

VCE Art: Administrative information for School-based Assessment in 2015

Units 3 and 4 School-assessed Task

The School-assessed Task contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcome 2 and Unit 4 Outcome 2. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 7-12. This assessment is subject to the VCAA's statistical moderation process.

The 2015 VCE Art assessment sheet on page 16 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Art study page of the VCAA website and notification of their publication is given in the February *VCAA Bulletin*. Details of authentication requirements and administrative arrangements for School-assessed Tasks are published in the *VCE and VCAL Administrative Handbook 2015*.

The School-assessed Task has two components. They relate to:

- Unit 3 Outcome 2
- Unit 4 Outcome 2.

Finished artwork/s submitted at the completion of Unit 3 must have secure storage at school until such time as they are released to be assessed collectively with finished artworks completed in Unit 4.

Students must acknowledge and employ appropriate health and safety practices relevant to their practical work with respect to themselves and the environment.

Unit 3

Investigation and interpretation through art making

Outcome 2

Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Nature of task

A body of work that presents broad and creative explorations within the selected art form/s and/or media. The work includes both written and visual material that clearly demonstrates personal thinking and working practices. The work focuses on creative exploration, investigation and experimentation and includes at least one finished artwork.

Students use appropriate aspects of the Analytical Frameworks to reflect upon and annotate their work.

Scope of task

A range of visual responses should be developed to demonstrate the student's ideas, concepts and observations. Sound and video recording of performance art or site specific artwork may be required depending on the medium selected by the student. Written responses should demonstrate the student's development of thinking and working with personal ideas and concepts. The documentation should demonstrate how the student applies materials and techniques to achieve an effective visual language. The student's use of visual language should demonstrate an awareness and understanding of the application of the formal elements and principles of art, art making skills and aesthetic awareness.

At least one finished artwork must be produced in addition to the developmental work. A finished artwork is one that is judged by the student to best demonstrate their acquisition of the key knowledge and key skills for the outcome. This includes their knowledge of a visual language that reflects imagination and demonstrates the communication of the student's ideas, concepts and skill in their application of techniques and materials. Evidence of initial ideas, exploration, investigation and experimentation of materials and techniques in the body of work accompanied by reflective annotations should be linked to the finished artwork. The finished artwork should be completed within the specified timeframe and clearly labelled 'Finished artwork Unit 3'.

Students should refer to the Analytical Frameworks when reflecting on, evaluating and annotating their art making. They should use appropriate aspects and language of the Formal Analytical Framework and at least one other Analytical Framework (Personal, Cultural and/or Contemporary). Use of the Analytical Frameworks should be applied from the initial exploration of personal art responses, ideas, concepts and observations through to the finished art works.

Students should:

- develop their own art responses that are inspired by personal ideas, concepts and observations
- apply imagination and creativity as they explore and develop their visual language through the investigation and experimentation of materials, techniques, processes and art form/s
- engage in ongoing personal exploration, reflection, analysis and evaluation as they progressively develop and refine their ideas
- document any processes from initial investigation and experimentation of materials and techniques in art form/s through to the resolution and refinement of art works.
- document, analyse and reflect on thinking and working practices using the language and context of the Formal Analytical Framework and at least one other selected Analytical Framework/s as appropriate to support their reflection on either personal, cultural and/or contemporary aspects of their artworks. Selected Analytical Frameworks must be clearly identified and labelled with the content of the annotation.

The body of work may have a number of starting points and multiple directions. Starting points might involve:

- experimental exploration of media and materials
- investigation into the qualities of art form/s
- exploration of themes/concepts through a variety of approaches.

In addition to the finished artwork/s, the exploration and experimentation is part of the student's body of work.

The refinement of ideas leading to at least one finished artwork might occur through:

- trialling and refining techniques and processes
- progressive resolution of ideas and skills
- progressive annotation and evaluation of explorations and investigations
- realisation of defined objectives, experiments, explorations and concepts
- appropriate technical skill to complete at least one finished artwork by the end of Unit 3.

The effective communication of thinking and working practices in the refinement of ideas and concepts must be documented with visual and written material. This may include:

- grouping, numbering, dating and/or commenting on specific aspects or sections of work from initial concept to the resolution of ideas
- related photographs, models and/or experimental proofs explaining the sequential development of work/s in progress
- progressive annotation, explanation and evaluation of ideas, concepts and visual directions
- work organised chronologically, thematically and/or stylistically to logically reflect the student's conceptual approach to their practical work.

