# Top Arts 2019

## VCE focus questions

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# focus questions

Top Arts, part of the VCAA Season of Excellence, showcases the exceptional work of students who have completed Art or Studio Arts as part of their Victorian Certificate of Education. We encourage you to work your way through the following focus questions to start putting what you have learnt into practice.

## Consider the characteristics of the exhibition space (light, space, sound, arrangement of works). How do these factors affect the audience's experience of the space?

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## What are the interactive elements of the exhibition? How do these change the audience's experience of the exhibition?

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## Choose an artwork that appeals to you (title of the work and name of the artist). What mediums have been used and how have the materials and techniques been used to reinforce the ideas and concepts presented in the work?

**Artist:** _____

**Title:** _____

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## Choose a different artwork in the exhibition.

VCE Art students - discuss the work using an analytical framework of your choice (contemporary, cultural, personal or structural).

VCE Studio Arts students - what considerations have been given to display this work (plinths, lighting, hanging, security presence, audience experience)?
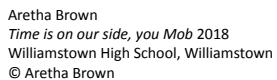
**Artist:** _____

**Title:** _____

**Blake McCord**
_Presence (Adam)_ 2018
Melbourne Grammar School, Melbourne
© Blake McCord

Consider the exhibition as a whole. Are there any themes that students have explored that you find particularly unique? What themes seem popular amongst students in this year's exhibition?

Pick a folio and describe how the student has used inspiration to inform the development of their concept.
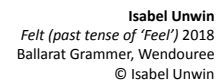
Aretha Brown
*Time is on our side, you Mob* 2018
Williamstown High School, Williamstown
© Aretha Brown

## Pick a folio and comment on how the student has made decisions about the materials and techniques they develop.

VCE Art students - how does the student use the analytical frameworks in their annotations on materials?

VCE Studio Arts students - consider how the student has made decisions as expressed in their potential directions.

**Artist:** _____

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## What inspiration have you gained from the artworks and folios? Comment on new ideas, mediums or techniques you plan to explore over the year.

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**Isabel Unwin**
*Felt (past tense of 'Feel')* 2018
Ballarat Grammer, Wendouree
© Isabel Unwin

# Problem solve the future with Design Thinking

Did you know that 85% of jobs that will exist in 2030 haven't been invented yet[*]? So how do you prepare for a future career that may not yet be clearly defined? The Design Thinking process is used to problem solve and innovate in many industries and can be used to help generate creative solutions in your Art and Studio Arts practice. At Deakin University, our creative arts and design courses will teach you how to use Design Thinking as a tool to shape and master your future.

## What is Design Thinking?

Design Thinking is a human-centered, iterative process for innovation that helps us to define and solve problems. It encourages collaboration and audience empathy, and helps us to reframe problems as opportunities. Design Thinking is not limited to specific industries or expertise areas - great innovators in art and design, music, engineering, IT and business practice it.

## What problem do you want to solve?

Refer to the Design Thinking stages on the opposite page and jot down a problem, issue or societal challenge you want to solve through your creative work. Research the issue and ask your intended audience about their needs.

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**Simon Simpson**
*Tension Released*
2018
Bachelor of Creative Arts
(Visual Arts) student,
Deakin University

## Design Thinking stages

There are typically five stages in the Design Thinking process. The stages are often completed multiple times, in a different order, before settling on the best solution.

**Empathise**
First, you need to understand the problem you want to solve. Conduct research, consult experts and gain insights into your audience/users and their needs.

**Define**
Analyse your observations made in the first stage and structure them to determine the core problem you want to solve. Try to reframe your original problem statement to focus on the experience of your users/audience.

**Ideate**
Brainstorm ideas, seek alternative ways of viewing the problem and explore the possible solutions. Be creative and 'thinking outside the box'.
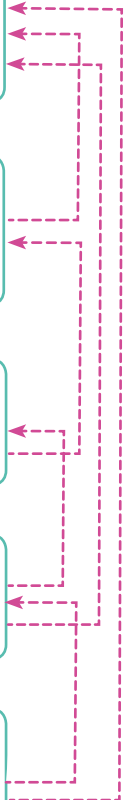
**Prototype**
Experiment and turn your ideas into prototypes or rough mock-ups that you can test, evaluate, iterate, and refine.

**Test**
Test your prototype with your audience to see how well it solves the problem you analysed in the first two stages. This phrase may result in new insights that require new prototypes or solutions.

## How can you use Design Thinking to solve the problem?

Refer to the Design Thinking stages above and brainstorm ways you could solve your chosen problem, issue or societal challenge. Collaborate with others, be creative, and look for alternative ways of viewing the problem when generating solutions.

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[*]Institute for the Future for Dell Technologies *The Next Era of Human-Machine Partnerships* report 2017

## How will you create and test your solution?

Investigate how you will develop a prototype/mock-up of your solution. Ask questions about your work and explain how you will test it to see how well it solves the problem.

Sketch here

## Next steps

Search for opportunities to learn more. Participate in workshops, listen to others and discover your future possibilities.

- [ ] *Attend our creative arts and design information evening at Deakin's Geelong Waterfront Campus on 17 September or at the Melbourne Burwood Campus on 19 September.*
- [ ] *Submit an entry into Deakin's Capture Art and Performance Prize in September, a photography competition open to all VCE students and emerging artists aged 17-25.*
- [ ] *Submit an entry into Deakin's Inspired x Design awards in September for a chance to have your work exhibited alongside Deakin design graduates, and be formally recognised with an award.*
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To find out more about Deakin's courses in design and creative arts attend a creative arts and design information evening. Visit **deakin.edu.au/create** to stay up-to-date.

'My course at Deakin helped my career by giving me the skills and craft to think beyond boundaries and encourage my creative thinking as a powerful source of problem solving. I can work with and around limitation, but mostly I have an in-depth understanding of the world and how it can be effected'.

**Erin Dickinson**
Bachelor of Creative Arts (Visual Arts) graduate, Deakin University
Practising Artist

**NATIONAL GALLERY OF VICTORIA | NGV**

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