

## Arts Assessment Criteria

Year 1				
Criterion A: Knowing and understanding				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 1, students should be able to:	The student:	The student:	The student:	The student:
i. demonstrate awareness of the art form studied, including the use of appropriate language	demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language	demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language	demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language	demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language
ii. demonstrate awareness of the relationship between the art form and its context	demonstrates <b>limited</b> awareness of the relationship between the art form and its context	demonstrates <b>adequate</b> awareness of the relationship between the art form and its context	demonstrates <b>substantial</b> awareness of the relationship between the art form and its context	demonstrates <b>excellent</b> awareness of the relationship between the art form and its context
iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.	demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.	demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.	demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.

Year 1				
Criterion B: Developing skills				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 1, students should be able to:	The student:	The student:	The student:	The student:
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied	demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied	demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied	demonstrates <b>excellent</b> 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.	demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.	demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.	demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.	demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.

Year 1 Criterion C: Thinking creatively				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 1, students should be able to:	The student:	The student:	The student:	The student:
i. identify an artistic intention	identifies a <b>limited</b> artistic intention	identifies an <b>adequate</b> artistic intention	identifies a <b>substantial</b> artistic intention	identifies an <b>excellent</b> artistic intention
ii. identify alternatives and perspectives	identifies <b>limited</b> alternatives and perspectives	identifies <b>adequate</b> alternatives and perspectives	identifies <b>substantial</b> alternatives and perspectives	identifies <b>excellent</b> alternatives and perspectives
iii. demonstrate the exploration of deas.	demonstrates <b>limited</b> exploration of ideas.	demonstrates <b>adequate</b> exploration of ideas.	demonstrates <b>substantial</b> exploration of ideas.	demonstrates <b>excellent</b> exploration of ideas.

Year 1 Criterion D: Responding				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 1, students should be able to:	The student:	The student:	The student:	The student:
i. identify connections between art forms, art and context, or art and prior learning	identifies <b>limited</b> connections between art forms, art and context, or art and prior learning	identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning	identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning	identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning
ii. recognize that the world contains inspiration or influence for art	demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art	demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art	demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art	demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art
iii. evaluate certain elements or principles of artwok.	presents a <b>limited</b> evaluation of certain elements of artwork.	presents an <b>adequate</b> evaluation of certain elements of artwork.	presents a <b>substantial</b> evaluation of certain elements of artwork.	presents an <b>excellent</b> evaluation of certain elements or principles of artwork.

## Arts Assessment Criteria

Year 3				
Criterion A: Knowing and understanding				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 3, students should be able to:	The student:	The student:	The student:	The student:
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language	demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language	demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language	demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language	demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language
ii. demonstrate knowledge of the role of the art form in original or displaced contexts	demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts	demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts	demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts	demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts
iii. use acquired knowledge to inform their artwork.	demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.	demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.	demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.	demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.

Year 3				
Criterion B: Developing skills				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 3, students should be able to:	The student:	The student:	The student:	The student:
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied	demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied	demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied	demonstrates <b>excellent</b> 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.	demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.	demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.	demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.	demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.

Year 3 Criterion C: Thinking creatively				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 3, students should be able to:	The student:	The student:	The student:	The student:
i. outline a clear and feasible artistic intention	presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility	presents an <b>adequate</b> outline of a clear and/or feasible artistic intention	presents a <b>substantial</b> outline of a clear and feasible artistic intention	presents an <b>excellent</b> outline of a clear and feasible artistic intention
ii. outline alternatives, perspectives, and imaginative solutions	presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions	presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions	presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions	presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions
iii. demonstrate the exploration of ideas through the developmental process to a point of realization.	demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.	demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.	demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.	demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.

Year 3 Criterion D: Responding				
Strands	(1-2)	(3-4)	(5-6)	(7-8)
At the end of year 3, students should be able to:	The student:	The student:	The student:	The student:
i. outline connections and transfer learning to new settings	presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings	presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings	presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings	presents an <b>excellent</b> outline of connections <b>with depth and insight</b> , and <b>effectively</b> transfers learning to new settings
ii. create an artistic response inspired by the world around them	creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her	creates an <b>adequate</b> artistic response that is inspired by the world around him or her <b>to some degree</b>	creates a <b>substantial</b> artistic response that is <b>considerably</b> inspired by the world around him or her	creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her
iii. evaluate the artwork of self and others.	presents a <b>limited</b> evaluation of the artwork of self and others.	presents an <b>adequate</b> evaluation of the artwork of self and others.	presents a <b>substantial</b> evaluation of the artwork of self and others.	presents an <b>excellent</b> evaluation of the artwork of self and others.