

# Arts assessment criteria

## Criterion A: Knowing and understanding

Maximum: 8

At the end of year 10, 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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology</li><li>ii. demonstrates limited understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates limited 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 adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology</li><li>ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates adequate 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 substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology</li><li>ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="496 342 1278 443">i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology</li><li data-bbox="496 454 1278 521">ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts</li><li data-bbox="496 533 1278 600">iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li></ol>

## Criterion B: Developing skills

Maximum: 8

At the end of year 10, 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: <ol style="list-style-type: none"> <li>i. demonstrates limited acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates limited 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 adequate acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates adequate 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 substantial acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates substantial 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 excellent acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates excellent 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 10, 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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent</li> <li>ii. demonstrates a limited range or depth of creative-thinking behaviours</li> <li>iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent</li> <li>ii. demonstrates an adequate range and depth of creative-thinking behaviours</li> <li>iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent</li> <li>ii. demonstrates a substantial range and depth of creative-thinking behaviours</li> <li>iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent</li> <li>ii. demonstrates an excellent range and depth of creative-thinking behaviours</li> <li>iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.</li> </ol>

## Criterion D: Responding

Maximum: 8

At the end of year 10, 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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. constructs limited meaning and may transfer learning to new settings</li> <li>ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her</li> <li>iii. presents a limited critique of the artwork of self and others.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. constructs adequate meaning and occasionally transfers learning to new settings</li> <li>ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents an adequate critique of the artwork of self and others.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. constructs appropriate meaning and regularly transfers learning to new settings</li> <li>ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents a substantial critique of the artwork of self and others.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. constructs meaning with depth and insight and effectively transfers learning to new settings</li> <li>ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her</li> <li>iii. presents an excellent critique of the artwork of self and others.</li> </ol>