# Art Studio Practice

| LEVEL 3 | 15 TCE CREDIT POINTS |
|---|---|
| **COURSE CODE** | ART315214 |
| **COURSE SPAN** | 2014 — 2024 |
| **READING AND WRITING STANDARD** | NO |
| **MATHEMATICS STANDARD** | NO |
| **COMPUTERS AND INTERNET STANDARD** | NO |

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

## Art Studio Practice is a Level 3 course requiring successful completion of Art Production

Art Studio Practice prepares learners for the study of art at a tertiary level. The course consists of two compulsory areas of learning: Conceptual Knowledge and Practice. Learners are required to prepare a research paper, visual schematic overview, artist's statement and present an exhibition.

### Course Description

Art Studio Practice has been designed to enable learners to develop meaningful conceptual knowledge through research and studio practice.

It will challenge learners to engage in reflective and critical analysis to refine, evaluate and articulate their ideas in the consolidation of their artistic practice.

The course integrates knowledge and practice through active art investigation and participation in specialised and authentic learning experiences. It provides a framework for learners to establish links and actively engage with local, national and international art communities.

Learners will negotiate a proposal for self-directed learning. Their sustained investigation will culminate in an exhibition and an interview.

### Rationale

Art Studio Practice challenges learners to resolve a proposal to a final visual art exhibition through practical studio and discipline-based investigation. Learners actively investigate the contemporary art world by engaging in self-directed inquiry and authentic learning experiences to build a relevant and meaningful context for their own studio practice. The course enhances pathways from senior secondary to tertiary studies in the visual arts as learners develop their conceptual and analytical research skills. It promotes the consolidation of artistic skills and a deep engagement through a sustained practice characteristic of creative arts learning and professional arts practice. Art Studio Practice is applicable to all studio/discipline areas.

Art Studio Practice provides an opportunity for learners who have completed Art Production to continue their art practice at the Level 3 complexity and thus extend the breadth and depth of their learning. The course allows learners to either continue practice in a studio/discipline area or to explore a new studio/discipline area within the context of creating and refining an exhibition proposal for a body of work, and completing it to resolution.

## Learning Outcomes

On successful completion of this course, learners will be able to:

1. critique own art, and the art work of others
2. apply artistic judgements to resolve aesthetic and conceptual issues
3. understand historical and contemporary art issues, their impact on society, artists and own art works
4. apply the principles of reflective practice and academic integrity
5. use artistic techniques, media and technologies to create art works
6. work autonomously, and collaboratively with others
7. design, manage and implement to resolution a studio exhibition
8. communicate artistic concepts.

## Access

Learners are required to successfully complete Art Production Level 3 (or equivalent) as a prerequisite.

## Pathways

Learners who have successfully completed *Art Production ART 315117* are well placed to undertake *Art Studio Practice*. Students who complete *Art Studio Practice ART3152214* are prepared for the study of visual arts at tertiary level.

## Resource Requirements

Learners will require:

- access to studio space and materials appropriate to the selected studio/discipline area
- studio exhibition space appropriate for the body of work
- periodic access to reference materials and resources (e.g. the internet).

Learners are required to work in small groups for critical appraisal and evaluation activities.

Attendance at relevant art exhibitions and events is encouraged.

## Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

## Course Requirements

Work submitted for assessment in Art Studio Practice must be produced over the duration of one calendar school year, be unique to this course and not be work submitted for assessment in any other course.

## Course Content

This course consists of two compulsory areas of learning:

- Conceptual knowledge
- Practice.

### CONCEPTUAL KNOWLEDGE

#### Research - Active Investigation

Research will be undertaken within the local, national and international art community through exhibitions, events, reviews and interviews with artists, curators, gallery directors, Arts administrators.

Learners will engage in a minimum of 3 investigations resulting in the production of a range of evidence.

Learners will develop their concepts and establish a context for their work.

This evidence may be in the form of a presentation and may be submitted as a hard copy.

#### Critical Analysis

Learners will undertake investigation and analysis of conceptual theories and issues in local, historical and contemporary contexts as they relate to and inform their own proposal and studio practice.

Learners will produce one major research paper with a minimum of 3,500 words. Learners will use the paper to demonstrate the depth and complexity of their conceptual knowledge.

#### Reflection

The learner will accumulate information in support of a sustained practice that reflects the aim of the research proposal.

