

Year 9 – Art Department Assessment Criteria

These statements are adapted from the [New Zealand Curriculum Levels 2 - 4](#) Achievement Objective statements. They have been simplified for use with students – for example ‘apply knowledge’ has been adapted to ‘you can use’.

How to use the criteria with junior students:

- Criteria should be simple and easy for students to understand.
- Adapt the assessment criteria overleaf, modifying the bold italic phrases to suit the unit and topic – examples of outcomes at each skill level will support achievement
- Provide the criteria at the start of the unit and revisit during the unit so students know what to aim for (task-sheet, whiteboard notes, digitally; Google classroom alert etc.).
- The numbers on the criteria correspond with radio buttons on the school-wide reporting templates next to the curriculum level statements
- It is important that teachers explain how junior art is assessed so that students understand a ‘3’ means that they are working well - at the expected curriculum level. *For example ‘Excelling beyond Level 4’ means they are performing similar to year 10 expectations and ‘Working towards Level 4’ means that they still have some skills to gain.*

1 →	3 →	5
Students working towards the expected curriculum level	Students performing within the expected curriculum level cohort	Students performing significantly higher than the expected curriculum level

When assessing:

- Comments should be simple, positive and focus on the ‘next step’ (*what students need to do rather than what they didn’t do*). Include praise for some aspect of their work in your feedback.
- Teachers may award an unofficial ‘grade’ similar to NCEA (Yet to achieve, Achieved, Merit, Excellence) at their discretion to reflect overall effort / performance in that unit.
**Students must be made aware that only the numbers are used for reporting and the grade is your feedback to them on their achievement/effort for that unit and will not appear in reports.*

EXAMPLE OF A MARKING SCHEDULE with a [single stand focus](#):

YEAR 9 STILL-LIFE DRAWING UNIT

Practical Knowledge

WORKING TOWARDS Level 4	ACHIEVING within L4	EXCELLING beyond L4		
You can: <input checked="" type="checkbox"/> Use line and tone to describe shapes in your still-life drawings. <input checked="" type="checkbox"/> Use basic composition to arrange your drawing. <input checked="" type="checkbox"/> Use charcoal to create a still-life drawing.	You can: <input checked="" type="checkbox"/> Use line and tone to describe shape and form with understanding. <input checked="" type="checkbox"/> Demonstrate understanding of the rule of thirds to compose your drawing. <input checked="" type="checkbox"/> Use charcoal with control to create a range of at least 3 tones.	You can: <input checked="" type="checkbox"/> Select, apply and arrange line and tone to describe shape, form and texture with understanding and control. <input type="checkbox"/> Use the rule of thirds to compose your drawing with understanding and purpose to create a balanced composition. <input type="checkbox"/> Use charcoal with clear understanding and control to create a wide range of tones and soft/hard edges.		
1	2	3	4	5

COMMENT:

Teacher comment would appear here.

This is the number recorded for PK for the unit. You may also award an informal grade but students must be aware that the number is the formal recorded assessment.

Merit

EXAMPLE OF A MARKING SCHEDULE **combining strands:**

YEAR 9 KEITH HARING FLIPBOOK -

PRACTICAL SKILLS				
You can: <input checked="" type="checkbox"/> Explore stop-motion animation conventions to create a flipbook.	You can: <input checked="" type="checkbox"/> Use stop-motion animation conventions with control to create a flipbook with at least 2 movements	You can: <input checked="" type="checkbox"/> Use stop-motion animation conventions with control and understanding to create a flipbook with 2-3 fluid movements and transitions.		
1	2	3	4	5

DISCUSSING ART				
You can: <input checked="" type="checkbox"/> With direction (from class notes) describe the ideas that Keith Haring communicates in some of his works	You can: <input checked="" type="checkbox"/> Independently explore (on the website provided) and describe your opinions about the ideas that Keith Haring communicates in his work.	You can: <input type="checkbox"/> Compare and contrast the communication of ideas using stop-motion in either; Keith Haring's flipbooks compared to his still images OR your flipbook compared to Haring's flipbooks		
1	2	3	4	5

COMMENT:

Teacher comment would appear here.



ACHIEVEMENT OBJECTIVES FOR ADAPTION:

Practical Skills

PK. Developing Practical Knowledge in the Visual Arts – Level 3-4.

