

Art Syllabus

Primary & Lower Secondary



Ministry of Education
SINGAPORE

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OVERVIEW

Introduction

Art plays an important role in our everyday life. Art beautifies, captures memories, communicates ideas, imparts values and evokes emotions. Art exists all around us in different forms, such as in the colours and patterns in nature to everyday images and designs on magazines, products, and media.

In history and across countries, art reflects cultures and beliefs. Learning about art provides an additional avenue through which students can understand their own and others' histories and cultures. Through making art, our students learn to reflect and express their uniqueness by communicating their thoughts and emotions using images and objects.

The role art plays in our students' growth and development cannot be overstated. Through positive learning experiences in art, students develop visual literacy which enables them to observe and perceive the world with increased awareness and aesthetic sensitivity. Making art also encourages the development of creativity while engendering a sense of self-worth. This equips the students to better understand and engage with the world they live in.



Aims of Art Education

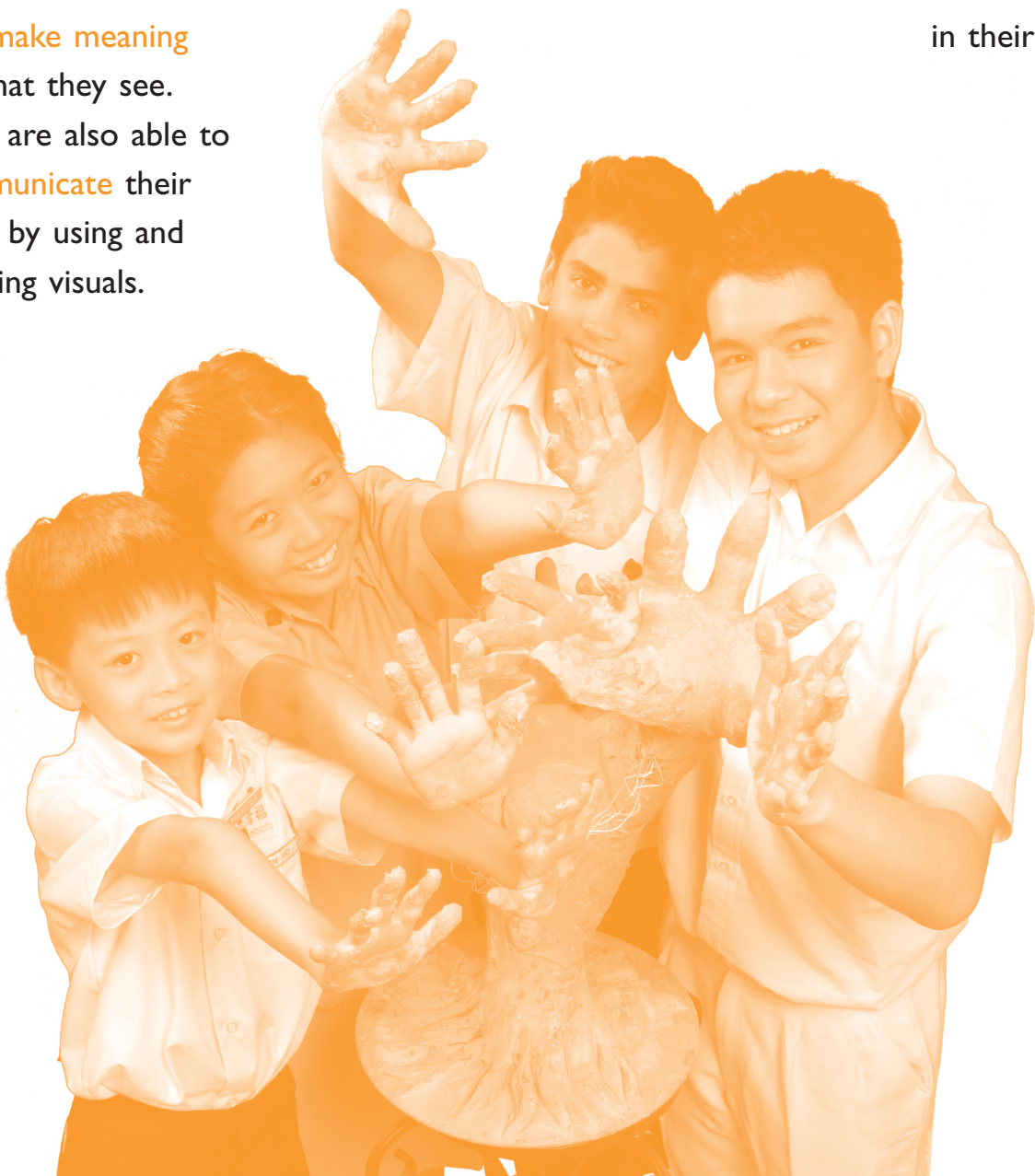
The aims of art education are to enable every child to be visually literate and to appreciate art.