A negotiated project will be articulated through the:

1. production of a Visual Schematic Overview; and
2. learner's artist statement consisting of 150 – 300 words.

The scope of the Visual Schematic Overview will represent the learner's sustained practice reflecting their conceptual development over the period of a year's study.

Reflection will also involve a formalised critical appraisal and evaluation of work in groups of two or more and will occur at least six (6) times. Groups will comprise of peers, supported by teacher/s and/or other artists.

### PRACTICE

#### Proposal

The learner will develop a research proposal for studio practice in negotiation with their facilitator. The proposal will culminate in an exhibition.

As the proposal provides the context for studio practice and because the initial proposal will undergo a process of refinement, learners will give high priority to the development of their initial proposal.

The proposal is a focus statement of intention. The learner will make and record in the proposal crucial decisions with regard to the exhibition layout and design. The proposal outlines the key elements of the intended exhibition plan including the:

- conceptual idea underpinning the exhibition
- context of the body of work to be exhibited
- selection of materials and media
- selection and application of artistic techniques
- scale of the exhibition

- design elements of the exhibition space (e.g. lighting, hanging arrangement of works).

As such the proposal models the form and scope of a proposal for exhibition that might be presented to a gallery director.

The success of the proposal is reflected in the cohesive strength of the final exhibition. The degree to which learners are able to resolve aesthetic and conceptual issues is clearly evidenced in the stylistic, technical and conceptual resolution of the work on display.

It is not intended that the proposal be in essay form. Rather, it is an exhibition plan or focus statement: a clarification of the key idea underpinning the body of works exhibited; and the intended use of materials, scale of work and exhibition design. It will focus on the 'what', 'how', and 'why' of the exhibition. The final proposal will use concise language and be approximately 500 words in length.

**Studio Practice**

Process documentation will be sustained through reflective commentary and the experimentation and exploration of media and techniques.

Studio specialisation will occur that demonstrates the learner's depth and complexity of conceptual understanding.

It will reflect sustained practical rigour and engagement based upon the aims of the research proposal.

The learner will present a body of resolved art work for exhibition. The scope of the body of art work will be dependent on issues such as selected media, but will reflect the size value of this course.

**Exhibition**

Learners will be required to act autonomously in assuming complete responsibility for the creative design, organisation and installation of their exhibition.

The exhibition of work will include:

- preparation incorporated into the negotiated proposal
- planning for allocation of appropriate time and resources
- the design and hanging of the exhibition
- presentation of process documentation
- display of learner's artist statement.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

**Quality Assurance Process**

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

**Process** –TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

**External Assessment Requirements**

The external assessment requirements for this course assess criteria 1, 2, 6 & 7.

Further information regarding external assessment processes and requirements is articulated in the TASC issued Assessment Guidelines which can be found in the Supporting Documents below.

**Criteria**

The assessment for Art Studio Practice Level 3 will be based on the degree to which the learner can:

1. design, manage and implement a studio exhibition*
2. communicate artistic concepts*
3. critique art works
4. resolve aesthetic and conceptual issues
5. understands historical and contemporary art issues
6. apply the principles of reflective practice*
7. use artistic techniques, media and technologies*
8. work autonomously, and collaboratively

* = denotes criteria that are both internally and externally assessed

**Standards**

## Criterion 1: design, manage and implement a studio exhibition

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| identifies an area of artistic interest and develops a comprehensive, clearly articulated proposal | identifies an area of artistic interest and develops a detailed proposal | identifies an area of artistic interest and develops a basic proposal |
| negotiates with a facilitator to refine the proposal | negotiates with a facilitator to refine the proposal | negotiates with a facilitator to refine the proposal |
| documents refinements to the proposal using appropriate methodology and including analysis of changes | documents refinements to the proposal using appropriate methodology | documents refinements to the proposal using methodology as directed |
| modifies the proposal to successfully address issues as they arise, and to take account of likely future issues | modifies the proposal to address issues as they arise | modifies the proposal as directed |
| plans for the exhibition of a body of work, and implements all aspects of the final proposal | plans for the exhibition of a body of work, and implements most aspects of the final proposal | plans for the exhibition of a body of work, and implements some aspects of the final proposal |
| exhibits a body of art work, reflecting all stylistic, technical and conceptual elements of the final proposal. | exhibits a body of art work, reflecting most stylistic, technical and conceptual elements of the final proposal. | exhibits a body of art work, reflecting major elements of the final proposal. |