Students should support the development and refinement of their artwork/s using appropriate written and visual material throughout Units 3 and 4.

Unit 4

Realisation and resolution

Outcome 2

Progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

Nature of task

A refined body of work that builds on the work developed in Unit 3 includes at least one other finished artwork and employs a visual language reflecting imagination and the progressive development and refinement of skills. The work includes both written and visual material that communicates ideas and directions within selected art form/s and the effective manipulation of the formal elements and principles of art.

Students use appropriate aspects of the Analytical Frameworks to reflect upon and annotate their work.

They should use the appropriate aspects and language of the Formal Analytical Framework and at least one other Analytical Framework (Personal, Cultural and/or Contemporary). The use of the Frameworks must demonstrate informed selections and contribute to the reflective annotation of art works.

Scope of task

A range of visual responses should be developed to demonstrate the student's ideas, concepts and observations. Sound and video recording of performance art or site-specific artwork may be required depending on the medium selected by the student.

The use of visual language should demonstrate the ability to manipulate the formal elements and principles of art and demonstrate the development technical art-making skills. The refinement of a visual language includes an aesthetic awareness and reflection of imagination used in conjunction with skills and techniques to communicate and demonstrate progressively development of ideas and personal concepts.

All the student's exploration, refinement and resolution contribute to and constitute their body of work and at least one finished artwork must be produced. A finished artwork is one that is judged by the student to best demonstrate their acquisition of the key knowledge and key skills for the outcome. This includes their knowledge of a visual language that reflects imagination and demonstrates the communication of the student's ideas, concepts and skill in their application of techniques and materials.

It should be evident that the finished artwork in this unit is a progression from the artwork presented at the completion of Unit 3. Written responses in Unit 4 should demonstrate progression and refinement of work produced in Unit 3. The documentation should demonstrate how the student applies materials and techniques to achieve an effective visual language and indicate a progressive development of concepts and ideas.

The manipulation of formal and technical qualities should be supported by the application of techniques and materials. Evidence of initial ideas, exploration, investigation and experimentation of materials and techniques in the body of work and in accompanying annotations should be linked to the finished artwork.

The investigations and personal explorations of Unit 3 may be continued in Unit 4 or new directions may be undertaken, having evolved from the previous investigations in Unit 3.

Students continue to select the appropriate aspects and language of the Analytical Frameworks to reflect upon and annotate their work in an informed manner. Students must select the specific language and appropriate concepts of the Formal Analytical Framework to support their reflective annotation when discussing the formal aspects of their creative art-making. Students continue to select the appropriate aspects and language of at least one other Analytical Framework to support their developed and reflective annotation on the personal, cultural and/or contemporary aspects of their art making. The Analytical Frameworks selected by the student must be identified and clearly labelled throughout annotation. Students clearly indicate the development, progression and refinement of their ideas, directions, skills and application of materials and techniques.

It should be clearly evident that realisation and resolution of ideas, directions and application of materials and techniques has extended and evolved beyond work begun in Unit 3.

Students should:

- continue to develop the body of work begun in Unit 3 and complete at least one finished artwork for Unit 4. At the conclusion of Unit 4, the student must have at least two finished artworks
- continue to reflect on personal concepts as they progressively develop, refine and resolve their artworks
- investigate, refine and show their developed knowledge of materials, processes and art forms
- continue to analyse and reflect on thinking and working practices in an informed way, using the language and context of the Formal Analytical Framework and at least one other selected Analytical Framework/s as appropriate to support their reflection on either personal, cultural and/or contemporary aspects of their artworks
- apply and clearly identify selected Analytical Framework/s when annotating their work to demonstrate reflection on the context and influences on their work and ongoing inquiry and refinement of a visual language
- continue to document their thinking and working practices to reflect exploration, experimentation and developed skill
- provide documentation that indicates the initial idea/s or concepts, the refinement of these directions and the resolution of all finished artwork/s.

