### Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

|                   | T. C.   |
|-------------------|---|
| 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 awareness of the art form studied, including limited use of appropriate language  ii. demonstrates limited awareness of the relationship between the art form and its context  iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.                 |
| 3-4               | The student:  i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language  ii. demonstrates adequate awareness of the relationship between the art form and its context  iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.             |
| 5-6               | The student:  i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language  ii. demonstrates substantial awareness of the relationship between the art form and its context  iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created. |

| Achievement level | Level descriptor  |  |  |  |  |
|-------------------|---|--|--|--|--|
|                   | The student:  |  |  |  |  |
|                   | <ul> <li>demonstrates excellent awareness of the art form studied, including<br/>excellent use of appropriate language</li> </ul> |  |  |  |  |
| 7–8               | ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context                              |  |  |  |  |
|                   | iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.                     |  |  |  |  |

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### Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

| 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 awareness of the art form studied, including limited use of appropriate language  ii. demonstrates limited awareness of the relationship between the art form and its context  iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.   |  |  |
| 3-4               | tudent does not reach a standard described by any of the descriptors below.  It tudent:  demonstrates limited awareness of the art form studied, including limited use of appropriate language  demonstrates limited awareness of the relationship between the art form and its context demonstrates limited awareness of the links between the knowledge acquired and artwork created.  It demonstrates adequate awareness of the art form studied, including adequate use of appropriate language demonstrates adequate awareness of the relationship between the art form and its context demonstrates adequate awareness of the links between the knowledge acquired and artwork created. |  |  |
| 5-6               | ii. demonstrates substantial awareness of the relationship between the art form and its context  iii. demonstrates substantial awareness of the links between the knowledge   |  |  |

| Achievement level | Level descriptor  |
|-------------------|---|
| 7–8               | The student:  i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language  ii. demonstrates excellent awareness of the relationship between the art form and its context  iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created. |

| Feedback: | <br> | <br> | <br> |
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### Criterion A: Knowing and understanding

Maximum:

At the end of year 1, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

| 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 awareness of the art form studied, including limited use of appropriate language  ii. demonstrates limited awareness of the relationship between the art form and its context  iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.   |  |  |
| 3-4               | The student:  i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language  ii. demonstrates adequate awareness of the relationship between the art form and its context  iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.   |  |  |
| 5–6               | The student:  i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language  ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context  iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created. |  |  |

| Achievement level | Level descriptor  |
|-------------------|---|
|                   | The student:  |
|                   | <ul> <li>demonstrates excellent awareness of the art form studied, including<br/>excellent use of appropriate language</li> </ul> |
| 7–8               | ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context                              |
|                   | iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.                     |

| Feedback: |  |  |  |
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### Criterion A: Knowing and understanding

Maximum: 8

Maximum: 8
At the end of year 1, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

| 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 awareness of the art form studied, including limited use of appropriate language  ii. demonstrates limited awareness of the relationship between the art form and its context  iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.                 |  |  |  |
| 3-4               | The student:  i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language  ii. demonstrates adequate awareness of the relationship between the art form and its context  iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.             |  |  |  |
| 5–6               | The student:  i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language  ii. demonstrates substantial awareness of the relationship between the art form and its context  iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created. |  |  |  |

| Achievement level | Level descriptor   |
|-------------------|--|
|                   | The student:   |
|                   | i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language |
| 7–8               | ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context                       |
|                   | <ul> <li>demonstrates excellent awareness of the links between the knowledge<br/>acquired and artwork created.</li> </ul>  |

| Feedback: |      | <br> |  |
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# Criterion B: Developing skills

#### Maximum: 8

At the end of year 1, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- i. 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 <b>limited</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>limited</b> 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 <b>substantial</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art. |
| 7–8               | The student:  i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.     |

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# Criterion B: Developing skills

#### Maximum: 8

Feedback: \_

At the end of year 1, 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 <b>limited</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.         |
| 3-4               | The student:  i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.       |
| 5-6               | The student:  i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art. |
| 7–8               | The student:  i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.     |

| Feedback: | <br> |  | <br> |
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# Criterion B: Developing skills