## Criterion 2: communicate artistic concepts

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| investigates an extensive range of artistic concepts using a wide variety of relevant sources | investigates a wide range of artistic concepts using a variety of relevant sources | investigates some artistic concepts using a range of sources |
| evaluates selected artistic concepts and the significance of these concepts to self and others | analyses selected artistic concepts and the significance of these concepts to self | explains selected artistic concepts and the significance of these concepts to self |
| experiments with, selects and uses appropriate artistic techniques and conventions to effectively communicate ideas and/or emotions through the making of art works | selects and uses appropriate artistic techniques and conventions to communicate ideas and/or emotions through the making of art works | uses artistic techniques and conventions to communicate ideas and/or emotions through the making of art works |
| exhibits a body of resolved art works that effectively conveys intended expressive and conceptual meaning. | exhibits a body of art works that conveys intended expressive and conceptual meaning. | exhibits a body of art works that conveys elements of intended expressive meaning. |

## Criterion 3: critique art works

**Rating 'A':**
Using the aesthetic and critical language of the visual arts the learner:

**Rating 'B':**
Using ***some*** elements of the aesthetic and critical language of the visual arts the learner:

**Rating 'C':**
Using ***some*** elements of the aesthetic and critical language of the visual arts the learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| observes, interprets and critically evaluates the art works of self and others | observes, discusses, interprets and evaluates the art works of self and others | observes, discusses and evaluates the art works of self and others |
| accurately compares and contrasts, and critically appraises a broad range of art works | compares, contrasts and appraises a broad range of art works | compares and contrasts a range of art works |
| analyses relationships between socio-historical and cultural factors, artists and their works | explains relationships between socio-historical and cultural factors, artists and their works | discusses relationships between socio-historical and cultural factors, artists and their works |
| analyses relationships between artistic concepts and culture. | explains relationships between artistic concepts and culture. | discusses relationships between artistic concepts and culture. |

## Criterion 4: resolve aesthetic and conceptual issues

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| evaluates the effectiveness of technical methods and aesthetic strategies used by others to resolve a range of artistic and conceptual issues | analyses technical methods and aesthetic strategies used by others to resolve a range of artistic and conceptual issues | explains technical methods and aesthetic strategies used by others to resolve specific artistic and conceptual issues |
| creatively explores and manipulates appropriate techniques and ideas in the creation of own artworks | explores the use of appropriate techniques and ideas in the creation of own artworks | explores the use of techniques and ideas in the creation of own artworks |
| selects and applies a range of appropriate technical methods and aesthetic strategies to effectively and creatively solve artistic and conceptual issues. | selects and applies a range of appropriate technical methods and aesthetic strategies to solve artistic and conceptual issues. | selects and applies a limited range of technical methods and aesthetic strategies to solve artistic and conceptual issues. |

## Criterion 5: understands historical and contemporary art issues

**Rating 'A':**
The learner investigates and documents a ***wide range*** of historical and contemporary art issues that have arisen at the local, national and international levels. The learner:

**Rating 'B':**
The learner investigates and documents a ***range*** of historical and contemporary art issues that have arisen at the local, national and international levels.The learner:

**Rating 'C':**
The learner investigates and documents a ***range*** of historical and contemporary art issues that have arisen at the local, national and international levels. The learner:

| |
|---|

| Rating A | Rating B | Rating C |
|---|---|---|
| critically analyses the nature of art issues and their socio-historical and cultural setting | analyses the nature of art issues and their socio-historical and cultural setting | explains the nature of art issues and their socio-historical and cultural setting |
| evaluates the nature, scope and significance of the impact of art issues on society and artists | analyses the nature and scope of the impact of art issues on society and artists | discusses the impact of art issues on society and artists |
| evaluates relationships between art issues and technical, aesthetic and conceptual aspects of own art works. | analyses relationships between art issues and technical, aesthetic and conceptual aspects of own art works. | identifies and describes relationships between art issues and technical and conceptual aspects of own art works. |

