

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate languageii. demonstrates excellent knowledge of the role of the art form in original or displaced contextsiii. 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:

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

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

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

Arts assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology ii. demonstrates limited understanding of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminologyii. demonstrates excellent understanding of the role of the art form in original or displaced contextsiii. 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:

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

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent ii. demonstrates a limited range or depth of creative-thinking behaviours iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent ii. demonstrates an adequate range and depth of creative-thinking behaviours iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent ii. demonstrates a substantial range and depth of creative-thinking behaviours iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7–8	<p>The student:</p> <ol style="list-style-type: none"> i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ii. demonstrates an excellent range and depth of creative-thinking behaviours iii. 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:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. constructs limited meaning and may transfer learning to new settings ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her iii. presents a limited critique of the artwork of self and others.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. constructs adequate meaning and occasionally transfers learning to new settings ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her iii. presents an adequate critique of the artwork of self and others.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. constructs appropriate meaning and regularly transfers learning to new settings ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her iii. presents a substantial critique of the artwork of self and others.
7–8	<p>The student:</p> <ol style="list-style-type: none"> i. constructs meaning with depth and insight and effectively transfers learning to new settings ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her iii. presents an excellent critique of the artwork of self and others.