Outcome 2:
On completion of this unit the student should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

- The folio Focus, Reflection and Evaluation Document is used by the teacher to directly inform the assessment of Criteria 1, 4 and 6. (The documentation may be used in conjunction with the cohesive body of work to support the assessment of Criteria 2, 3 and 5).

- To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

*This knowledge includes:*
- appropriate art language and terminology;
- objective of folio focus;
- appropriate methods for reflection and evaluation;
- ways in which potential directions contribute to the production of finished artworks;
- ways in which the finished artworks relate to each other;
- methods of applying materials and techniques;
- aesthetic qualities of finished artworks;
- ways in which ideas are communicated in finished artworks;
- methods relevant to the presentation of a cohesive folio;
- types of evidence to support the use of potential directions in the finished artworks including visual and written documentation.

Key skills

*These skills include the ability to:*
- use appropriate art language and terminology;
- identify and describe the focus and subject matter of the folio;
- explain the ways in which potential directions contributed to the production of finished artworks;
- provide visual evidence of selected potential directions used to produce the finished folio of artworks;
- explain any further refinement to the possible directions in order to produce artworks;
- reflect on the effectiveness of finished artworks to communicate ideas and aims;
- analyse how the finished artworks realise the communication of ideas;
- discuss how relationships are established between finished artworks;
- explain how materials and techniques were applied in the finished artworks;
Nature of the Task:
- A visual and written statement completed after the production of the art works.
- The documentation identifies the refined focus of the folio, reflects on the communication of ideas, use of materials and techniques, the resolution of aesthetics and the relationship between the artworks that form the cohesive folio. The documentation should be produced at the end of the folio in Unit 4.
- It is not a repetition of the design process; rather it is a clear and succinct visual and written document that clearly defines the folio focus, provides evidence of the potential directions that informed the focus of the folio and provides evidence of the student’s reflection and evaluation of the cohesive folio.
- Depending on the degree of resolution in the potential directions, the student may need to further refine them prior to commencing the final artworks. Where further refinement is undertaken evidence of such refinement and a description and/or explanation of the processes involved must be documented.
- Refinement of potential directions must be resolved within the first two weeks of Unit 4, to allow the student sufficient time to complete the cohesive folio of artworks. This refinement should not supplement work that should have been undertaken in Unit 3, School-assessed Task 1.
- Prior to the commencement of the folio the student must provide visual evidence of the potential directions selected at the end of Unit 3, which will contribute to the production of finished artworks.

The final visual and written statement (FRED Statement) will contain each of the following parts:
- identify and discuss the refined focus and subject matter of the folio discuss ways in which potential directions contributed to the production of finished artworks;
- identify and discuss reasons why particular potential directions were selected discuss, in visual and written form, any further refinement, development and refocusing of potential directions completed in order to produce artworks in a cohesive folio;
- explain how materials and techniques were applied in the finished artworks explain how aesthetic qualities and ideas were communicated, resolved and realised in the finished artworks;
- analyse how the finished artworks realise the student’s communication of ideas;
- evaluate how relationships between finished artworks were established; and
- discuss the presentation of the cohesive folio.

What to do:
1. Reflect upon the design process to write a focus statement – equivalent of 2 A4 typed pages.
2. Examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been used to create a cohesive folio - equivalent of 2 A4 typed pages.
3. Produce an evaluation of the two finished artworks - equivalent of 2 A4 typed pages. (Now that you have completed your works it is time to reflect on how the works turned out, what you might have done differently if you had had the opportunity and what worked really well).

Accurate use of appropriate art language and terminology is essential to complete a document that is enjoyable to read and understand.

The task will be broken up into smaller ones to complete the final task progressively. Students will get to informally present their ideas to the class at the focus, reflection and evaluation stage throughout unit 4. One student will be the scribe and provide notes for the students to complete the written task at each stage. This will support the students in creating their final FRED statement.
PART 1 – FOCUS STATEMENT

TASK: Reflect upon the design process to write a focus statement. The FOCUS STATEMENT should be the equivalent of 2 pages in length, typed and use visual imagery throughout to assist with your explanation.

