

STUDENT:
ASSESSMENT:

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.

DESCRIPTORS	TASK SPECIFIC CLARIFICATIONS
<p>0 The student does not reach a standard described from the descriptors.</p>	
<p>1-2 The student: i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.</p>	<p>The student shows limited knowledge and understanding of the music studied in relation to societal or cultural or historical or personal contexts. The student can demonstrate limited knowledge and understanding of music theory and the elements of the music studied. The student is able to communicate a limited critical understanding of the music studied, in the context of his or her own work.</p>
<p>3-4 The student: i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.</p>	<p>The student is able to demonstrate adequate knowledge and understanding of the music studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate adequate knowledge and understanding of the elements of the music studied. The student is able to communicate adequate critical understanding of the music studied, in the context of his or her own work although some opportunities are not pursued.</p>
<p>5-6 The student: i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.</p>	<p>The student is able to demonstrate substantial knowledge and understanding of the music studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate substantial knowledge and understanding of the elements of the music studied. The student is able to communicate a substantial level of critical understanding of the music studied, in the context of his or her own work.</p>
<p>7-8 The student: i. demonstrates excellent knowledge of the art form studied, including concepts, processes, & excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.</p>	<p>The student is able to demonstrate excellent knowledge and understanding of the music studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate excellent knowledge and understanding of the elements of the music studied. The student is able to communicate a well-developed critical understanding of the music studied, in the context of his or her own work.</p>

STUDENT:
ASSESSMENT:

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.

DESCRIPTORS	TASK SPECIFIC CLARIFICATIONS
<p>0 The student does not reach a standard described from the descriptors.</p>	
<p>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.</p>	<p><u>TONE</u>: Student performs with a limited, undeveloped approach to characteristic timbre and has little control or focus throughout most of the performance. Student demonstrates a lack of basic sound production most of the time on the instrument. <u>INTONATION</u>: Student performs with a limited, undeveloped approach to intonation. There is little awareness of tuning tendencies of the instrument or specific fingerings. There are many flaws with very little adjustment. <u>RHYTHM</u>: Student performs with limited, undeveloped attention to rhythm and may be at an inappropriately slow tempo. Frequent note and rest errors, and lack of pulse control, occur throughout the performance due to weak technique. <u>TECHNIQUE</u>: Student performs with limited, undeveloped technique. Student frequently misses notes throughout the performance. Manual dexterity and flexibility are obviously missing resulting in a lack of clarity, and lack of a fluent musical line. Articulation and attention to attacks/entrances and releases is inaccurate most of the time. <u>INTERPRETATION</u>: Student performs with limited, undeveloped attention to, and understanding of, musical interpretation. Proper tempo and style are lacking throughout most of the performance. Little attention is given to proper shaping of musical lines. Attention to dynamics and musical nuance is lacking. The lack of fundamental skills prohibits the ability to convey a meaningful musical performance.</p>
<p>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.</p>	<p><u>TONE</u>: Student performs with an adequate approach to the timbre but is often pushed beyond the ability to control the sound in varying registers or dynamic ranges. Sounds, at times, are harsh, thin and/or pinched and lapses consistently occur. <u>INTONATION</u>: Student performs with adequate pitch sense. Instrument is tuned, but pitch problems consistently occur with minimal recovery. <u>RHYTHM</u>: Student performs with adequate attention to proper rhythm and may be significantly under tempo. Approach to note and rest values, precision and pulse control are inconsistent throughout the selection. Passages are not performed accurately due to lacking technique. <u>TECHNIQUE</u>: Student performs with adequate attention and understanding of musical interpretation. Inconsistent tempo and style are noticeable much of the time, and recovery is slow. Phrase shape is lacking, and phrase endings are out of tempo. Attention to dynamics and musical nuance is inconsistent. Performance is somewhat mechanical, lacking emotion and energy. <u>INTERPRETATION</u>: Student performs with adequate attention and understanding</p>