The realisation and resolution of students' thinking and working practices in the refinement of ideas and concepts must be effectively communicated and documented with visual and written material. This may include:

- grouping, numbering, dating and/or commenting on specific aspects or sections of work from initial concept to the resolution of ideas
- related photographs, models and/or experimental proofs explaining the sequential development of work/s in progress through to refinement of finished artwork/s

- progressive annotation, explanation and evaluation of ideas, concepts and visual directions
- work organised chronologically, thematically and/or stylistically to logically reflect the students' conceptual approach to their practical work.

VCE Art: School-assessed Task Assessment Sheet 2015

Assessor:	Student:	Student number:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
1. Exploration of personal ideas through a conceptual and practical investigation in art making.		<p>Some evidence of exploration of personal ideas, concepts and/or observations in a practical investigation.</p> <p>Very limited investigation of selected art form(s) and/or media, not always relevant to intentions. Provides very limited evidence of the development of concepts, directions and skills.</p> <p>The scope of the investigation is very narrow. Very limited material communicates thinking and/or working practices occasionally in the body of work.</p>	<p>Evidence of limited exploration of personal ideas, concepts and observations in a practical investigation.</p> <p>Limited investigation of selected art form(s) and/or media, not always relevant to intentions. Provides limited evidence of the development of concepts, directions and skills.</p> <p>The scope of the investigation is narrow. Limited material communicates thinking and working practices intermittently in the body of work.</p>	<p>Evidence of informative exploration of personal ideas and observations in a conceptual and practical investigation.</p> <p>Effective investigation of selected art form(s) and/or media, relevant to intentions. Provides evidence of the development of concepts, directions and skills.</p> <p>The scope of the investigation is clear and/or imaginative. Adequate and mostly relevant material communicates thinking and working practices throughout the body of work.</p>	<p>Evidence of highly informative, focused exploration of personal ideas and observations in a conceptual and practical investigation.</p> <p>Focused and effective investigation of the selected art form(s) and/or media, relevant to intentions. Provides insightful evidence of the development of concepts, directions and skills.</p> <p>The scope of the investigation is clear and imaginative. Consistent and relevant material communicates thinking and working practices throughout the body of work.</p>	<p>Evidence of highly informative and focused exploration of personal ideas and observations in a conceptual and practical investigation.</p> <p>Focused and effective investigation of the selected art form(s) and/or media, highly relevant to intentions. Provides insightful and considered evidence of the exploration and synthesis of concepts, directions and skills.</p> <p>The scope of the investigation is comprehensive and imaginative. Thorough and consistent, highly effective material clearly communicates thinking and working practices throughout the body of work.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Art: School-assessed Task Assessment Sheet 2015

Assessor:	Student:	Student number:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
2. The progressive development and refinement of ideas and concepts demonstrated in the body of work		<p>A very limited development and refinement of ideas and personal concepts with some attempt at consolidation of thinking and working practices. Provides some support of ideas through visual imagery.</p>	<p>A limited development and refinement of ideas and personal concepts with some consolidation of thinking and working practices supports ideas through visual imagery.</p>	<p>An adequate investigation showing development and refinement of ideas and personal concepts through consolidation of thinking and working practices supports ideas through appropriate visual imagery.</p>	<p>An innovative investigation consistently showing development and refinement of ideas and personal concepts through effective consolidation of thinking and working practices gives focus and strength to visual imagery.</p>	<p>A highly innovative investigation, development and refinement of ideas and personal concepts through highly effective consolidation of thinking and working practices give a clear focus and strength to visual imagery.</p> <p>Personal choices show informed, reflective judgments that clearly and comprehensively articulate and evaluate the body of work.</p>
	0 <input type="checkbox"/>	<p>Very limited refinement of working practices is communicated in the body of work.</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>Limited refinement of thinking and working practices is communicated in the body of work.</p> <p>3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>The refinement of thinking and working practices is communicated through appropriate ideas and strategies for expression in the body of work.</p> <p>5 <input type="checkbox"/> 6 <input type="checkbox"/></p>	<p>The refinement of thinking and working practices is effectively communicated through sustained and thoughtful ideas and strategies for expression in the body of work.</p> <p>7 <input type="checkbox"/> 8 <input type="checkbox"/></p>	<p>The refinement of thinking and working practices is effectively communicated through thoughtful ideas and strategies for expression, highly developed in the body of work.</p> <p>9 <input type="checkbox"/> 10 <input type="checkbox"/></p>