Students will be supported to create this by an informal presentation where students will get the opportunity to discuss their ideas moving forward to create their finished artworks, one student will scribe the discussion in dot point form to help the student form their written response later on.

The following list outlines the key parts of the focus statement. The student will discuss the following in their presentation:

1. identify and describe the refined focus and subject matter of the folio;
2. identify, explain and provide visual evidence the selected potential directions;
3. explain how materials and techniques will be used to create the finished artworks;
4. explain how aesthetic qualities will be used to create the two finished artworks;
5. explain how the finished artworks will communicate your ideas;
6. discuss, at this stage, what are the parts of your artworks that will make the folio cohesive.

After the presentation you will need to provide visual and written documentation of the selected potential directions that were used as the basis for the final artworks in Unit 4 Area of Study 1. The documentation must identify the refined focus of the production of the folio, including the reasons why specific potential directions, developed in the design process in Unit 3, have been selected to produce the folio in Unit 4. You will also need to document how the artworks will be presented to support the communication refined throughout the individual design process. In the Focus, Reflection and Evaluation Document you should explain any refocusing and provide visual support materials that demonstrate the refinement of skills and techniques employed in the folio.

PART 2 – REFLECTION

TASK: Examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been used to create a cohesive folio. The REFLECTION should be the equivalent of 2 pages in length, typed and use visual imagery throughout to assist with your explanation.

Students will be supported to create this by an informal presentation where students will get the opportunity to discuss their reflection of their finished artworks, one student will scribe the discussion in dot point form to help the student form their written response later on.

The following list of questions outlines the key parts of the reflection. The student will discuss the following in their presentation:

1. reflect on how effectively you communicated the aims and ideas in the two finished artworks;
2. discuss how you established relationships between the two finished artworks;
3. explain how you used materials and techniques to create two finished artworks;
4. explain how you resolved and used the aesthetic qualities in the two finished artworks;
5. discuss the presentation of the two finished artworks and how they achieved a cohesive folio.

PART 3 – EVALUATION

TASK: Produce an evaluation of the finished artworks. The EVALUATION should be the equivalent of 2 pages in length, typed and use visual imagery throughout to assist with your explanation.

Students will be supported to create this by an informal presentation where students will get the opportunity to discuss their evaluation of their finished artworks, one student will scribe the discussion in dot point form to help the student form their written response later on.

The following list of questions outlines the key parts of the evaluation. The student will discuss the following in their presentation:

1. evaluate how effectively you communicated the aims and ideas in the two finished artworks;
2. evaluate how effectively you established relationships between the two finished artworks;
3. evaluate how effectively materials and techniques were resolved to create two finished artworks;
4. evaluate how effectively aesthetic qualities were resolved in the two finished artworks;
5. evaluate how effectively the two finished artworks were presented to achieve a cohesive folio;
6. evaluate how effectively the two finished artworks communicated and resolved the aims and ideas discussed in the exploration proposal.
### Assessment Criteria Rubric

**VCE Studio Arts Unit 4**  
**SAT 2 - Outcome 2: Focus, Reflection and Evaluation Document (FRED Statement)**  
Ms. Oghen | 2016