## Criterion 6: apply the principles of reflective practice

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| documents and critically analyses own idea generation, and documents and evaluates own art making processes | documents and analyses own idea generation and art making processes | documents and describes own idea generation and art making processes |
| reflects on feedback from others, evaluates its relevance, and modifies own art practice to effectively address relevant issues | reflects on feedback from others, analyses its relevance, and modifies own art practice to address relevant issues | modifies own art practice in response to feedback from others |
| critically analyses the context of own art making and art works, and evaluates artistic influences on own work | analyses the context of own art making and art works, and artistic influences on own work | identifies and describes the context of own art making and art works, and artistic influences on own work |
| clearly identifies the sources of concepts and techniques used, borrowed or adapted from the works of others using appropriate methodologies. The degree to which the concepts and techniques of others have been borrowed or adapted is clearly articulated. | clearly identifies the sources of concepts and techniques used, borrowed or adapted from the works of others using appropriate methodologies. | identifies the sources of concepts and techniques used, borrowed or adapted from the works of others using appropriate methodologies. |

## Criterion 7: use artistic techniques, media and technologies

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| selects, uses and experiments with techniques, media and technologies to resolve articulated technical, aesthetic and conceptual aims | selects, uses and modifies techniques, media and technologies appropriate to articulated technical, aesthetic and conceptual aims | selects and uses techniques, media and technologies appropriate to articulated technical and conceptual aims |
| experiments with techniques to effectively resolve technical issues when making art works | modifies techniques to resolve technical issues when making art works | adjusts techniques in response to technical issues when making art works |
| creates art works that demonstrate resolution of documented concepts and | creates art works that demonstrate a clear relationship between documented | creates art works that demonstrate some relationship between |

| | | |
|---|---|---|
| applied technique(s) | concepts and applied technique(s) | documented concepts and applied technique(s) |
| always follows safe work practice guidelines. | always follows safe work practice guidelines. | always follows safe work practice guidelines. |

## Criterion 8: work autonomously, and collaboratively

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times | selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times | uses planning tools to achieve objectives within proposed times |
| reflects on progress towards meeting goals and timelines, critically evaluates progress and plans future actions | reflects on progress towards meeting goals and timelines, analyses progress and plans future actions | reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future |
| meets specified/negotiated timelines and addresses all required/proposed task characteristics with a high degree of accuracy | meets specified/ negotiated timelines and addresses most required/proposed task characteristics | meets specified/negotiated timelines and addresses some aspects of required/proposed task characteristics |
| effectively employs a range of collaborative strategies when working in partnership with others | effectively employs a range of collaborative strategies when working in partnership with others | employs collaborative strategies to work in partnership with others |
| – in collaborative critiquing situations – gives constructive, insightful relevant feedback and suggestions to others in an appropriate manner. | – in collaborative critiquing situations – gives constructive, detailed and relevant feedback to others in an appropriate manner. | – in collaborative critiquing situations – gives some relevant feedback to others in an appropriate manner. |

**Qualifications Available**

Art Studio Practice Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment and Certification from the 12 ratings (8 ratings from the internal assessment and 4 ratings from the external assessment).

The minimum requirements for an award in Art Studio Practice Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
10 'A', 2 'B' ratings (3 'A' and 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
4 'A', 5 'B', 3 'C' ratings (1 'A', 2 'B' and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
6 'B', 5 'C' ratings (2 'B' and 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
10 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Course Developer

The Department of Education acknowledges the significant leadership of Ms. Jane Giblin, Ms. Peta Collins, Dr. Ian Bonde and Ms. Rosemary Summers in the development of this course.

## Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

## Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2024.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

### Version History

Version 1 – Accredited on 2 December 2013. This course replaces Art Studio Practice (ART315209).
Version 1.a - Addition to Pathways information. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.
Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2024, without amendments.

### Supporting documents including external assessment material

- ART315214 - Assessment Report 2018.pdf (2019-01-29 08:43am AEDT)
- ART315214 Assessment Report 2019.pdf (2020-01-24 02:42pm AEDT)
- ART315214 Assessment Report 2020.pdf (2021-01-13 10:25am AEDT)
- ART315214 External Assessment Specifications.pdf (2021-02-25 09:07am AEDT)
- ART315214 Assessment Report 2021.pdf (2022-01-31 09:49am AEDT)
- TASC Student Folio Declaration form Information Sheet.pdf (2022-02-08 11:26am AEDT)
- 2022 ART315214 TASC Student Folio Declaration Form.pdf (2022-02-08 11:27am AEDT)
- 2022 ART315214 Art Studio Practice Timetable.pdf (2022-08-23 10:06am AEST)

Tasmanian Government

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