

ePortfolio Mark Scheme

Criterion A – Knowing and understanding

Strand i: demonstrate knowledge and understanding of the art form studied, including concepts, process and the use of subject-specific terminology

Knowledge: factual information (what, when, who, how, why?)

Understanding: the ability to comprehend and interpret knowledge (doing something with the knowledge – implementing, applying; exploring cause, meaning and significance)

Art form: artwork/artistic composition/movement/style produced by artists or a cultural movement (examples include: gamelan, Dadaism, a song, oil painting, sculpture)

Concepts: the ‘big ideas’ of the art form studied (beginning with arts focus key concepts and arts related concepts)

Process: what has or is to be done in the creation of an art form; creative exploration, experience, play and (self-) discovery

Subject-specific terminology: appropriate use terminology (examples include: characteristics of an art movement, techniques, conventions, elements of art forms)

Level	Descriptor	Task-specific clarification
1–2	demonstrate knowledge and understanding of the art form studied, including concepts, process and the use of subject-specific terminology	limited: <i>a rudimentary account that may demonstrate knowledge but little understanding</i>
3–4		adequate: <i>a detailed factual account with some analysis of the art form, using some appropriate subject-specific terminology</i>
5–6		substantial: <i>partial analysis with some synthesis of research, frequently using appropriate subject-specific terminology</i>
7–8		excellent: <i>thorough analysis with perceptive interpretation of research, consistently using most or all of the relevant subject-specific terminology</i>

Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts

Role of art form: the impact of the art considering time and place (How, when, and why the art form emerged—global, local, national, social, historical, personal and cultural contexts)

Original context: the circumstances of the original art form

Displaced context: a different context from the art form’s original context

Level	Descriptor	Task-specific clarification
1–2	demonstrate understanding of the role of the art form in original or displaced contexts	limited: <i>rudimentary</i>
3–4		adequate: <i>detailed, factual correct</i>
5–6		substantial: <i>attentive, thoughtful</i>
7–8		excellent: <i>thorough and perceptive, careful and complete</i>

Criterion B – Developing skills

Strand i: demonstrate the acquisition and development of the skills and techniques of the art form studied

Evidence for the development of technical skills can be found throughout the artistic process as well as the artwork at its point of realization.

There is no required number of skills and techniques; skills and techniques should be appropriate to the art form studied and lead toward the intended outcome.

Skills: abilities that have been acquired by training and/or experience

Techniques: the forms used to show skill; the particular way skill(s) are employed

Acquisition: gaining new skills or techniques

Development: refinement and progression of skills and techniques through personal experience and growth

Level	Descriptor	Task-specific clarification
1–2	demonstrate the acquisition and development of the skills and techniques of the art form studied	limited acquisition and development: <i>Little personal progression</i>
3–4		adequate acquisition and development: <i>Some personal progression</i>

5 – 6	substantial acquisition and development: <i>Considerable personal progression</i>
7 – 8	excellent acquisition and development: <i>Extensive personal progression that is notable in breadth and/or depth</i>

Evidence of achievement for this strand is within the student’s process work—from development up to the point of realization. Demonstration of skill acquisition and technique should include 3 samples from various points in the artistic process.

Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art

Point of realization: the moment when an artist makes a commitment to his or her artwork by presenting it to or sharing it with an audience; a point of realization can take many forms

Control: disciplined and purposeful use; expertise, proficiency or success

The skills demonstrated in the final artwork should be related to those skills developed in Criterion Bi. Evidence of achievement for this strand must come from a realized outcome.

Level	Descriptor	Task-specific clarification
1–2	demonstrate the application of skills and techniques to create, perform and/or present art	limited: <i>little control of skills and techniques</i>
3–4		adequate: <i>partial control of skills and techniques</i>
5–6		substantial: <i>effective and generally consistent control of skills and techniques</i>
7–8		excellent: <i>highly effective and consistent, well-focused control of skills and techniques</i>

Criterion C – Thinking creatively

Strand i: develop a feasible, clear, imaginative and coherent artistic intention

The artistic intention must be linked to the art form studied in line with the statement of inquiry and global context.

The development of the artistic intention must be included as part of the student’s process journal included for assessment.

– **Artistic intention:** the intended outcome(s) for an artwork; a statement of artistic intention might be written, visual, recorded or in the form of an annotated plan – and should be consistent with the realized artwork

Level	Descriptor	Task-specific clarification
1–2	develop a feasible, clear, imaginative and coherent artistic intention	limited: <i>brief account of the intended outcome(s) for an artwork</i>
3–4		adequate: <i>detailed description of the intended outcome(s) for an artwork, which is sometimes feasible, clear, imaginative or coherent</i>
5–6		substantial: <i>detailed explanation of the intended outcome(s) for an artwork, which is often feasible, clear, imaginative and coherent</i>
7–8		excellent: <i>detailed explanation of the intended outcome(s) for an artwork, which is reliably feasible, clear, imaginative and coherent</i>

Strand iii: demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Explore: to undertake a systematic process of discovery

Evidence of achievement for this strand can come from both process and outcome/product.

Level	Descriptor	Task-specific clarification
1–2	demonstrate the exploration of ideas to shape artistic intention through to a point of realization	limited: <i>explores ideas with unclear purpose, or explores only a few ideas with purpose, although not to a point of realization</i>
3–4		adequate: <i>explores relevant ideas to shape artistic intention through to a point of realization</i>
5–6		substantial: <i>shows intended exploration of ideas to usefully shape artistic intention through to a point of realization</i>
7–8		excellent: <i>shows thorough, relevant and meaningful exploration of ideas to successfully shape artistic intention through to a point of realization</i>

Criterion D – Responding

Strand i: construct meaning and transfer learning to new settings

Construct meaning: create an understanding about something; to infer and interpret facts, an opinion, an idea or an event that has been read, viewed or heard

Level	Descriptor	Task-specific clarification
1–2	construct meaning and transfer learning to new settings	limited: <i>little if any response to the unit's statement of inquiry/global context</i>
3–4		adequate: <i>some connection between process and product/outcome and the unit's statement of inquiry/global context</i>
5–6		appropriate: <i>meaningful connections between process and product/outcome and the unit's statement of inquiry/global context</i>
7–8		with depth and insight: <i>detailed, meaningful and creative connections between process and product/outcome and unit's statement of inquiry/global context</i>

Strand iii: critique the artwork of self and others

Students must critique their own work **and** the work of others; others can include peers and/or practitioners.

Level	Descriptor	Task-specific clarification
1–2	critique the artwork of self and others	limited: <i>description of artwork within the art form studied, including the artwork of either self OR others</i>
3–4		adequate: <i>analysis of artwork within the art form studied, including the artwork of both self and others</i>
5–6		substantial: <i>analysis and evaluation of artwork within the art form studied, balancing the evaluation of one's own artwork and that of others</i>
7–8		excellent: <i>detailed, insightful critique of artwork within the art form studied, evaluating the artwork of self within the context of others' artwork</i>