

Possible Points	CRITERIA	Top Descriptor	Various Approaches
12	<p>A: Skills, Techniques and Process: Required # of art making forms and sustained experimentation and manipulation of a range of skills, techniques and processes, showing the ability to select and use materials appropriate to their intentions.</p>	<p>Working across at least the required number of media and forms, the work demonstrates assured and sustained experimentation and manipulation of a range of skills, techniques and processes, and a highly appropriate selection of materials, consistent with intentions.</p>	<ul style="list-style-type: none"> - Drawings, sketches and designs - Preliminary paintings and small studies - Photographic contact sheets and test prints - Computer screenshots - Photographic record of sculptural process
6	<p>B: Critical Investigation: critical investigation of artists, artworks and artistic genres, communicating the student's growing awareness of how this investigation influences and impacts upon their own developing art-making practices and intentions. Analysis, Art History, Connections to your work.</p>	<p>The work shows in-depth critical investigation, clearly communicating a secure and insightful awareness of how this investigation has impacted upon the student's own developing practices and intentions.</p>	<ul style="list-style-type: none"> - Annotated images of other artists' works - Experiments with using the style or technique of an artist - Producing copies of works "after" a particular artist - Written reflections on the connections between an investigated artist and your own work
6	<p>C: Communication of Ideas & Intentions (Visual & Written) The work clearly articulates how initial ideas and intentions have been formed and developed. The work effectively communicates how technical skills, media and ideas have been assimilated to develop the work further. Initial Ideas, Intentions, Techniques, Why</p>	<p>the ability to clearly articulate how their initial ideas and intentions have been formed and developed and how they have assimilated technical skills, chosen media and ideas to develop their work further</p>	<ul style="list-style-type: none"> - Concept maps of ideas and themes - Planning imagery with annotations considering how meaning might be conveyed through the work - Reflections and evaluations made throughout the progress of a work, resulting in changes in direction or imagery or technique
6	<p>D: Reviewing, Refining, Reflecting (Visual & Written) the ability to review and refine selected ideas, skills, processes and techniques, and to reflect on the acquisition of skills and their development as a visual artist</p>	<p>The work demonstrates a highly effective and consistent process of reviewing and refining ideas, skills, processes and techniques. The work presents a meaningful and assured reflection upon the acquisition of skills and analysis of the student's development as an artist.</p>	<ul style="list-style-type: none"> - Various trials of compositional arrangements - Reworking imagery employing different techniques or media - Reflections and evaluations made throughout the progress of a work, resulting in changes in direction or imagery or technique - Evaluations of completed work generating new ideas
4	<p>E: Presentation & Visual Art Vocabulary ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?</p>	<p>The work clearly and coherently conveys information which results in visually appropriate, legible and engaging work. Subject-specific language is used accurately and appropriately throughout.</p>	<ul style="list-style-type: none"> - Balance of text and visuals - Writing is legible - Layout is considered - Language is appropriate. Appropriate terminology is used. - Artists' names and movements are spelled correctly. - Sources Cited