VCE Art: School-assessed Task Assessment Sheet 2015

Assessor:	Student:	Student number:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
3. Exploration and investigation of, and experimentation with, materials, techniques, processes and art forms and in the development of related technical skills		<p>Very limited evidence of exploration and investigation of selected art form(s) and/or media with some relevance to intentions.</p> <p>Evidence of very limited experimentation in the application of materials and techniques.</p> <p>Very limited material shows little evidence of links between conceptual directions.</p> <p>Very limited skills in the use of materials and techniques shown from the initial exploratory work to the finished artworks.</p>	<p>Limited evidence of exploration and investigation of selected art form(s) and/or media relevant to intentions.</p> <p>Evidence of limited experimentation leading to limited control in the application of materials and techniques.</p> <p>Limited material shows some evidence of links between conceptual directions.</p> <p>Some skills in the use of materials and techniques shown from the initial exploratory work to the finished artworks</p>	<p>Evidence of satisfactory exploration and investigation of selected art form(s) and/or media relevant to intentions.</p> <p>Evidence of satisfactory experimentation leading to adequate control in the application of materials and techniques.</p> <p>Informative material shows evidence of links between conceptual directions.</p> <p>Adequate and competent skills in the use of materials and techniques shown from the initial exploratory work to the finished artworks.</p>	<p>Evidence of innovative exploration and investigation of selected art form(s) and/or media relevant to intentions.</p> <p>Evidence of a high level of experimentation leading to confidence in and control of the application of materials and techniques.</p> <p>Effective and informative material displays evidence of clear links between conceptual directions.</p> <p>Effective, competent and consistent skills in the handling of materials and techniques shown, from the initial exploratory work to the finished artworks.</p>	<p>Evidence of highly innovative exploration and investigation of selected art form(s) and/or media relevant to intentions.</p> <p>Evidence of a very high level of sustained experimentation leading to a high level of control in the application of materials and techniques.</p> <p>Highly informative and effective material displays evidence of precise links between conceptual directions.</p> <p>Accomplished, effective and consistent skills in the handling of materials and techniques shown from the initial exploratory work to the finished artworks.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Art: School-assessed Task Assessment Sheet 2015

Assessor:	Student:	Student number:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
4. Understanding, application and manipulation of visual language and elements and principles in art making		<p>Very limited use and manipulation of visual language to communicate personal art responses, ideas, concepts and observations.</p> <p>Limited evidence of the use of elements and principles, from the initial exploration through to the finished artworks.</p> <p>The body of work shows a very limited understanding and use of visual language and, elements and principles.</p>	<p>Limited use and manipulation of visual language to communicate personal art responses, ideas, concepts and observations.</p> <p>Some evidence of the use of elements and principles, from the initial exploration through to the finished artworks.</p> <p>The body of work shows a limited understanding and use of visual language, elements and principles.</p>	<p>Effective use and manipulation of visual language to communicate personal art responses, ideas, concepts and observations.</p> <p>Evidence of the appropriate use of elements and principles, from the initial exploration through to the finished artworks.</p> <p>Appropriate use of visual language, elements and principles that reveals satisfactory understanding and control in the body of work.</p>	<p>Skilled and effective use and manipulation of visual language to clearly communicate personal art responses, ideas, concepts and observations.</p> <p>Evidence of the effective use of elements and principles, from the initial exploration through to the finished artworks.</p> <p>Conceptually effective use of visual language, elements and principles that reveals a high level of understanding and control in the body of work.</p>	<p>Highly skilled and effective use and manipulation of visual language to comprehensively communicate personal art responses, ideas, concepts and observations.</p> <p>Evidence of the highly effective use of elements and principles, from the initial exploration through to the finished artworks.</p> <p>Insightful, conceptually sophisticated and consistent use of visual language, elements and principles that reveals a very high level of understanding and control in the body of work.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Art: School-assessed Task Assessment Sheet 2015

