

Arts assessment criteria: Years 2 and 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	The student: <ol style="list-style-type: none">i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate languageii. demonstrates limited knowledge of the role of the art form in original or displaced contextsiii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3–4	The student: <ol style="list-style-type: none">i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate languageii. demonstrates adequate knowledge of the role of the art form in original or displaced contextsiii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5–6	The student: <ol style="list-style-type: none">i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate languageii. demonstrates substantial knowledge of the role of the art form in original or displaced contextsiii. 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"><li data-bbox="500 348 1388 415">i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language<li data-bbox="500 436 1388 504">ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts<li data-bbox="500 525 1388 592">iii. 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	The student: <ul 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: <ul 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: <ul 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: <ul 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 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: <ol style="list-style-type: none">i. presents a limited outline of an artistic intention, which may lack clarity or feasibilityii. presents a limited outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3–4	The student: <ol style="list-style-type: none">i. presents an adequate outline of a clear and/or feasible artistic intentionii. presents an adequate outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5–6	The student: <ol style="list-style-type: none">i. presents a substantial outline of a clear and feasible artistic intentionii. presents a substantial outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates substantial exploration of ideas through the developmental process to a point of realization.
7–8	The student: <ol style="list-style-type: none">i. presents an excellent outline of a clear and feasible artistic intentionii. presents an excellent outline of alternatives, perspectives, and imaginative solutionsiii. 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	The student: <ol style="list-style-type: none">i. presents a limited outline of connections and may transfer learning to new settingsii. creates a limited artistic response that is possibly inspired by the world around him or heriii. presents a limited evaluation of the artwork of self and others.
3–4	The student: <ol style="list-style-type: none">i. presents an adequate outline of connections and occasionally transfers learning to new settingsii. creates an adequate artistic response that is inspired by the world around him or her to some degreeiii. presents an adequate evaluation of the artwork of self and others.
5–6	The student: <ol style="list-style-type: none">i. presents a substantial outline of connections and regularly transfers learning to new settingsii. creates a substantial artistic response that is considerably inspired by the world around him or heriii. presents a substantial evaluation of the artwork of self and others.
7–8	The student: <ol style="list-style-type: none">i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settingsii. creates an excellent artistic response that is effectively inspired by the world around him or heriii. presents an excellent evaluation of the artwork of self and others.