

Corwin International Magnet School

Arts, Level 3 – Assessment Criteria

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	The student: 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	The student: 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	The student: 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.
7–8	The student: i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

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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	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 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	The student: 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	The student: 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	The student: 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	The student: 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.

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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	The student: 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	The student: i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response that is occasionally inspired by the world around him or her iii. presents an adequate evaluation of the artwork of self and others.
5–6	The student: i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response that is regularly inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others.
7–8	The student: 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.