

THE VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL  
2021 VISUAL ARTS  
CURRICULUM HANDBOOK



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



# VISUAL ARTS HANDBOOK 2021

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# VCASS

## 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 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).

Individual and collaborative learning is a key part of the Visual Arts Program and ensures that all 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 present their artwork at school and in external exhibition venues. Regular exhibitions contribute to the powerful and rapid development of each student's art practice and help students to develop a professional approach to the presentation of artworks. Students also gain an understanding of the stages of exhibition design and development. This is a crucial experience for students as they begin to identify how to display their work to audiences and engage in dialogue with teachers, peers, and family members about their art practice.

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

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

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



## GOALS

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

### **These goals are realised through:**

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

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

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

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

**Nick Heysbergh and Sean Peoples**  
Co-heads of Visual Arts



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## VISUAL ARTS PROGRAM DESCRIPTION



## VCE ART

### UNIT 1: ARTWORKS, EXPERIENCE AND MEANING

In this unit students focus on artworks as objects and examine how art elements, art principles, materials, 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 comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.



## ASSESSMENT

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

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

All assessment tasks are conducted according to VCAA assessment procedures.

## UNIT 2: ARTWORKS AND CONTEMPORARY CULTURE

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

## **ASSESSMENT**

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

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

All assessment tasks are conducted according to VCAA assessment procedures.



## UNIT 3: 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 comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.



## ASSESSMENT

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, including regular feedback during classes and progress and semester reports twice yearly.

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



## 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 podcasts, 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:

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



## ASSESSMENT

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, including regular feedback during classes and progress and semester reports twice yearly.

The School-assessed Task (SAT) is assessed at the end of Unit 4 using a criteria sheet and alphabetical grading system supplied by the Victorian Curriculum and Assessment Authority (VCAA). Work assessed 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 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.



# VCE STUDIO ARTS

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

### ASSESSMENT

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

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

All assessment tasks are conducted according to VCAA assessment procedures.



## 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 devised and 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 comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.





## **ASSESSMENT**

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

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

All assessment tasks are conducted according to VCAA assessment procedures.

## **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 comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.

## ASSESSMENT

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

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

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

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

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



## 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 skilful 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 comprises 3.5 hours of class time per week, featuring a range of pedagogical approaches, learning tasks and experiences. Students are expected to work outside class time on projects and research relevant to their learning in class.



## ASSESSMENT

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

- 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 the workshop programs. The workshops aim to provide students with a range of new and contemporary approaches to art making. Importantly, workshops connect students to practitioners working in Melbourne, and influences their understanding of career pathways in art.

#### **AIMS**

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

#### **CONTENT**

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

#### **CONTACT HOURS**

The Visiting Artist Workshops are delivered through a range of pedagogical approaches, learning tasks and experiences.

#### **ASSESSMENT**

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

Work completed in the workshops may contribute to assessed work for VCE Art and/or VCE Studio Arts during Units 1 and 2.



# YEAR 12 MENTORSHIP

## RATIONALE

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

## AIMS

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

## CONTENT

Term 1: 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.

## 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 which 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. Students also develop an understanding of professional exhibition practices in curating, installing and promoting object-based environments for audiences such as their peers, family and school community.

## AIMS

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

## CONTENT

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

## CONTACT HOURS

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

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

## ASSESSMENT

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

Students are assessed on their ability to:

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



# YEAR 12 ART GALLERY AND MUSEUM STUDIES

## RATIONALE

Students visit gallery and museum spaces to develop connections between professional artists and their own practice. Students attend exhibitions, lectures, seminars and master classes that seek to enhance their ability to discuss and interpret contemporary and historical art that value adds to their work in VCE Art 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, museums and alternative art spaces.
- To present their own artworks 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

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

## CONTACT HOURS

The Art Gallery and Museum Studies course is delivered through a range of pedagogical approaches, comprised of 3 hours of 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 and semester reports twice yearly.

Students are assessed on their ability to:

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

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



# YEAR 11 CINEMA STUDIES

## RATIONALE

In this subject students study the history of cinema and examine a broad range of cinematic approaches used by mainstream and alternative directors. They participate in discussions about the films they view in class and debate and develop their ability to justify viewpoints. Students analyse key concepts, techniques and ideas, and maintain an organised viewing journal.

Film and cinema 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.

## 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 student's draw on in making their own art.

## CONTACT HOURS

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

## ASSESSMENT

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

Students are assessed on their ability to:

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



## **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 adopt a range of exhibition management and curatorial roles through the planning, marketing, installation, documentation, invigilation and de-installation of exhibition projects.
- Foster a collaborative approach to exhibition and project management.

### **ATTENDANCE**

It is expected that all Year 11 and 12 Visual Arts students will support their peers by attending the opening of each student exhibition. Written communication from a parent 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

Year 11 Critical Studies and Year 12 Seminar consists 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 seeks 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 students' understanding of their peers' art practice.
- To foster constructive and supportive forums for discussion and feedback to students on their art making.
- To encourage the development of a supportive learning environment that values individual ideas and approaches to making art.
- To develop and enhance students' use of art terminology and vocabulary.

## CONTACT HOURS

The Critical Studies and Seminar classes are delivered through a range of pedagogical approaches, comprised of one hour and 30 minutes of class time per week in Year 11 and 3 hours at Year 12. Students are expected to document 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 and semester reports twice yearly.

Students are assessed on their ability to:

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



# YEAR 11 & 12 SELF-DIRECTED STUDIO PRACTICE

## 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 visual arts 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 VCE Art and Studio Arts courses. Students are expected to use this time carefully to complete studio-based project work.



