

Year 1

Criterion A: Knowing and Understanding

At the end of year 1, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	The student: demonstrates limited awareness of the art form studied, including limited use of appropriate language demonstrates limited awareness of the relationship between the art form and its context demonstrates limited awareness of the links between the knowledge acquired and artwork created.	
3–4	3-4	The student: demonstrates adequate awareness of the art form studied,	

		<p>including adequate use of appropriate language</p> <p>demonstrates adequate awareness of the relationship between the art form and its context</p> <p>demonstrates adequate awareness of the links between the knowledge acquired and artwork created.</p>	
5-6	5-6	<p>The student:</p> <p>demonstrates substantial awareness of the art form studied, including substantial use of appropriate language</p> <p>demonstrates substantial awareness of the relationship between the art form and its context</p> <p>demonstrates substantial awareness of the links between the knowledge acquired and artwork created.</p>	
7-8	7-8	<p>The student:</p> <p>demonstrates excellent awareness of the art form studied, including excellent use of appropriate language</p> <p>demonstrates excellent awareness of the relationship between the art form and its context</p> <p>demonstrates excellent awareness of the links between the knowledge acquired and artwork created.</p>	

Criterion B: Developing Skills

At the end of year 1, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement Level		Level Descriptor	Task Specific Clarification
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	The student: demonstrates limited acquisition and development of the skills and techniques of the art form studied demonstrates limited application of skills and techniques to create, perform and/or present art.	
3–4	3-4	The student: demonstrates adequate acquisition and development of the skills and techniques of the art form studied demonstrates adequate application of skills and techniques to create, perform and/or present art.	
5–6	5-6	The student: demonstrates substantial acquisition and development of the skills and techniques of the art form studied	

		demonstrates substantial application of skills and techniques to create, perform and/or present art.	
7-8	7-8	<p>student:</p> <p>demonstrates excellent acquisition and development of the skills and techniques of the art form studied</p> <p>demonstrates excellent application of skills and techniques to create, perform and/or present art.</p>	

Criterion C: Thinking creatively

At the end of year 1, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <p>identifies a limited artistic intention</p>	

		<p>identifies limited alternatives and perspectives</p> <p>demonstrates limited exploration of ideas.</p>	
3-4	3-4	<p>The student:</p> <p>identifies an adequate artistic intention</p> <p>identifies adequate alternatives and perspectives</p> <p>demonstrates adequate exploration of ideas.</p>	
5-6	5-6	<p>The student:</p> <p>identifies a substantial artistic intention</p> <p>identifies substantial alternatives and perspectives</p> <p>demonstrates substantial exploration of ideas.</p>	
7-8	7-8	<p>The student:</p> <p>identifies an excellent artistic intention</p> <p>identifies excellent alternatives and perspectives</p> <p>demonstrates excellent exploration of ideas.</p>	

Criterion D: Responding

At the end of year 1, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: identifies limited connections between art forms, art and context, or art and prior learning demonstrates limited recognition that the world contains inspiration or influence for art presents a limited evaluation of certain elements of artwork.	
3-4	3-4	The student: identifies adequate connections between art forms, art and context, or art and prior learning demonstrates adequate recognition that the world contains inspiration or influence for art presents an adequate evaluation of certain elements of artwork.	

5-6	5-6	<p>The student:</p> <ul style="list-style-type: none">identifies substantial connections between art forms, art and context, or art and prior learningdemonstrates substantial recognition that the world contains inspiration or influence for artpresents a substantial evaluation of certain elements of artwork.	
7-8	7-8	<p>The student:</p> <ul style="list-style-type: none">identifies excellent connections between art forms, art and context, or art and prior learningdemonstrates excellent recognition that the world contains inspiration or influence for artpresents an excellent evaluation of certain elements or principles of artwork.	

