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.

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| **Achievement level** | **Level descriptor** | **Task-Specific Language** |
| **0** | The student does not reach a standard described by any of the descriptors below. |  |
| **1–2** | The student:  i. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject‑specific terminology  ii. demonstrates **limited** understanding of the role of the art form in original or displaced contexts  iii. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |  |
| **3–4** | The student:  i. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject‑specific terminology  ii. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts  iii. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |  |
| **5–6** | The student:  i. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject-specific terminology  ii. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts  iii. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. |  |
| **7-8** | The student:  i. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject‑specific terminology  ii. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts  iii. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |  |

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.

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| **Achievement level** | **Level descriptor** | **Task-Specific Language** |
| **0** | The student does not reach a standard described by any of the descriptors below. |  |
| **1–2** | The student:  i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied  ii. demonstrates **limited** 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 **substantial** acquisition and development of the skills and techniques of the art form studied  ii. demonstrates **substantial** 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. |  |

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.

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| **Achievement level** | **Level descriptor** | **Task-Specific Language** |
| **0** | The student does not reach a standard described by any of the descriptors below. |  |
| **1–2** | The student:  i. develops a **limited** artistic intention that is **rarely** feasible, clear, imaginative **or** coherent  ii. demonstrates a **limited** range **or** depth of  creative-thinking behaviours  iii. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. |  |
| **3–4** | The student:  i. develops an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative **and/or** coherent  ii. demonstrates an **adequate** range **and** depth of creative-thinking behaviours  iii. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. |  |
| **5–6** | The student:  i. develops a **substantial** artistic intention that is **often** feasible, clear, imaginative **and** coherent  ii. demonstrates a **substantial** range and depth of creative-thinking behaviours  iii. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. |  |
| **7–8** | The student:  i. develops an **excellent** artistic intention that is **consistently** feasible, clear, imaginative **and** coherent  ii. demonstrates an **excellent** range and depth of creative-thinking behaviours  iii. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. |  |

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.

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| **Achievement level** | **Level descriptor** | **Task-Specific Language** |
| **0** | The student does not reach a standard described by any of the descriptors below. |  |
| **1–2** | The student:  i. constructs **limited** meaning and **may** transfer learning to new settings  ii. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her  iii. presents a **limited** critique of the artwork of self and others. |  |
| **3–4** | The student:  i. constructs **adequate** meaning and **occasionally** transfers learning to new settings  ii. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her  iii. presents an **adequate** critique of the artwork of self and others. |  |
| **5–6** | The student:  i. constructs **appropriate** meaning and **regularly** transfers learning to new settings  ii. creates a **substantial** artistic response that intends to reflect or  impact on the world around him or her  iii. presents a **substantial** critique of the artwork of self and others. |  |
| **7–8** | The student:  i. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings  ii. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her  iii. presents an **excellent** critique of the artwork of self and others. |  |