Visually Literate

Being visually literate, our students are able to **observe**, **understand** and **make meaning** of what they see. They are also able to **communicate** their ideas by using and creating visuals.

Appreciate Art

Students will be able to see the **value** and **recognise** the **relevance of art** in their lives.



Objectives of the Primary and Lower Secondary Art Syllabus

**Well-Planned
Instructional
Programme**

**Positive
Learning
Experiences**

Students would

- Develop sensory awareness and imagination
- Develop visual inquiry skills to discover and explore their surroundings

- Acquire skills that enable them to describe and interpret artworks
- Create artworks to share their ideas, thoughts and feelings
- Cultivate a spirit of innovation and experimentation

- Understand and value art from a variety of cultures and context
- Develop self-confidence and sense of achievement

Framework

The objectives of the syllabus are achieved through the framework of **Seeing**, **Expressing** and **Appreciating**.

The three behavioural domains of *seeing*, *expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art. The framework ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

Seeing

In *Seeing* art, our students observe their surroundings and respond to what they see by asking questions and creating artworks. This heightens students' sensory awareness, arouses curiosity and encourages imagination and generation of ideas.

Expressing

In *Expressing* art, our students generate ideas from what they see and explore ways to communicate their ideas, feelings and experiences. Students communicate through the various art forms and media as well as orally and in written text. This cultivates students' spirit of innovation and experimentation.

Appreciating

In *Appreciating* art, our students acquire skills and use appropriate art vocabulary to discuss and interpret artworks. They understand why and how artworks are made and value art in their lives and society. This heightens students' aesthetics and cultural awareness and raises the value of art among our students.

Learning Outcomes

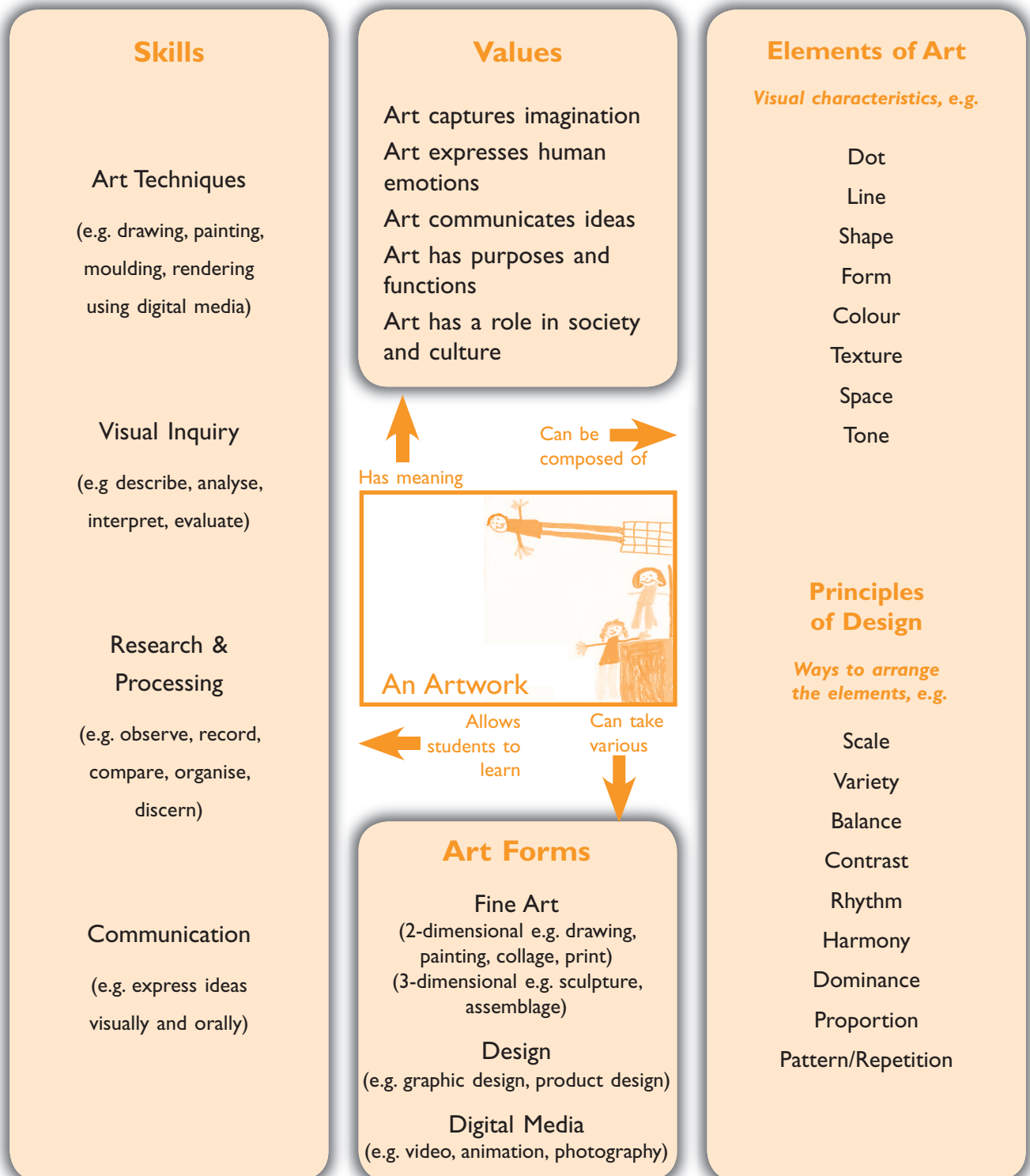
The Learning Outcomes are derived from the objectives and framework of the syllabus. The Learning Outcomes are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. [Table 1](#) details the learning outcomes from Primary 1 to Secondary 2.

