

# Arts assessment criteria: Year 1

## Criterion A: Knowing and understanding

### Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="501 344 1294 412">i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language</li><li data-bbox="501 421 1315 488">ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context</li><li data-bbox="501 497 1326 564">iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.</li></ul>

## Criterion B: Developing skills

### Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li> </ol>

## Criterion C: Thinking creatively

**Maximum: 8**

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. identifies a <b>limited</b> artistic intention</li> <li>ii. identifies <b>limited</b> alternatives and perspectives</li> <li>iii. demonstrates <b>limited</b> exploration of ideas.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. identifies an <b>adequate</b> artistic intention</li> <li>ii. identifies <b>adequate</b> alternatives and perspectives</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. identifies a <b>substantial</b> artistic intention</li> <li>ii. identifies <b>substantial</b> alternatives and perspectives</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. identifies an <b>excellent</b> artistic intention</li> <li>ii. identifies <b>excellent</b> alternatives and perspectives</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas.</li> </ol>

## Criterion D: Responding

### Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents a <b>limited</b> evaluation of certain elements of artwork.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents an <b>adequate</b> evaluation of certain elements of artwork.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents a <b>substantial</b> evaluation of certain elements of artwork.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.</li> </ol>

## Arts assessment criteria: Year 3

### Criterion A: Knowing and understanding

**Maximum: 8**

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="501 342 1367 421">i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language</li><li data-bbox="501 432 1367 510">ii. demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts</li><li data-bbox="501 521 1367 591">iii. demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.</li></ul>

## Criterion B: Developing skills

### Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li> </ol>

## Criterion C: Thinking creatively

### Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</li> <li>ii. presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</li> <li>ii. presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of a clear and feasible artistic intention</li> <li>ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of a clear and feasible artistic intention</li> <li>ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>

## Criterion D: Responding

### Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li> <li>iii. presents a <b>limited</b> evaluation of the artwork of self and others.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that is inspired by the world around him or her <b>to some degree</b></li> <li>iii. presents an <b>adequate</b> evaluation of the artwork of self and others.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that is <b>considerably</b> inspired by the world around him or her</li> <li>iii. presents a <b>substantial</b> evaluation of the artwork of self and others.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b>, and <b>effectively</b> transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her</li> <li>iii. presents an <b>excellent</b> evaluation of the artwork of self and others.</li> </ol>

Grade	Descriptor
7	Produces frequently innovative and imaginative artistic intentions that lead to high-quality artistic responses. Communicates comprehensive, nuanced understanding of the art form studied including concepts, processes and contexts. Consistently demonstrates sophisticated creative-thinking behaviours and exploration of ideas through the creation and critique of the art of self and others. Frequently transfers knowledge and applies skills and techniques, with independence and expertise, to produce work in new settings.
6	Produces occasionally innovative and imaginative artistic intentions that lead to high-quality artistic responses. Communicates extensive understanding of the art form studied including concepts, processes and contexts. Demonstrates insightful creative-thinking behaviours and exploration of ideas, frequently with sophistication, through the creation and critique of the art of self and others. Transfers knowledge and applies skills and techniques, often with independence to produce work in new settings.
5	Produces artistic intentions that generally lead to high-quality artistic responses. Communicates good understanding of the art form studied including concepts, processes and contexts. Demonstrates creative-thinking behaviours and exploration of ideas, sometimes with sophistication through the creation and critique of the art of self and others. Usually transfers knowledge, and applies skills and techniques, with some independence, to produce work in new settings.
4	Produces artistic intentions that often lead to good-quality artistic responses. Communicates basic understanding of the art form studied, including concepts, processes and contexts. Demonstrates some creative-thinking behaviours and some exploration of ideas through the creation and critique of the art of self and others. Transfers some knowledge and applies some skills and techniques, with support, to produce work in new settings.
3	Produces artistic intentions that often lead to acceptable quality artistic responses. Communicates basic understanding of the art form studied, including some concepts, processes and contexts. Begins to demonstrate some creative-thinking behaviours and some exploration of ideas through the creation and critique of the art of self and others. Begins to transfer knowledge and apply skills and techniques, requiring support even in familiar settings.
2	Produces work of limited quality. Communicates limited understanding of the art form studied, including some concepts, processes and contexts. Demonstrates limited evidence of creative-thinking behaviours or exploration of ideas. Limited evidence of transfer of knowledge or application of skills or techniques.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates creative-thinking behaviours or exploration of ideas. Very inflexible, rarely shows evidence of knowledge or skills.