Assessor:	Student:	Student number:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
5. Reflective annotation and documentation of working practices that use art language, the Formal Framework and selected aspects of the Analytical Frameworks		Evidence of limited understanding of art language through limited documentation of the use and manipulation of elements and principles, and visual language.	Evidence of some understanding of art language through limited documentation of the use and manipulation of elements and principles, and visual language. .	Evidence of a satisfactory level of understanding of art language through adequate documentation of the use and manipulation of elements and principles, and visual language.	Clear evidence of a high level of understanding of art language through informed and reflective documentation of the use and manipulation of elements and principles, and visual language.	Strong evidence of a very high level of understanding of art language through insightful, sophisticated and reflective documentation of the use and manipulation of elements and principles, and visual language. .
		Inconsistent use of the language of the Formal Framework and aspects of least one other Analytical Framework in reflective annotation of working practices.	Some use of the language of the Formal Framework and aspects of at least one other Analytical Framework in reflective annotation of working practices.	Satisfactory use of the language of the Formal Framework and aspects of at least one other Analytical Framework in reflective annotation of working practices.	Effective and relevant use of the language of the Formal Framework and aspects of at least one other Analytical Framework in reflective annotation of working practices.	Highly effective selection and relevant use of the language of the Formal Framework and aspects of at least one other selected Analytical Framework in reflective annotation of working practices.
		Little reference to the Analytical Frameworks evident in evaluation of personal art responses, ideas, concepts and observations in the body of work.	Limited use of the Analytical Frameworks evident in evaluation of personal art responses, ideas, concepts and observations in the body of work.	Informative documentation and critical evaluation using the Analytical Frameworks in the initial exploration of personal art responses, ideas, concepts and observations throughout the body of work.	Informative documentation and critical evaluation, with consistent application and use of Analytical Frameworks, and reference to the initial exploration of personal art responses, ideas, concepts and observations throughout the body of work.	Highly informative documentation and critical evaluation, with consistent and confident use of the selected Analytical Frameworks, and reference to the initial exploration of personal art responses, ideas, concepts and observations throughout the body of work.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Art: School-assessed Task Assessment Sheet 2015

Assessor:	Student:	Student number:
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Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
6. Resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks		Very limited reflection in the body of work, displaying very limited development and exploration of personal ideas, concepts and directions in working practices.	Some reflection in the body of work, displaying limited development and exploration of personal ideas, concepts and directions in working practices.	Well-presented body of work reflecting on the progressive development and exploration of personal ideas, concepts and directions, from the initial exploratory work through to their refinement.	Innovative and well-presented body of work displaying considered reflection on the progressive development and exploration of personal ideas, concepts and directions, from the initial exploratory work through to their refinement.	Highly innovative and well-presented body of work displaying well-articulated reflection on the progressive development and exploration of personal ideas, concepts and directions, from the initial exploratory work through to their refinement.
		Very limited evidence of resolution of thinking and working practices in the presentations of finished artworks.	Limited evidence of resolution of thinking and working practices in the presentation of finished artworks.	Evidence of some imaginative resolution of thinking and working practices in the presentation of at least two finished artworks.	Evidence of imaginative resolution of thinking and working practices in the presentation of at least two finished artworks.	Evidence of highly imaginative resolution of thinking and working practices in the presentations of at least two finished artworks.
		Finished artworks demonstrate a very limited level of technical skills, resolution of ideas and directions.	Finished artworks demonstrate a limited level of technical skills in the resolution of ideas and directions.	Finished artworks demonstrate a satisfactory level of technical skills in the resolution of ideas and directions.	Finished artworks demonstrate a high level of technical skills in the resolution of ideas and directions.	Finished artworks demonstrate a very high level of technical skills in the resolution of ideas and directions.
		The body of work presents very little relationship between the investigation and finished artworks.	The body of work presents some relationship between the investigation and finished artworks.	The body of work presents a clear relationship between investigation and finished artworks.	The body of work presents a very clear relationship between investigation and finished artworks.	The body of work presents a refined relationship between investigation and finished artworks.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

Authentication of VCE Art School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the *VCE and VCAL Administrative Handbook 2015*. This is important to ensure that 'undue assistance [is] not ... provided to students while undertaking assessment tasks'.