Table 1: Learning Outcomes from Primary 1 – Secondary 2

LEVELS	SEEING	EXPRESSING	APPRECIATING
Students will be able to :			
Primary 1 – 2	<ul style="list-style-type: none"> identify simple visual qualities in what they see around them be curious about what they see 	<ul style="list-style-type: none"> share their imagination, thoughts and feelings through artmaking use select art materials and media 	<ul style="list-style-type: none"> enjoy looking at and creating art talk about what they see and experience
Primary 3 – 4	<ul style="list-style-type: none"> identify and differentiate visual qualities gather information from visuals and what they see 	<ul style="list-style-type: none"> share ideas and experiences in artworks and through artmaking explore and experiment different ways to use art materials and media 	<ul style="list-style-type: none"> take pride in their own artmaking discuss artworks using basic art vocabulary (elements of art and principles of design)
Primary 5 – 6	<ul style="list-style-type: none"> make informed links between the use of visual qualities and intentions get ideas for their artmaking from observing visuals and the world around them 	<ul style="list-style-type: none"> discuss the intentions of their own artworks and interpret those of others apply processes, art materials and media during artmaking that are appropriate to intentions 	<ul style="list-style-type: none"> take pride in their own artmaking and respect others' artworks evaluate artworks using art vocabulary
Secondary 1 – 2	<ul style="list-style-type: none"> record from observation and experience identify content and themes in artworks 	<ul style="list-style-type: none"> convey experiences and ideas with images explore a variety of solutions to problems encountered select and apply materials, techniques and technologies during artmaking that are appropriate to intentions 	<ul style="list-style-type: none"> achieve a sense of confidence and self esteem through the making and critique of art value local art as part of Singapore's heritage recognise that art reflects, records and plays a role in culture

Content

The syllabus content outlines the knowledge, skills and values that students will acquire to achieve the learning outcomes. The overview of the syllabus content is illustrated in the diagram below. Teachers may customise the content in the instructional programme according to their students' learning styles and abilities.



Planning the Instructional Programme

For a meaningful and integrated learning of art, teachers should consider the learning outcomes, learning content, environment, students' interests and abilities in the planning of the Instructional Programme (IP). The learning activities should increase in complexity as students progress in the course of learning from Primary to Lower Secondary. The following are **guiding principles** in planning the IP:

- **Learner Centred**
Adopt approaches based on students' interests, abilities and how they learn.
- **Process Oriented**
Encourage students to explore, experiment and self-evaluate as part of their creative processes.
- **Contextualised**
Connect with students' experiences and learning in other subjects.
- **Interactive**
Create opportunities for students to participate actively and to work with one another.
- **MOE Initiatives**
Incorporate National Education, thinking skills and information technology.
- **Fun**
Have the element of FUN to engage and motivate students in the learning of art.