#### Maximum: 8

At the end of year 1, 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 <b>limited</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>limited</b> 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 <b>substantial</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>substantial</b> 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.                   |

| Feedback: |  |  |  |
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# Criterion B: Developing skills

#### Maximum

At the end of year 1, 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 <b>limited</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.         |
| 3-4               | The student:  i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.       |
| 5-6               | The student:  i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art. |
| 7–8               | The student:  i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied  ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.     |

| Feedback: | <br> | <br> | <br> |
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# Criterion C: Thinking creatively

Maximum: 8

At the end of year 1, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student does not reach a standard described by any of the descriptors below.  |
| 1-2               | The student:  i. identifies a limited artistic intention  ii. identifies limited alternatives and perspectives  iii. demonstrates limited exploration of ideas.             |
| 3-4               | The student:  i. identifies an adequate artistic intention  ii. identifies adequate alternatives and perspectives  iii. demonstrates adequate exploration of ideas.         |
| 5-6               | The student:  i. identifies a substantial artistic intention  ii. identifies substantial alternatives and perspectives  iii. demonstrates substantial exploration of ideas. |
| 7-8               | The student:  i. identifies an excellent artistic intention  ii. identifies excellent alternatives and perspectives  iii. demonstrates excellent exploration of ideas.      |

| Feedback: | <br> | <br> | <br> |
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# Criterion C: Thinking creatively

Maximum: 8

At the end of year 1, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student does not reach a standard described by any of the descriptors below.  |
| 1-2               | The student:  i. identifies a limited artistic intention  ii. identifies limited alternatives and perspectives  iii. demonstrates limited exploration of ideas.             |
| 3-4               | The student:  i. identifies an adequate artistic intention  ii. identifies adequate alternatives and perspectives  iii. demonstrates adequate exploration of ideas.         |
| 5-6               | The student:  i. identifies a substantial artistic intention  ii. identifies substantial alternatives and perspectives  iii. demonstrates substantial exploration of ideas. |
| 7–8               | The student:  i. identifies an excellent artistic intention  ii. identifies excellent alternatives and perspectives  iii. demonstrates excellent exploration of ideas.      |

| Feedback: |  | <br> |  |
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# Criterion C: Thinking creatively

Maximum: 8

At the end of year 1, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student does not reach a standard described by any of the descriptors below.  |
| 1-2               | The student:  i. identifies a limited artistic intention  ii. identifies limited alternatives and perspectives  iii. demonstrates limited exploration of ideas.             |
| 3–4               | The student:  i. identifies an adequate artistic intention  ii. identifies adequate alternatives and perspectives  iii. demonstrates adequate exploration of ideas.         |
| 5–6               | The student:  i. identifies a substantial artistic intention  ii. identifies substantial alternatives and perspectives  iii. demonstrates substantial exploration of ideas. |
| 7–8               | The student:  i. identifies an excellent artistic intention  ii. identifies excellent alternatives and perspectives  iii. demonstrates excellent exploration of ideas.      |

| Feedback: _ | <br> | <br> |  |
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# Criterion C: Thinking creatively

Maximum: 8

At the end of year 1, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student does not reach a standard described by any of the descriptors below.  |
| 1-2               | The student:  i. identifies a limited artistic intention  ii. identifies limited alternatives and perspectives  iii. demonstrates limited exploration of ideas.             |
| 3-4               | The student:  i. identifies an adequate artistic intention  ii. identifies adequate alternatives and perspectives  iii. demonstrates adequate exploration of ideas.         |
| 5-6               | The student:  i. identifies a substantial artistic intention  ii. identifies substantial alternatives and perspectives  iii. demonstrates substantial exploration of ideas. |
| 7-8               | The student:  i. identifies an excellent artistic intention  ii. identifies excellent alternatives and perspectives  iii. demonstrates excellent exploration of ideas.      |

| Feedback: |      |      |      |
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## Criterion D: Responding