Teachers must be aware of the following requirements for the authentication of VCE Art School-assessed Tasks:

1. The body of work created for the School-assessed Task (SAT) is based on work developed and completed in Unit 3 Outcome 2 and Unit 4 Outcome 2.
2. Teachers are required to fill out the Authentication Record Form and provide the student with feedback on their progress at each observation.
3. The study design requires students to document how **any assistance** will be sought and/or use of appropriated images or other material will be acknowledged or copyright observed.
4. The VCE Art study design notes that 'work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own'.
5. Undue assistance should not occur at any time during the development of the body of work and teachers need to be vigilant. Students are required to demonstrate development of their thinking and working practices. The progressive realisation of the body of work should reflect personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills. Teachers are reminded that it is not appropriate to provide 'detailed advice on, corrections to, or actual reworking of students' drafts or productions or folios'.
6. Teachers must sight and monitor the development and documentation of the student's thinking and working practices throughout the unit to authenticate the work as the student's own. Students must acknowledge the source of materials and information used to support the development of ideas including materials identified for inspiration and further development. This includes documentation of any appropriated imagery with information detailing how the work has evolved from the source imagery.
7. Students should be encouraged to complete their artwork at school. Where students use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This includes visual documentation. Receipts are not acceptable as documentation. This will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student's artwork or apply the SAT assessment criteria fairly.

8. During development of the body of work teachers must plan and use observations of student work in order to monitor and record each student's progress as part of the authentication process. Teachers must ensure that all source and reference material, all appropriate imagery used in the final artwork, all use of non-school (home, outsourced) resources and any external assistance (for example, tutors) are acknowledged on the authentication form. If a student acknowledges using appropriated imagery, outsourcing production and/or receiving external assistance the teacher should record complete details as an attachment to the Authentication Form.
9. The use of external support and/or equipment must be planned and documented with appropriate detail to demonstrate that the student has retained complete creative control and teachers must certify that such support does not constitute undue assistance.
10. This ensures the body of work can be authenticated and that the student is not receiving undue assistance. This in turn ensures that all students are assessed equitably.
11. Framing of finished artworks or any aspect of the body of work is not required. However, students should use appropriate labelling to clearly identify their finished artwork and label as 'Finished artwork Unit 3'. If the art work has the framing as part of the artwork than the student should clearly document the use of framing and how this contributes to the refinement of ideas, aesthetics, techniques and processes. Identification is also required in their documentation and evaluation.
12. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2015. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

Authentication Record Form VCE Art School-assessed Task 2015

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment audit.

Student name Student No.

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School:

Teacher:

Component of School-assessed Task	Date observed/ submitted	Authentication comments	Teacher's initials	Student's initials
Observation No. 1: Exploration of ideas, materials and techniques. Student has begun a process of investigation and exploration of ideas, concepts, materials and techniques in a body of work.				
Observation No. 2: Progressive development and refinement of ideas and skills. Student has continued to develop ideas and trial materials and techniques.				
End Unit 3 Student has submitted at least one final artwork at the completion of Unit 3. (Clearly labelled as completed in Unit 3)				
Observation No. 3 Unit 4: Continued development and refinement of body of work. Student has continued to develop body of work. Investigation & refinement of developed knowledge of materials, processes and art forms.				
End Unit 4: Student has submitted at least one Final Artwork at the completion of Unit 4. (Clearly labelled as completed in Unit 4)				
Documentation and reflection Student has documented thinking and working practices and has used visual language. The Formal Framework and at least one other Analytical Framework are selected and applied throughout the body of work.				

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature Date

2015

Victorian Certificate of Education

Art Assessment Sheet

School-assessed Task: Body of work

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

Criteria for the award of grades**The extent to which the folio demonstrates:**

Not Shown (0) Very Low (1–2) Low (3–4) Med (5–6) High (7–8) Very High (9–10)

1 exploration of personal ideas through a conceptual and practical investigation in artmaking

2 the progressive development and refinement of ideas and concepts demonstrated in the body of work

3 exploration and investigation of, and experimentation with, materials, techniques, processes and art forms and in the development of related technical skills

4 understanding, application and manipulation of visual language and elements and principles in artmaking

5 reflective annotation and documentation of working practices that use art language, the Formal Framework and selected aspects of the Analytical Frameworks

6 resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

If a student does not submit the School-assessed Task at all, N/A should be entered in each subtotal box.

SUBTOTALS

TOTAL SCORE