**Primary
Art**

Planning Instructional Programme for Primary 1 – 6

The Instructional Programme (IP) can be planned through organising learning content in the following ways to engage students in the seeing, expressing and appreciating of art within meaningful context:

- **Themes**

Learning of art concepts and skills is planned around a unifying theme. Themes provide context in which students learn the application of art concepts and skills. Learning through themes also connect students' learning with their experiences in the wider world.

Examples of themes: *Inside-Outside; Feelings & Emotions.*

- **Art Forms/Media**

Organising learning around art forms/media focuses on the materials, techniques, tools and the styles used to create artworks. Students explore and experiment with the various media. They learn to use these media to create artworks that communicate their ideas. They also become familiar with the processes and characteristics of the different art forms/media.

- **Artworks/Artists**

Artworks and artists can be used to teach art concepts and the use of media. Artworks and artists can be used as stimuli to engage students. Stories about what inspire artists and how they work can also be used to illustrate artistic processes. As different artworks are made in different context and for different purposes, teachers can use artworks to bring across the value and purposes of art in society.

The **learning environment** should also be considered in the planning of IP. A conducive learning environment enhances and promotes the learning of art.

- **Display of Artworks**

Displaying students' artworks in class/school/public spaces fosters their self-confidence and sense of achievement. The displays are excellent resources to engage students in the discussion and making of art. Students can learn from one another and learn to value artworks made by their peers. Displays of works in progress and of varying achievements levels can also be used to focus on the processes of artmaking. These works can be used to generate discussions and provide feedback for learning and improvement.

- **Experiences Beyond the Classroom**

Different environments provide different sensory experiences for students. Bringing students to places where artworks are produced or displayed also helps to connect their learning with real life. The following are some suggestions which teachers can consider:

- Visits to galleries, museums or any public areas where artworks are displayed
- Visits to artists' studios, advertising or media production companies
- Talks/demonstrations/workshops by local and/or visiting artists

Syllabus Delivery

Students' learning and understanding of art is strengthened through both **Artmaking** and **Art Discussion**.

- **Artmaking** engages students in the process of creating artworks that communicates ideas. Students explore and experiment with various ways to represent their ideas. They learn the skills of handling a variety of media and explore a range of different materials to express their ideas. These include two-dimensional, three-dimensional and digital media. Through artmaking, students demonstrate their understanding of elements of art and principles of design.
- **Art Discussion** engages students in the processes of observing, thinking and talking about their visual environment and artworks. Through Art Discussion, students learn to *describe, analyse, interpret* and *evaluate* visuals in different forms. This prepares them to make meaning and communicate in a world saturated with visual information. When discussing art, some of the areas we can focus on are:
 - Subject matter of the artwork
 - Use of elements of art and principles of design
 - Materials and working process
 - Artist's intent
 - Background/cultural context of the work

Integrating Artmaking and Art Discussion

Artmaking and **Art Discussion** complement each other to deepen students' learning of art.

Students can explore and generate ideas for artmaking through art discussion. In the course of artmaking, teachers can provide time and space for students to examine and discuss aspects of their artwork such as the use of elements of art and principles of design, materials and working processes. Teachers and students can also evaluate completed artworks by giving comments and feedback to one another. Such discussions with peers and teachers develop reflective students and will also lead to improvement in artmaking skills, and build meaning in the artworks they create.

All artworks reflect cultures and beliefs. Learning about and discussing artworks made by students and other artists provides rich avenues to develop students' understanding of cultures and different ways of thinking.

Conducting Artmaking and Art Discussion together is important to show the links between artmaking processes and how art products are viewed by different people. This is necessary for the holistic development of students' visual literacy and appreciation of art.

Assessment

Purposeful assessment monitors, evaluates and ascertains students' progress and achievement in art learning. It should match the learning outcomes and seek to improve students' learning. Assessment is an on-going and interactive process which focuses on providing constructive feedback to students and teachers. It raises students' awareness of their strengths and weaknesses in art learning. Assessment helps students and teachers to identify the next steps needed to make progress.

