## 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	demonstrates limited	demonstrates	demonstrates	demonstrates	
awareness of the art	awareness of the art	adequate awareness	substantial	excellent awareness	
form studied,	form studied,	of the art form	awareness of the art	of the art form	
including the use of	including <b>limited</b> use	studied, including	form studied,	studied, including	
appropriate language	of appropriate	adequate use of	including substantial	excellent use of	
	language	appropriate language	use of appropriate language	appropriate language	
ii. demonstrate	demonstrates limited	demonstrates	demonstrates	demonstrates	
awareness of the	awareness of the	adequate awareness	substantial	excellent awareness	
relationship between	relationship between	of the relationship	awareness of the	of the relationship	
the art form and its	the art form and its	between the art form	relationship between	between the art form	
context	context	and its context	the art form and its	and its context	
			context		
iii. demonstrate	demonstrates limited	demonstrates	demonstrates	demonstrates	
awareness of the	awareness of the	adequate awareness	substantial	excellent awareness	
links between the	links between the	of the links between	awareness of the	of the links between	
knowledge acquired	knowledge acquired	the knowledge	links between the	the knowledge	
and artwork created.	and artwork created.	acquired and artwork	knowledge acquired	acquired and artwork	
		created.	and artwork created.	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 studie	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 substantial 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 adequate 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 excellent 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	identifies a <b>limited</b>	identifies an	identifies a	identifies an	
an artistic intention	artistic intention	adequate artistic	substantial artistic	excellent artistic	
		intention	intention	intention	
ii. identify alternatives	identifies <b>limited</b>	identifies <b>adequate</b>	identifies <b>substantial</b>	identifies <b>excellent</b>	
and perspectives	alternatives and	alternatives and	alternatives and	alternatives and	
	perspectives	perspectives	perspectives	perspectives	
iii. demonstrate the	demonstrates limited	demonstrates	demonstrates	demonstrates	
exploration of deas.	exploration of ideas.	adequate exploration	substantial	excellent exploration	
		of ideas.	exploration of ideas.	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 substantial 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	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	The student:	The student:	The student:	The student:		
to:						
i. demonstrate	demonstrates limited	demonstrates	demonstrates	demonstrates		
knowledge of the art	knowledge of the art	adequate knowledge	substantial	excellent knowledge		
form studied,	form studied,	of the art form	knowledge of the art	of the art form		
including concepts,	including concepts,	studied, including	form studied,	studied, including		
processes, and the	processes, and	concepts, processes,	including concepts,	concepts, processes,		
use of	limited use of	and <b>adequate</b> use of	processes, and	and <b>excellent</b> use of		
appropriate language	appropriate language	appropriate language	substantial use of	appropriate language		
			appropriate language			
ii. demonstrate	demonstrates limited	demonstrates	demonstrates	demonstrates		
knowledge of the role	knowledge of the role	adequate knowledge	substantial	excellent knowledge		
of the art form in	of the art form in	of the role of the art	knowledge of the role	of the role of the art		
original or displaced	original or displaced	form in original or	of the art form in	form in original or		
contexts	contexts	displaced contexts	original or displaced	displaced contexts		
			contexts			
iii. use acquired	demonstrates limited	demonstrates	demonstrates	demonstrates		
knowledge to inform	use of acquired	adequate use of	substantial use of	excellent use of		
their artwork.	knowledge to inform	acquired knowledge	acquired knowledge	acquired knowledge		
	his or her artwork.	to inform his or her	to inform his or her	to inform his or her		
		artwork.	artwork.	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 adequate acquisition and development of the skills and techniques of the art form studied	demonstrates substantial 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 cr	reatively			
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 adequate outline of connections and occasionally transfers learning to new settings	presents a substantial outline of connections and regularly transfers learning to new settings	presents an <b>excellent</b> outline of connections <b>with depth and</b> <b>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.	