Students will explore and use **art-making conventions**, applying knowledge of **elements and selected principles** through the use of **materials and processes**.

WORKING TOWARDS L4	ACHIEVING WITHIN L4	EXCELLING ABOVE L4		
You can: <ul style="list-style-type: none"> Explore art-making conventions, elements and/or selected principles (e.g. colour, tone, form, line, space, proportion, repetition, scale, focal point) in a particular activity. Use materials and processes as directed in tasks. 	You can: <ul style="list-style-type: none"> Use the art-making conventions, elements and principles with understanding. (an example of understanding can follow) Use materials and processes with control. (an example of control can follow) 	You can: <ul style="list-style-type: none"> Select and arrange the art-making conventions, elements and principles with understanding and purpose. (an example of purpose can follow) Use materials and processes with control and understanding. (an example of understanding can follow) 		
1	2	3	4	5

Developing Ideas

DI. Developing Ideas in the Visual Arts – Level 4.

Students will develop and revisit **visual ideas**, in response to a **variety of motivations**, observation and imagination, supported by the study of artists' works.

WORKING TOWARDS L4		ACHIEVING WITHIN L4		EXCELLING ABOVE L4	
You can: <ul style="list-style-type: none"> • Develop some visual ideas using observation and/or imagination in response to motivation and looking at selected artist(s) work. 		You can: <ul style="list-style-type: none"> • Develop and revisit a range of visual ideas purposefully using observation and/or imagination in response to motivation and looking at selected artist(s) work. 		You can: <ul style="list-style-type: none"> • Develop and refine/clarify visual ideas using observation and/or imagination in response to motivation and looking at selected artist(s) work. 	
1	2	3	4	5	

Discussing Art

CI. Communicating and Interpreting in the Visual Arts – Level 4.

Students will explore and describe ways in which meanings can be communicated and interpreted in their own and other's work.

WORKING TOWARDS L4		ACHIEVING WITHIN L4		EXCELLING ABOVE L4	
You can: <ul style="list-style-type: none"> • With direction (from class notes/discussion) describe the ideas their own and others' objects and images communicate. 		You can: <ul style="list-style-type: none"> • Independently explore (from other sources) and describe ways in which ideas are communicated and interpreted in their own and others' objects and images 		You can: <ul style="list-style-type: none"> • Compare and contrast the ways in which art making processes are used to communicate ideas in their own and others' objects and images (<i>linking intention and effect</i>) 	
1	2	3	4	5	

Knowing About Art

UC. Understanding the Visual Arts in Context – Level 4.

Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

WORKING TOWARDS L4		ACHIEVING WITHIN L4		EXCELLING ABOVE L4	
You can: <ul style="list-style-type: none"> • With direction share ideas about how and why their own and others' works are made and their purpose, value, and context. 		You can: <ul style="list-style-type: none"> • Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. 		You can: <ul style="list-style-type: none"> • Independently investigate the relationship between the production of artwork(s) presented and their contexts or influences. 	
1	2	3	4	5	

Visual Arts Glossary

<http://artsonline.tki.org.nz/Teaching-and-Learning/Pedagogy/Visual-Arts/Glossary>

conventions: established procedures, in making art works, that use particular pictorial devices, techniques or processes to represent, organise, or interpret ideas.

elements of the visual arts: the basic qualities of two-dimensional, three-dimensional, and time-based compositions (for example, line, point, tone, texture, colour, form or mass, shape, space, time).

materials: any physical substances used to make art works, including media (for example, wax, crayons, oil paint, modelling clay) and found objects (for example, leaves, shells, wire).

media: material or materials commonly used to make art works; they include two-dimensional media (for example, graphite, ink, paint, photographic paper, canvas), three-dimensional media (for example, fibres, clay, wood, metal, glass, bone, plastics), and time-based media (for example, film, videotape).

principles of the visual arts: concepts such as balance, harmony, rhythm, tension, and contrast, achieved in an art work by organising and arranging visual arts elements.

procedure: a particular way of carrying out an art-making investigation, for example, the generation of ideas, and subsequent developmental stages leading to the making of art works.

process: a specific art-making method; for example, etching is one of several printmaking processes.