	<p>of musical interpretation. Inconsistent tempo and style are noticeable much of the time, and recovery is slow. Phrase shape is lacking, and phrase endings are out of tempo. Attention to dynamics and musical nuance is inconsistent. Performance is somewhat mechanical, lacking emotion and energy.</p>
<p>5-6 The student:</p> <p>i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.</p>	<p><u>TONE</u>: Student performs with substantial, well-developed characteristic timbre, but there are occasional flaws where the student is unable to control and focus the sounds and flaws are not recovered quickly.</p> <p><u>INTONATION</u>: Student performs with substantial, well-developed intonation and an awareness of adjusting and tuning. There are flaws that do not recover quickly.</p> <p><u>RHYTHM</u>: Student performs with substantial, well-developed attention to proper rhythm but possibly slightly under tempo. Understanding of note and rest values, precision and pulse control are apparent, but some passages are occasionally not accurate and there are lapses that do not recover quickly.</p> <p><u>TECHNIQUE</u>: Student performs with substantial, well-developed technique. Student does not miss notes, and manual dexterity and flexibility are good, but there are often lapses that do not recover quickly. Clarity is good, but some passages are occasionally falter.</p> <p>Articulation attacks/entrances and releases, are appropriate most of the time, but there are occasions when inconsistencies detract from the overall performance.</p> <p><u>INTERPRETATION</u>: Student performs with substantial, well-developed attention and understanding of musical interpretation. Tempo and style are apparent but minor inconsistencies resulting in rushing/dragging, lack of uniformity, detract from the performance. Attention to phrasing and the musical line is apparent, and attention to dynamics and nuance are effective, but there are minor flaws that detract from the performance.</p>
<p>7-8 The student:</p> <p>i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.</p>	<p><u>TONE</u>: Student performs with excellent, fully-developed, characteristic timbre, with control and focus throughout the performance with only minor lapses that are recovered quickly.</p> <p><u>INTONATION</u>: Student performs with excellent, fully-developed intonation, with centered pitch across registers/octaves and at varying dynamic levels. Minor lapses may occasionally occur but are recovered quickly.</p> <p><u>RHYTHM</u>: Student performs with excellent, fully-developed attention to proper rhythm at tempo. Interpretation of rhythmic figures, accurate note and rest values, precision, and a strong sense of pulse control are uniform throughout the selection. Minor lapses may occasionally occur but are recovered quickly.</p> <p><u>TECHNIQUE</u>: Student performs with excellent, fully-developed technique. Student does not miss notes, and manual dexterity and flexibility are demonstrated with only minor flaws that recover quickly. Articulation attacks/entrances and releases, are appropriate and consistent throughout the performance, and clarity is apparent at varying tempos.</p> <p>Minor lapses may occasionally occur but are recovered quickly.</p> <p><u>INTERPRETATION</u>: Student performs with excellent, fully-developed attention and understanding of musical interpretation. Appropriate tempo and musical style is evident throughout the performance. There is sensitivity to musical phrasing, to shaping phrases and giving direction to the musical line. There is obvious attention to dynamics and musical nuance.</p> <p>Artistic, energetic, and emotionally expressive understanding of the music is evident and is conveyed to the audience. Minor lapses may occur but are recovered quickly.</p>

STUDENT:
ASSESSMENT:

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.

DESCRIPTORS	TASK SPECIFIC CLARIFICATIONS
<p>0 The student does not reach a standard described from the descriptors.</p>	
<p>1-2 The student:</p> <ol style="list-style-type: none"> i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization. 	<p>There is very limited expression and communication of musical intentions in the student's work, which may not have reached a point of realization. Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply musical processes</p>
<p>3-4 The student:</p> <ol style="list-style-type: none"> i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization. 	<p>There is adequate expression and communication of musical intentions in the student's work, which has reached a point or partial point of realization. Skills and techniques are applied at a limited level of proficiency. The student attempts to apply musical processes.</p>
<p>5-6 The student:</p> <ol style="list-style-type: none"> i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization. 	<p>The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is substantial expression and communication of musical intentions. Skills and techniques are applied at a satisfactory level of proficiency. The student shows a satisfactory ability to apply musical processes involved in creating music.</p>
<p>7-8 The student:</p> <ol style="list-style-type: none"> i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization 	<p>The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of excellent expression and communication of musical intentions. Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply musical processes involved in creating music.</p>

STUDENT:
ASSESSMENT:

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.**

DESCRIPTORS	TASK SPECIFIC CLARIFICATIONS
<p>0 The student does not reach a standard described from the descriptors.</p>	
<p>1-2 The student:</p> <ol style="list-style-type: none"> i. presents a limited outline of connections and may transfer learning to new settings ii. creates a limited artistic response that is possibly inspired by the world around him or her iii. presents a limited evaluation of the artwork of self and others. 	<p>The student records his or her musical development and processes with limited reflection. The student carries out a limited evaluation of his or her work, with guidance.</p>
<p>3-4 The student:</p> <ol style="list-style-type: none"> i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response that is occasionally inspired by the world around him or her iii. presents an adequate evaluation of the artwork of self and others. 	<p>The student reflects on his or her musical development and processes. The student carries out an adequate evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. The student attempts to use feedback in his or her musical development and processes, with guidance.</p>
<p>5-6 The student:</p> <ol style="list-style-type: none"> i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response that is regularly inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others. 	<p>The student reflects critically on his or her musical development and processes at different stages of his or her work. The student carries out a substantial evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas requiring improvement. The student uses feedback in his or her musical development with little guidance, which informs his or her own musical development and processes.</p>
<p>7-8 The student:</p> <ol style="list-style-type: none"> i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others. 	<p>The student reflects critically and in depth on his or her musical development and processes at different stages of his or her work. The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made. The student intentionally uses feedback in his or her musical development, which shows an appropriate consideration of his or her musical processes.</p>