The following are the **guiding principles** in designing assessment:

- **Appropriateness**
Use of the right tools and methods in measuring what is being taught
- **Consistency**
Ensure objectivity in application of assessment criteria over time and different assessors

- **Timeliness**

Monitor student progress and provide on-going feedback to further students' learning

As the learning of art can be demonstrated by students in various forms, teachers can employ a variety of assessment modes to monitor and evaluate students' learning of art depending on the objectives of the lessons. These can include:

- Presentation
- Projects
- Artworks
- Portfolios
- Questionnaires/Quizzes

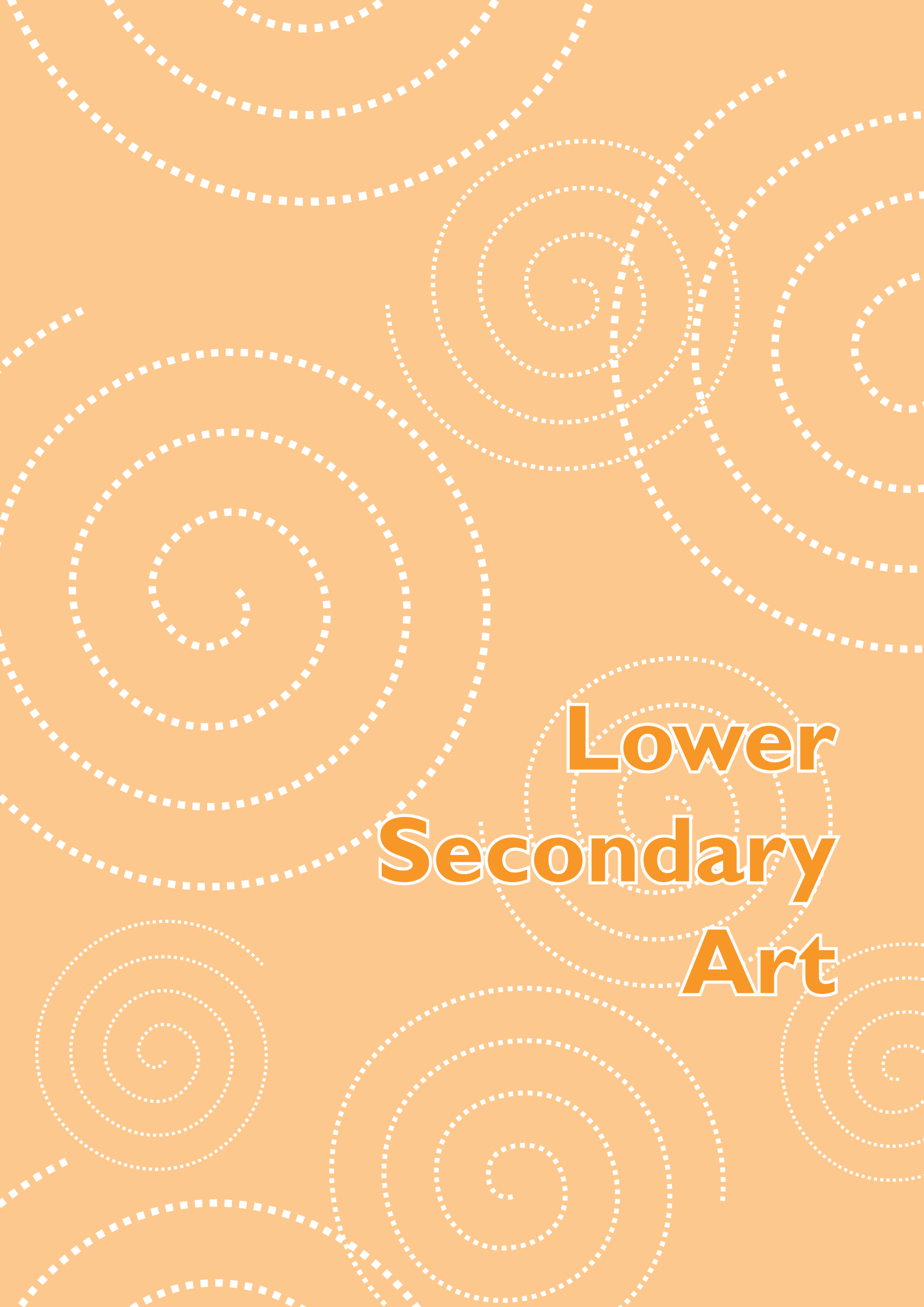
Teachers can use the following **assessment criteria** to evaluate students' artmaking:

- Personal Response
- Use of Media and Materials
- Aesthetic Qualities

Details of the assessment criteria are given in [Table 2](#). The levels of achievement based on these criteria can be found in [Appendix A](#) (page 24 – 25).

