

# Corwin International Magnet School

## Arts, Level 1 – Assessment Criteria

### 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 does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.
3–4	The student: i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.
5–6	The student: i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.
7–8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

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## Arts, Level 1 – Assessment Criteria

### 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 does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.
3–4	The student: i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.
5–6	The student: i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.
7–8	The student: i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.

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## Arts, Level 1 – Assessment Criteria

### 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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ul 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></ul>
3–4	The student: <ul 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></ul>
5–6	The student: <ul 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></ul>
7–8	The student: <ul 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></ul>

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## Arts, Level 1 – Assessment Criteria

### 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 does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art iii. presents a <b>limited</b> evaluation of certain elements of artwork.
3–4	The student: i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art iii. presents an <b>adequate</b> evaluation of certain elements of artwork.
5–6	The student: i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art iii. presents a <b>substantial</b> evaluation of certain elements of artwork.
7–8	The student: i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.