# YEAR 11 AND 12 YOGA AND WELLBEING

## RATIONALE

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

## AIMS

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

## CONTACT HOURS

The Yoga and Wellbeing course is comprised of one 45 minute session per week, for both Year 11 and 12 students.



## APPENDICES

### APPENDIX 1: VISUAL ARTS PROGRAM TIME ALLOCATION

<b>Year 11</b>	<b>PERIODS (1 period = 45 minutes)</b>
VCE Art (including Visiting Artist Workshop)	5
VCE Studio Arts (including Visiting Artist Workshop)	5
Art Gallery and Museum Studies	4
Critical Studies	2
Cinema Studies	3
<b>TOTAL</b>	<b>19 PERIODS</b>
<b>Year 12</b>	<b>PERIODS (1 period = 45 minutes)</b>
VCE Art	5
VCE Studio Arts	5
Art Gallery and Museum Studies	4
Seminar	4
<b>TOTAL</b>	<b>18 PERIODS</b>

**NOTE:**

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



## **VISITING ARTISTS**

### **SELECTED SCHOOL BASED WORKSHOPS**

- 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
- A Constructed World - performance, video
- 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/painting/sculpture
- Kenny Pittock – sculpture/drawing
- Tobias Titz – photography
- David Meagher – editing
- Sky Davies – cinematographer
- Brooke Babington – sculpture
- Helen Johnson – painting
- Kerrie Poliness – painting
- Kelly Fliedner – writing
- Yvette Coppersmith - painting
- Mia Schoen - en plein air painting

### **SELECTED 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
- Buxton Contemporary
- Gertrude Contemporary
- West Space
- Monash University Museum of Art
- Ian Potter Museum of Art
- Margaret Lawrence Gallery
- Australian Tapestry Workshop
- Centre for Contemporary Photography
- Australian Print Workshop

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

- Sarah Scout Gallery
- Neon Parc
- 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 that are organised:

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



## MENTORSHIP

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

- 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
- Jensen Thung
- Mia Schoen
- Alasdair McLuckie
- Shelley Lasica
- Rosie Isaac
- Katherine Gailer
- Alice Wormald
- Annabelle Kingston
- Kalinda Vary
- Camila Marambio
- Rebecca Agnew
- Tai Snaith
- Kez Hughes
- Siri Hayes
- Kerrie Poliness
- Isadora Vaughn
- Kit Valerio



## EXAMPLE TIMETABLE YEAR 11 VISUAL ARTS STUDENT

		Monday	Tuesday	Wednesday		Thursday	Friday
PERIOD 1	8:30AM				8:30AM		
PERIOD 2	9:15AM	CINEMA		Unit 1 ART	9:15AM		UNIT 1 Studio Arts
	10:00AM	RECESS	RECESS	RECESS	10:00AM	RECESS	RECESS
PERIOD 3	10:20AM	CINEMA		Unit 1 ART	10:20AM		UNIT 1 Studio Arts
PERIOD 4	11:05AM	CINEMA		Unit 1 ART	11:05AM		UNIT 1 Studio Arts
PERIOD 5	11:50AM	LUNCH		LUNCH	11:50AM	W/BEING	LUNCH
PERIOD 6	12:35PM		LUNCH		12:20PM	LUNCH	
PERIOD 7	1:20PM		11 YOGA		1:05PM	GALLERY STUDIES	
PERIOD 8	2:05PM		UNIT 1 Studio Arts		1:50PM	GALLERY STUDIES	
PERIOD 9	2:50PM		UNIT 1 Studio Arts		2:35PM	GALLERY STUDIES	
PERIOD 10	3:45PM	CRITICAL STUDIES		Unit 1 ART	3:30PM	GALLERY STUDIES	
PERIOD 11	4:30PM	CRITICAL STUDIES		Unit 1 ART			

### NOTE:

Timetables are provided as an indication only and are subject to change. Times blocked in red indicate senior academic class times. These blocks will be populated with classes from the academic program, depending on student selections and class availabilities.



## EXAMPLE TIMETABLE YEAR 12 VISUAL ARTS STUDENT

		Monday YEAR 12	Tuesday YEAR 12	Wednesday YEAR 12		Thursday YEAR 12	Friday YEAR 12
PERIOD 1	8:30AM	UNIT 3 Studio Arts		Unit 3 ART	8:30AM		
PERIOD 2	9:15AM	UNIT 3 Studio Arts		Unit 3 ART	9:15AM		UNIT 3 Studio Arts
	10:00AM	RECESS	RECESS	RECESS	10:00AM	RECESS	RECESS
PERIOD 3	10:20AM	Unit 3 ART		Unit 3 ART	10:20AM		UNIT 3 Studio Arts
PERIOD 4	11:05AM	Unit 3 ART		12 YOGA	11:05AM		UNIT 3 Studio Arts
PERIOD 5	11:50AM	LUNCH	LUNCH	LUNCH	11:50AM		LUNCH
PERIOD 6	12:35PM				12:20PM	LUNCH	
PERIOD 7	1:20PM		SEMINAR		1:05PM	GALLERY STUDIES	
PERIOD 8	2:05PM		SEMINAR		1:50PM	GALLE STUDI	
PERIOD 9	2.50PM		SEMINAR		2.35PM	GALLERY STUDIES	
PERIOD 10	3:45PM		SEMINAR		3:30PM	GALLERY STUDIES	
PERIOD 11	4:30PM						

### NOTE:

Timetables are provided as an indication only and are subject to change. Times blocked in red indicate senior academic class times. These blocks will be populated with classes from the academic program, depending on student selections and class availabilities.

