ARTS

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

1. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
2. demonstrate understanding of the role of the art form in original or displaced contexts
3. use acquired knowledge to purposely inform artistic decisions in the process of creating 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 and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. demonstrates **limited** understanding of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 3-4 | The student:   1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 5-6 | The student:   1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject-specific terminology 2. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 7-8 | The student:   1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |

Criterion B: Developing Skills

Maximum: 8

At the end of year 5, 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 5, students should be able to:

1. develop a feasible, clear, imaginative and coherent artistic intention
2. demonstrate a range and depth of creative-thinking behaviors
3. demonstrate the exploration of ideas to shape artistic intention through 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. develops a **limited** artistic intention that is **rarely** feasible, clear, imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviors 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. |
| 3-4 | The student:   1. develops an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking behaviors 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. |
| 5-6 | The student:   1. develops a **substantial** artistic intention that is **often** feasible, clear, imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking behaviors 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. |
| 7-8 | The student:   1. develops an **excellent** artistic intention that is **consistently** feasible, clear, imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking behaviors 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. |

Criterion D: Responding

Maximum: 8

At the end of year 5, students should be able to:

1. construct meaning and transfer learning to new settings
2. create an artistic response that intends to reflect or impact on the world around them
3. critique 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. constructs **limited** meaning and **may** transfer learning to new settings 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. presents a **limited** critique of the artwork of self and others. |
| 3-4 | The student:   1. constructs **adequate** meaning and **occasionally**  transfers learning to new settings 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. presents an **adequate** critique of the artwork of self and others. |
| 5-6 | The student:   1. constructs **appropriate** meaning and **regularly**  transfers learning to new settings 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. presents a **substantial** critique of the artwork of self and others. |
| 7-8 | The student:   1. constructs meaning **with depth and insight**  and **effectively**  transfers learning to new settings 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |