Criterion A: Knowing and understanding

**Maximum: 8**

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

* **Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language**
* **Demonstrate knowledge of the role of the art form in original or displaced contexts**
* **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 | 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 | Demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language.  Demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts.  Demonstrates **adequate** use of acquired knowledge to inform his or her artwork. |
| 5–6 | Demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language.  Demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts.  Demonstrates **substantial** use of acquired knowledge to inform his or her artwork. |
| 7–8 | Demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language  Demonstrates excellent knowledge of the role of the art form in original or displaced contexts  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:

* **Demonstrate the acquisition and development of the skills and techniques of the art form studied.**
* **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 | 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 | 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 | 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 | Demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied.  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:

* **Outline a clear and feasible artistic intention**
* **Outline alternatives, perspectives, and imaginative solutions**
* **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 | Presents a **limited** outline of an artistic intention, which may lack clarity or feasibility.  Presents a **limited** outline of alternatives, perspectives, and imaginative solutions.  Demonstrates **limited** exploration of ideas through the developmental process, which may lack a point of realization. |
| 3–4 | Presents an **adequate** outline of a clear and/or feasible artistic intention.  Presents an **adequate** outline of alternatives, perspectives, and imaginative solutions.  Demonstrates **adequate** exploration of ideas through the developmental process to a point of realization. |
| 5–6 | Presents a **substantial** outline of a clear and feasible artistic intention.  Presents a **substantial** outline of alternatives, perspectives, and imaginative solutions.  Demonstrates **substantial** exploration of ideas through the developmental process to a point of realization. |
| 7–8 | Presents an **excellent** outline of a clear and feasible artistic intention.  Presents an **excellent** outline of alternatives, perspectives, and imaginative solutions.  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:

* **Outline connections and transfer learning to new settings**
* **Create an artistic response inspired by the world around them**
* **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 | 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 | Presents an **adequate** outline of connections and **occasionally** transfers learning to new settings.  Creates an **adequate** artistic response that is **occasionally** inspired by the world around him or her.  Presents an **adequate** evaluation of the artwork of self and others. |
| 5–6 | Presents a **substantial** outline of connections and **regularly** transfers learning to new settings.  Creates a **substantial** artistic response that is **regularly** inspired by the world around him or her.  Presents a **substantial** evaluation of the artwork of self and others. |
| 7–8 | Presents an **excellent** outline of connections **with depth and insight**, and **effectively** transfers learning to new settings.  Creates an **excellent** artistic response that is **effectively** inspired by the world around him or her.  Presents an **excellent** evaluation of the artwork of self and others. |