

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="516 352 1300 453">i. demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology</li><li data-bbox="516 468 1325 533">ii. demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts</li><li data-bbox="516 548 1325 613">iii. demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li></ul>

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

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

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