ARTS

Criterion A: Knowing and understanding

Maximum: 8

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

1. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
2. demonstrate knowledge of the role of the art form in original or displaced contexts
3. use acquired knowledge to inform their artwork.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. demonstrates **limited** knowledge of the art form studied, including concepts, processes, and **limited** use of appropriate language 2. demonstrates **limited** knowledge of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to inform his or her artwork. |
| 3-4 | The student:   1. demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language 2. demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to inform his or her artwork. |
| 5-6 | The student:   1. demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language 2. demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to inform his or her artwork. |
| 7-8 | The student:   1. demonstrates **excellent** knowledge of the art form studied, including concepts, processes, and **excellent** use of appropriate language 2. demonstrates **excellent** knowledge of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to inform his or her artwork. |

Criterion B: Developing Skills

Maximum: 8

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

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

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. |
| 3-4 | The student:   1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. |
| 5-6 | The student:   1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. |
| 7-8 | The student:   1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. |

Criterion C: Thinking Creatively

Maximum: 8

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

1. outline a clear and feasible artistic intention
2. outline alternatives, perspectives and imaginative solutions
3. demonstrate the exploration of ideas through the developmental process to a point of realization.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. presents a **limited** outline of an artistic intention, which may lack clarity or feasibility 2. presents a **limited** outline of alternatives, perspectives, and imaginative solutions 3. demonstrates **limited** exploration of ideas through the developmental process, which may lack a point of realization. |
| 3-4 | The student:   1. presents an **adequate** outline of a clear and/or feasible artistic intention 2. presents an **adequate** outline of alternatives, perspectives, and imaginative solutions 3. demonstrates **adequate** exploration of ideas through the developmental process to a point of realization. |
| 5-6 | The student:   1. presents a **substantial** outline of a clear and feasible artistic intention 2. presents a **substantial** outline of alternatives, perspectives, and imaginative solutions 3. demonstrates **substantial** exploration of ideas through the developmental process to a point of realization. |
| 7-8 | The student:   1. presents an **excellent** outline of a clear and feasible artistic intention 2. presents an **excellent** outline of alternatives, perspectives, and imaginative solutions 3. demonstrates **excellent** exploration of ideas through the developmental process to a point of realization. |

Criterion D: Responding

Maximum: 8

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

1. outline connections and transfer learning to new settings
2. create an artistic response inspired by the world around them
3. evaluate the artwork of self and others.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. presents a **limited** outline of connections and **may** transfer learning to new settings 2. creates a **limited** artistic response that is **possibly** inspired by the world around him or her 3. presents a **limited** evaluation of the artwork of self and others. |
| 3-4 | The student:   1. presents an **adequate** outline of connections and **occasionally**  transfers learning to new settings 2. creates an **adequate** artistic response that is **occasionally** inspired by the world around him or her 3. presents an **adequate** evaluation of the artwork of self and others. |
| 5-6 | The student:   1. presents a **substantial** outline of connections and **regularly**  transfers learning to new settings 2. creates a **substantial** artistic response that is **regularly** inspired by the world around him or her 3. presents a **substantial** evaluation of the artwork of self and others. |
| 7-8 | The student:   1. presents an **excellent** outline of connections **with depth and insight,**  and **effectively**  transfers learning to new settings 2. creates an **excellent** artistic response that is **effectively** inspired by the world around him or her 3. presents an **excellent** evaluation of the artwork of self and others. |