

# Arts guide

For use from September 2014/January 2015



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

## Arts assessment criteria: Year 1

### 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li>i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language</li><li>ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context</li><li>iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.</li></ul>



## 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>excellent</b> 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 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. identifies a <b>limited</b> artistic intention</li> <li>ii. identifies <b>limited</b> alternatives and perspectives</li> <li>iii. demonstrates <b>limited</b> exploration of ideas.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. identifies an <b>adequate</b> artistic intention</li> <li>ii. identifies <b>adequate</b> alternatives and perspectives</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. identifies a <b>substantial</b> artistic intention</li> <li>ii. identifies <b>substantial</b> alternatives and perspectives</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. identifies an <b>excellent</b> artistic intention</li> <li>ii. identifies <b>excellent</b> alternatives and perspectives</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas.</li> </ul>

## 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents a <b>limited</b> evaluation of certain elements of artwork.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents an <b>adequate</b> evaluation of certain elements of artwork.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents a <b>substantial</b> evaluation of certain elements of artwork.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning</li> <li>ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art</li> <li>iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.</li> </ol>

## Arts assessment criteria: Year 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language</li> <li>ii. demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.</li> </ul>



## 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>excellent</b> 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 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</li> <li>ii. presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</li> <li>ii. presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of a clear and feasible artistic intention</li> <li>ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of a clear and feasible artistic intention</li> <li>ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>

## 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li> <li>iii. presents a <b>limited</b> evaluation of the artwork of self and others.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that is inspired by the world around him or her <b>to some degree</b></li> <li>iii. presents an <b>adequate</b> evaluation of the artwork of self and others.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that is <b>considerably</b> inspired by the world around him or her</li> <li>iii. presents a <b>substantial</b> evaluation of the artwork of self and others.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b>, and <b>effectively</b> transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her</li> <li>iii. presents an <b>excellent</b> evaluation of the artwork of self and others.</li> </ol>