

2024 ASSESSMENT REPORT

ART315214 ART STUDIO PRACTICE

General Comments

The examination of over two hundred bodies of work across the state was both a joy and a challenge. Each year, the quality and sophistication of students' work continues to evolve, showcasing increasing complexity and nuance.

Art Studio Practice provides an exciting pathway for students who have completed Visual Art Level 3 to elevate their artistic exploration. This advanced course encourages students to broaden their creative horizons by engaging with a variety of studio practices while developing and refining an exhibition proposal that reflects their unique artistic vision.

There was a vast range of mediums, approaches and processes evident in both the execution of the course and the exhibition outcomes. Consequently, the panel evaluated evidence of achievement across all externally assessed criteria throughout the entirety of the students' work.

The most exceptional bodies of work demonstrated a strong commitment to the creative process, technical skill and a clear understanding of their own methods and the conceptual depth of their choices throughout the course. The panel sought to reward effort, technical excellence and authentic engagement with the art-making process.

In 2024, the range and diversity of artworks continues to amaze and in the recent submissions we witnessed displays across various specialised areas. The 2024 breakdown was very similar to 2023 with Painting continuing its dominance in candidate numbers (35.2%), Photography (14.2%), Drawing (10.7%), Digital (8.1%), Installation (7.3%), Mixed-media (7.3%), Ceramics (6%), Sculpture (4.7%), Printmaking (3.4%), Collage (2.5%) and Video (1.7%). Overall, the range of mediums is testament to the dedication of the teaching cohort in Tasmania.

Criteria 1: Management of the Demands of the Course

This criterion evaluates a student's ability to effectively manage the overall demands of the course, culminating in the production of a cohesive body of work supported by strong supplementary materials. Exceptional candidates displayed a clear and articulate understanding of their methods, materials and conceptual foundations. These elements were cohesively presented across their proposal, artist statement and exhibition display, creating a unified and professional outcome.

Short, precise proposals that avoided unnecessary repetition with the artist statement were particularly successful. These proposals clearly communicated the relationship between the conceptual aims and the exhibited material, demonstrating a logical and thoughtful coherence. In contrast, candidates who produced overly wordy or redundant materials tended to obscure their conceptual clarity and intentions.

The most successful candidates demonstrated comprehensive course management, evident through the timely and consistent submission of all required assessment components, including

proposals, journals, and Visual Schematic Overview (VSO). Each of these components played a vital role in building a holistic picture of the student's artistic practice and process. Candidates who failed to submit key materials faced significant challenges, as these omissions hindered their ability to provide evidence of their conceptual development, technical progress, and engagement with the course.

Overall, Criterion 1 highlights the importance of balance and structure in a student's art practice, ensuring that all materials work in harmony to highlight their creative journey and final outcomes. The ability to synthesise and communicate ideas effectively is paramount to success.

Criteria 2: Exploration and Refinement of Ideas

This criterion evaluates a student's ability to meaningfully explore and refine ideas within their creative work. Themes explored by students ranged widely, including deeply personal and cathartic reflections on trauma, nostalgia and connections to childhood, as well as thought-provoking considerations of the power and fragility of the natural world.

Exceptional candidates demonstrated a profound understanding of their conceptual intentions, and the processes used to realise them. These students produced concise, poetic artist statements that reflected strong awareness of their work's themes and creative processes. The best artist statements skilfully articulated the intersection between the student's conceptual aims and their technical decisions, offering clear insights into the rationale behind their artistic choices.

Candidates who struggled often exhibited confusion about their influences, failed to establish a clear link between technical approaches and thematic intentions, or included contradictory elements in their folios that weakened the overall cohesion of their body of work. These issues typically stemmed from a lack of clarity in their conceptual exploration or insufficient refinement of their ideas.

The refinement process was particularly significant in determining success. Those who engaged deeply with the relative nature of artmaking, experimenting, reflecting and making informed adjustments, produced more resolved and compelling outcomes. Criterion 2 emphasises the importance of a thoughtful and deliberate approach to both conceptual and technical aspects of artistic practice. The ability to clearly express the connection between these elements was key to achieving high results, highlighting the value of self-awareness and intentionality in the creative process.

Criterion 6: Investigations and Artistic Context

This criterion assesses a student's ability to investigate, contextualise, and integrate their artistic practice within the broader landscape of art. Key components such as Investigations, Visual Schematic Overview (VSO), and journals were evaluated to determine the depth and authenticity of a student's engagement with their work and influences.

Exceptional candidates submitted polished VSOs that effectively balanced minimal text with clear, visually engaging maps. These VSOs highlighted connections to key artistic influences and outlined critical turning points in the creative process, offering a comprehensive yet concise representation of their artistic journey. Their journals, while not necessarily lengthy, were characterised by genuine engagement and reflection, providing insights into the construction of their work and the reasoning behind significant decisions.

Candidates who excelled demonstrated the ability to identify and analyse the work of other artists, using these investigations to meaningfully inform their own practice. This contextualisation often enriched their conceptual and technical approaches, resulting in more sophisticated and cohesive outcomes. Conversely, students who failed to draw meaningful connections between their work and the broader artistic context, or who provided overly superficial investigations, struggled to meet the criterion's demands.

Criterion 6 underlines the importance of thoughtful research and reflection in artistic practice. Successful students exhibited a deep understanding of how their work fits within the broader artistic context, using their investigations to refine their ideas, techniques, and thematic intent. This ability to engage critically and creatively with the artistic context was pivotal to achieving high results.

Criterion 7: Technical Ability

This criterion evaluates the technical skill demonstrated in a student's exhibited work and its alignment with their conceptual aims, linking closely to Criteria 2 and 6. It emphasises the importance of technical execution as a fundamental component of successful artistic practice.

Exceptional submissions exhibited technical mastery that effectively supported and enhanced the conceptual intentions of the work. These candidates demonstrated a clear understanding of the relationship between technique and meaning, producing works where technical skill and conceptual depth were seamlessly integrated. Comprehensive documentation of their processes was a hallmark of these submissions, allowing examiners to understand how each element was meticulously crafted and refined.

The strongest folios revealed evidence of extensive experimentation and refinement. Candidates who demonstrated selectivity, exhibiting only their most resolved and highest-quality works, achieved greater success. This approach not only highlighted their technical competence but also reflected a thoughtful curation process that prioritised quality over quantity.

In contrast, students who displayed inconsistent technical skill or included excessive, undeveloped, or contradictory works struggled to meet the criterion's expectations. Similarly, a lack of documentation showing technical experimentation, learning, and progress weakened the overall presentation and limited examiners' ability to fully assess the development of the work.

Criterion 7 underscores the value of technical excellence to support and communicate artistic intent. It highlights the importance of deliberate refinement, careful curation and effective documentation in achieving a cohesive and impactful artistic outcome.

Conclusion

The diversity of approaches, originality and technical mastery exhibited by students across the state in 2024 was remarkable. The examination process highlighted the impressive ability of young artists to articulate and realise their creative visions, underscoring the continual growth and evolution of Art Studio Practice in Tasmania.