

Arts Assessment Criteria

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and evaluation	Maximum 8
Criterion D	Personal engagement	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Criterion A: Knowledge and understanding

Maximum: 8

Students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a limited critical understanding of the art form studied, in the context of his or her own work.</p>
3–4	<p>The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied.</p>

	The student is able to communicate satisfactory critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.
5–6	<p>The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate good knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work.</p>
7–8	<p>The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a well-developed critical understanding of the art form studied, in the context of his or her own work.</p>

Criterion B: Application

Maximum: 10

Students should be able to:

- develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes 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	<p>There is very limited expression and communication of artistic intentions in the student's work, which may not have reached a point of realization.</p> <p>Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply the artistic processes.</p>
3–4	<p>There is limited expression and communication of artistic intentions in the student's work, which has reached a point or partial point of realization.</p> <p>Skills and techniques are applied at a limited level of proficiency. The student attempts to</p>

	apply the artistic processes.
5–6	<p>The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory expression and communication of artistic intentions.</p> <p>Skills and techniques are applied at a satisfactory level of proficiency. The student shows a satisfactory ability to apply the artistic processes involved in creating art.</p>
7–8	<p>The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions.</p> <p>Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art.</p>
9–10	<p>The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of purposeful expression and effective communication of artistic intentions.</p> <p>Skills and techniques are applied at a high level of proficiency. The student shows an excellent ability to apply the artistic processes involved in creating art.</p>

Criterion C: Reflection and evaluation

Maximum: 8

Students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student records his or her artistic development and processes with little reflection.</p> <p>The student carries out a limited evaluation of his or her work, with guidance.</p>
3–4	<p>The student reflects on his or her artistic development and processes.</p> <p>The student carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete.</p> <p>The student attempts to use feedback in his or her artistic development and processes, with</p>

	guidance.
5–6	<p>The student reflects critically on his or her artistic development and processes at different stages of his or her work.</p> <p>The student carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement.</p> <p>The student uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.</p>
7–8	<p>The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work.</p> <p>The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made.</p> <p>The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.</p>

Criterion D: Personal engagement

Maximum: 8

Students should be able to:

- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student shows limited commitment in using his or her own artistic processes.</p> <p>The student demonstrates limited curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student works with his or her peers in a positive way, with encouragement.</p> <p>The student is rarely receptive to art practices and artworks from various cultures, including his or her own.</p>
3–4	The student shows satisfactory commitment in using his or her own artistic processes.

	<p>The student demonstrates satisfactory curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student supports, encourages and works with his or her peers in a positive way, with encouragement.</p> <p>The student is occasionally receptive to art practices and artworks from various cultures, including his or her own.</p>
5–6	<p>The student shows good commitment in using his or her own artistic processes.</p> <p>The student generally demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student supports, encourages and works with his or her peers in a positive way, with little encouragement.</p> <p>The student is generally receptive to art practices and artworks from various cultures, including his or her own.</p>
7–8	<p>The student shows excellent commitment in using his or her own artistic processes.</p> <p>The student actively demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student actively supports, encourages and works with his or her peers in a positive way.</p> <p>The student is actively receptive to art practices and artworks from various cultures, including his or her own.</p>