

Corwin International Magnet School

Arts, Level 2 – 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 limited understanding of the art form studied, including limited use of appropriate language and beginning to understand concepts and processes. ii. demonstrates limited knowledge of the role of the art form in original context. iii. demonstrates limited awareness and begins to use knowledge acquired to inform artwork created.
3–4	The student: i. demonstrates adequate understanding of the art form studied, including adequate use of appropriate language and beginning to understand concepts and processes. ii. demonstrates adequate knowledge of the role of the art form in original context. iii. demonstrates adequate awareness and begins to use knowledge acquired to inform artwork created.
5–6	The student: i. demonstrates substantial understanding of the art form studied, including substantial use of appropriate language and beginning to understand concepts and processes. ii. demonstrates substantial knowledge of the role of the art form in original context. iii. demonstrates substantial awareness and begins to use knowledge acquired to inform artwork created.
7–8	The student: i. demonstrates excellent understanding of the art form studied, including excellent use of appropriate language and beginning to understand concepts and processes. ii. demonstrates excellent knowledge of the role of the art form in original context. iii. demonstrates excellent awareness and begins to use knowledge acquired to inform artwork created.

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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 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	The student: 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	The student: 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	The student: 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.

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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: i. identifies and begins to outline an limited artistic intention. ii. identifies and begins to outline limited alternatives and perspectives iii. demonstrates limited exploration of ideas through the developmental process.
3–4	The student: i. identifies and begins to outline an adequate artistic intention. ii. identifies and begins to outline adequate alternatives and perspectives iii. demonstrates adequate exploration of ideas through the developmental process.
5–6	The student: i. identifies and begins to outline an substantial artistic intention. ii. identifies and begins to outline substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas through the developmental process.
7–8	The student: i. identifies and begins to outline an excellent artistic intention. ii. identifies and begins to outline excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas through the developmental process.

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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. Begins to presents an limited outline of connections with some depth and insight . ii. identifies an limited artistic response which is limited inspired by the world around him or her. iii. presents an limited evaluation of certain elements or principles of artwork and begins to evaluate their own artwork
3–4	The student: i. Begins to presents an adequate outline of connections with some depth and insight . ii. identifies an adequate artistic response which is adequate inspired by the world around him or her. iii. presents an adequate evaluation of certain elements or principles of artwork and begins to evaluate their own artwork
5–6	The student: i. Begins to presents an substantial outline of connections with some depth and insight . ii. identifies an substantial artistic response which is substantial inspired by the world around him or her. iii. presents an substantial evaluation of certain elements or principles of artwork and begins to evaluate their own artwork
7–8	The student: i. Begins to presents an excellent outline of connections with some depth and insight . ii. identifies an excellent artistic response which is effectively inspired by the world around him or her. iii. presents an excellent evaluation of certain elements or principles of artwork and begins to evaluate their own artwork.