Maximum: 8

At the end of year 1, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of 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. identifies limited connections between art forms, art and context, or art and prior learning  ii. demonstrates limited recognition that the world contains inspiration or influence for art  iii. presents a limited evaluation of certain elements of artwork.                      |
| 3-4               | The student:  i. identifies adequate connections between art forms, art and context, or art and prior learning  ii. demonstrates adequate recognition that the world contains inspiration or influence for art  iii. presents an adequate evaluation of certain elements of artwork.                  |
| 5-6               | The student:  i. identifies substantial connections between art forms, art and context, or art and prior learning  ii. demonstrates substantial recognition that the world contains inspiration or influence for art  iii. presents a substantial evaluation of certain elements of artwork.          |
| 7–8               | The student:  i. identifies excellent connections between art forms, art and context, or art and prior learning  ii. demonstrates excellent recognition that the world contains inspiration or influence for art  iii. presents an excellent evaluation of certain elements or principles of artwork. |

### Criterion D: Responding

Maximum: 8

Feedback:

At the end of year 1, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of 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. identifies limited connections between art forms, art and context, or art and prior learning  ii. demonstrates limited recognition that the world contains inspiration or influence for art  iii. presents a limited evaluation of certain elements of artwork.                      |
| 3-4               | The student:  i. identifies adequate connections between art forms, art and context, or art and prior learning  ii. demonstrates adequate recognition that the world contains inspiration or influence for art  iii. presents an adequate evaluation of certain elements of artwork.                  |
| 5-6               | The student:  i. identifies substantial connections between art forms, art and context, or art and prior learning  ii. demonstrates substantial recognition that the world contains inspiration or influence for art  iii. presents a substantial evaluation of certain elements of artwork.          |
| 7-8               | The student:  i. identifies excellent connections between art forms, art and context, or art and prior learning  ii. demonstrates excellent recognition that the world contains inspiration or influence for art  iii. presents an excellent evaluation of certain elements or principles of artwork. |

| Feedback: |      | <br> | <br> |
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## Criterion D: Responding

Maximum:

At the end of year 1, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of artwork.

| Achievement level | Level descriptor  |
|-------------------|---|
| 0                 | The student does not reach a standard described by any of the descriptors below.  |
| 1-2               | i. identifies limited connections between art forms, art and context, or art and prior learning     ii. demonstrates limited recognition that the world contains inspiration or influence for art      iii. presents a limited evaluation of certain elements of artwork.                             |
| 3-4               | The student:  i. identifies adequate connections between art forms, art and context, or art and prior learning  ii. demonstrates adequate recognition that the world contains inspiration or influence for art  iii. presents an adequate evaluation of certain elements of artwork.                  |
| 5-6               | The student:  i. identifies substantial connections between art forms, art and context, or art and prior learning  ii. demonstrates substantial recognition that the world contains inspiration or influence for art  iii. presents a substantial evaluation of certain elements of artwork.          |
| 7-8               | The student:  i. identifies excellent connections between art forms, art and context, or art and prior learning  ii. demonstrates excellent recognition that the world contains inspiration or influence for art  iii. presents an excellent evaluation of certain elements or principles of artwork. |

| Feedback: |  |  |  |
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### Criterion D: Responding

Maximum: 8

At the end of year 1, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of 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. identifies limited connections between art forms, art and context, or art and prior learning  ii. demonstrates limited recognition that the world contains inspiration or influence for art  iii. presents a limited evaluation of certain elements of artwork.                      |
| 3-4               | The student:  i. identifies adequate connections between art forms, art and context, or art and prior learning  ii. demonstrates adequate recognition that the world contains inspiration or influence for art  iii. presents an adequate evaluation of certain elements of artwork.                  |
| 5–6               | The student:  i. identifies substantial connections between art forms, art and context, or art and prior learning  ii. demonstrates substantial recognition that the world contains inspiration or influence for art  iii. presents a substantial evaluation of certain elements of artwork.          |
| 7-8               | The student:  i. identifies excellent connections between art forms, art and context, or art and prior learning  ii. demonstrates excellent recognition that the world contains inspiration or influence for art  iii. presents an excellent evaluation of certain elements or principles of artwork. |

| Feedback: |  |  |  |
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