Year 3

Criterion A: Knowing and Understanding

At the end of year 3, students should be able to:

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language demonstrates limited knowledge of the role of the art form in original or displaced contexts demonstrates limited use of acquired knowledge to inform his or her artwork.	
3-4	3-4	The student: demonstrates adequate knowledge of the art form studied, including concepts, processes,	

		<p>and adequate use of appropriate language</p> <p>demonstrates adequate knowledge of the role of the art form in original or displaced contexts</p> <p>demonstrates adequate use of acquired knowledge to inform his or her artwork.</p>	
5-6	5-6	<p>The student:</p> <p>demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language</p> <p>demonstrates substantial knowledge of the role of the art form in original or displaced contexts</p> <p>demonstrates substantial use of acquired knowledge to inform his or her artwork.</p>	
7-8	7-8	<p>The student:</p> <p>demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language</p> <p>demonstrates excellent knowledge of the role of the art form in original or displaced contexts</p> <p>demonstrates excellent use of acquired knowledge to inform his or her artwork.</p>	

Criterion B: Developing skills

At the end of year 3, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: demonstrates limited acquisition and development of the skills and techniques of the art form studied demonstrates limited application of skills and techniques to create, perform and/or present art.	
3-4	3-4	The student: demonstrates adequate acquisition and development of the skills and techniques of the art form studied demonstrates adequate application of skills and techniques to create, perform and/or present art.	
		The student:	

5-6	5-6	<p>demonstrates substantial acquisition and development of the skills and techniques of the art form studied</p> <p>demonstrates substantial application of skills and techniques to create, perform and/or present art.</p>	
7-8	7-8	<p>The student:</p> <p>demonstrates excellent acquisition and development of the skills and techniques of the art form studied</p> <p>demonstrates excellent application of skills and techniques to create, perform and/or present art.</p>	

Criterion C: Thinking creatively

At the end of year 3, students should be able to:

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		

0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <p>presents a limited outline of an artistic intention, which may lack clarity or feasibility</p> <p>presents a limited outline of alternatives, perspectives, and imaginative solutions</p> <p>demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.</p>	
3–4	3-4	<p>The student:</p> <p>presents an adequate outline of a clear and/or feasible artistic intention</p> <p>presents an adequate outline of alternatives, perspectives, and imaginative solutions</p> <p>demonstrates adequate exploration of ideas through the developmental process to a point of realization.</p>	
5–6	5-6	<p>The student:</p> <p>presents a substantial outline of a clear and feasible artistic intention</p> <p>presents a substantial outline of</p>	

		<p>alternatives, perspectives, and imaginative solution</p> <p>demonstrates substantial exploration of ideas through the developmental process to a point of realization.</p>	
7-8	7-8	<p>The student:</p> <p>presents an excellent outline of a clear and feasible artistic intention</p> <p>presents an excellent outline of alternatives, perspectives, and imaginative solutions</p> <p>demonstrates excellent exploration of ideas through the developmental process to a point of realization.</p>	

Criterion D: Responding

At the end of year 3, students should be able to:

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		

0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <ul style="list-style-type: none"> presents a limited outline of connections and may transfer learning to new settings creates a limited artistic response that is possibly inspired by the world around him or her presents a limited evaluation of the artwork of self and others. 	
3–4	3-4	<p>The student:</p> <ul style="list-style-type: none"> presents an adequate outline of connections and occasionally transfers learning to new settings creates an adequate artistic response that is inspired by the world around him or her to some degree presents an adequate evaluation of the artwork of self and others. 	
5–6	5-6	<p>The student:</p> <ul style="list-style-type: none"> presents a substantial outline of connections and regularly transfers learning to new settings creates a substantial artistic 	

		<p>response that is considerably inspired by the world around him or her</p> <p>presents a substantial evaluation of the artwork of self and others.</p>	
7-8	7-8	<p>The student:</p> <p>presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings</p> <p>creates an excellent artistic response that is effectively inspired by the world around him or her</p> <p>presents an excellent evaluation of the artwork of self and others.</p>	