08 - ROD	1:15: 7 - 12SEM3 - F31 - PEO	1:15: 7 - 12LITA - F08 - BUT	1:15: 7 - 12GAL3 - F31 - LAN	1:15: 7 - 12PSYB - F02 - ROD
2pm				2:15: 8 - 12LITA - F08 - BUT	2:15: 8 - 12SEM3 - F31 - PEO	2:15: 8 - 12ENGB - F08 - GRE	2:00: 8 - 12GAL3 - F31 - LAN	2:00: 8 - 12PSYB - F02 - ROD
3pm				3:00: 9 - 12LITA - F08 - BUT	3:00: 9 - 12SEM3 - F31 - PEO	3:00: 9 - 12ENGB - F08 - GRE	2:45: 9 - 12GAL3 - F31 - LAN	
4pm				3:45: 10 - 12YOG3 - G41 - TOB	3:45: 10 - 12SEM3 - F31 - PEO			
5pm				4:30: 11 - 12YOG3 - G41 - TOB				