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Very Low 1 - 2</th>
<th>Low 3 - 4</th>
<th>Medium 5 - 6</th>
<th>High 7 - 8</th>
<th>Very High 9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify and discuss the refined focus and subject matter of the folio discuss ways in which potential directions contributed to the production of finished artworks.</td>
<td>Vaguely identified and discussed the refined focus and subject matter of the folio. Vaguely discussed limited ways in which potential directions contributed to the production of finished artworks.</td>
<td>Identified and discussed the refined focus and subject matter of the folio. Discussed a few ways in which potential directions contributed to the production of finished artworks.</td>
<td>Adequately identified and discussed the refined focus and subject matter of the folio. Adequately discussed a range of ways in which potential directions contributed to the production of finished artworks.</td>
<td>Thoroughly identified and discussed the refined focus and subject matter of the folio. Thoroughly discussed a range of ways in which potential directions contributed to the production of resolved, refined and finished artworks.</td>
<td>Clearly and thoroughly identified and discussed the refined focus and subject matter of the folio. Comprehensively discussed a range of ways in which potential directions contributed to the production of resolved, refined and finished artworks.</td>
</tr>
<tr>
<td>2 Identify and discuss reasons why particular potential directions were selected discuss, in visual and written form, any further refinement, development and refocusing of potential directions completed in order to produce artworks in a cohesive folio.</td>
<td>Vaguely identified and discussed why particular potential directions were selected. Vague discussion in written and visual form, any further refinement, development and refocusing of potential directions – in order to produce finished artworks in a cohesive folio.</td>
<td>Discussion on why particular potential directions were selected. Some discussion in written and visual form, any further refinement, development and refocusing of potential directions – in order to produce finished artworks in a cohesive folio.</td>
<td>Adequately discussed why particular potential directions were selected. Thorough discussion in written and visual form, any further refinement, development and refocusing of potential directions – in order to produce finished artworks in a cohesive folio.</td>
<td>Clearly identified and thoroughly discussed why particular potential directions were selected. Thorough discussion in written and visual form, any further refinement, development and refocusing of potential directions – in order to successfully produce finished artworks in a very cohesive folio.</td>
<td>Clearly identified and comprehensively discussed why particular potential directions were selected. Thorough discussion in written and visual form, any further refinement, development and refocusing of potential directions – in order to very successfully produce finished artworks in a very cohesive folio.</td>
</tr>
<tr>
<td>3 Explain how materials and techniques were applied in the finished artworks explain how aesthetic qualities and ideas were communicated, resolved and realised in the finished artworks.</td>
<td>Poor explanation of how the chosen materials and techniques were applied in the finished artworks. Poor explanation of how the aesthetic qualities and ideas were resolved and realized in the finished artworks.</td>
<td>An explanation of how the chosen materials and techniques were successfully applied in the finished artworks. An explanation of how the aesthetic qualities and ideas were resolved and realized in the finished artworks.</td>
<td>Adequate explanation of how the chosen materials and techniques were successfully applied in the finished artworks. Adequate explanation of how the aesthetic qualities and ideas were resolved and realized in the finished artworks.</td>
<td>Comprehensive explanation of how the chosen materials and techniques were successfully applied in the finished artworks. Comprehensive explanation of how the aesthetic qualities and ideas were successfully resolved and realized in the finished artworks.</td>
<td>Very comprehensive explanation of how the chosen materials and techniques were successfully applied in the finished artworks. Very comprehensive explanation of how the aesthetic qualities and ideas were very successfully resolved and realized in the finished artworks.</td>
</tr>
<tr>
<td>4 Analyse how the finished artworks realise the student’s communication of ideas.</td>
<td>Analysis lacking detail of how the finished artworks realise the student’s communication of ideas.</td>
<td>An analysis of how the finished artworks realise the student’s communication of ideas.</td>
<td>Adequate analysis of how the finished artworks realise the student’s communication of ideas.</td>
<td>A comprehensive analysis of how the finished artworks very successfully realise the student’s clear communication of ideas.</td>
<td>A very comprehensive analysis of how the finished artworks very successfully realise the student’s clear communication of ideas.</td>
</tr>
<tr>
<td>5 Evaluate how relationships between finished artworks were established and discuss the presentation of the cohesive folio.</td>
<td>Vague evaluation of the relationships between the finished artworks were established. Poor discussion of the presentation in a folio.</td>
<td>Evaluation of the relationships between the finished artworks were established. Adequate discussion of the presentation in an adequately cohesive folio.</td>
<td>Adequate evaluation of the relationships between the finished artworks were established. Adequate discussion of the presentation in a cohesive folio.</td>
<td>Thorough evaluation of the relationships between the finished artworks were established. Thorough discussion of the presentation in a cohesive folio.</td>
<td>Highly comprehensive evaluation of the relationships between the finished artworks were established. Highly comprehensive discussion of the presentation in a highly cohesive folio.</td>
</tr>
</tbody>
</table>

**TOTAL:** /50

**Student comments:**

**Teacher comments:**