Table 2: Assessment Criteria for Artmaking

Primary 1 – 2	Primary 3 – 4	Primary 5 - 6
1. Personal Response Share ideas through images	1. Personal Response Share ideas and experiences through images	1. Personal Response Convey ideas and experiences through images
2. Use of Media and Materials Use of tools and materials	2. Use of Media and Materials Control of tools and materials	2. Use of Media and Materials Control of tools and materials appropriate to intentions
	3. Aesthetic Qualities Use of art elements and design principles in artmaking	3. Aesthetic Qualities Use of art elements and design principles to support artistic intentions



**Lower
Secondary
Art**

Planning Instructional Programme for Secondary 1 – 2

Building on what was introduced in the planning of IP for Primary 1 - 6, the following details the enhancement in which units of lessons may be planned and organised at the Lower Secondary level. The key is to adjust the learning processes and experiences according to students' needs and development to allow for various possibilities and ways of seeing and thinking about art.

- **Themes**

Themes organise art concepts and skills learning around a focus. They provide the context for students to identify and express ideas. Themes address key ideas and issues that people throughout history are concerned with. As students identify with the themes, they are able to connect what they learn with real life and are thus better able to express their thoughts and ideas. Themes can be used to scaffold lessons, design student projects/tasks, discuss artworks and artists and develop assessment tasks.

Examples of themes: *Through the Mind's eye; Community; Culture & Identity.*

- **Art Forms/Media**

At the Lower Secondary level, it is necessary to provide opportunities for students to explore a range of media. Students hone their observation skills, learn to discriminate visual qualities and give form to their ideas when they are engaged in using media. The art forms can include painting, sculpture, photography, stained glass, ceramics, installation, multi-media and animation.

- **Artworks/Artists**

Using Artworks/Artists to plan art programmes places the emphasis of learning on the role of art in society and the statements artists make about the world and themselves. As students examine artists' techniques and styles, it exposes them to different art forms and the visual representations developed by various artists. They develop a deeper understanding in the use of art elements and principles as tools for visual communication, and gain exposure to a variety of media and art techniques. Through understanding the artists' source of inspiration, the context in which works are made, and the underlying social and cultural influences, students gain awareness and deeper insights into their own processes of artmaking. This understanding increases their powers of perception and expands their own repertoire of expressive possibilities.

The **learning environment** should also be considered in the planning of IP. A conducive learning environment enhances and promotes the learning of art.

- **Display of Artworks/Works in Progress**

Students' understanding of aesthetics deepens when they see their artworks and those of their peers displayed in the school and public spaces. The display of students' works extends beyond fostering their self-confidence and sense of achievement. Frequent updates of artworks on display help students constantly appreciate different types of artworks made by their peers. Learning takes place when students participate in the processes of displaying artworks. They learn how artworks can communicate different meanings as a result of how and where artworks are displayed.

- **Experiences Beyond the Classroom**

Different environments provide different sensory experiences for students. To make art learning more enriching and meaningful, experiences beyond the classroom connect students to how artworks are produced, experienced and valued in real life. In addition to the IP suggestions for Primary 1 – 6 students, teachers can also consider the following:

- Visits to artists' studios/advertising firms/movie studios/heritage sites etc.
- Outdoor sketching which may include photography/video
- Online interaction e.g. blogging, podcast, forum
- Attending cultural events e.g. street, public fashion shows, theatre

Syllabus Delivery

Students' learning and understanding of art is strengthened through both **Artmaking** and **Art Discussion**. The creation and appraisal of artworks are key in the holistic development of students' visual literacy.

- **Artmaking** engages students to express their thoughts and feelings in various forms. They study different ideas, organise information, solve problems and decide what and how best to express through their artwork. They explore a range of media and develop competency and confidence in manipulating various media for expression. We can work with students to use a process diary to
 - think through issues and articulate their ideas through record keeping and sharing of reflections in class
 - document the creative process and chart sources of learning, thoughts and related areas of interest or study

- review the process diary to cross-reference ideas at different points in time
- apply or further pursue fresh insights and ideas at a later stage
- **Art Discussion** engages students in critical appraisal of artworks and artists. They interpret images and discover insights from the works of other artists and the context in which the artworks are made. Through discussing art and exchanging of ideas, they develop greater appreciation for art and its role in society. Some of the areas we can focus on in discussing include
 - artists' statements and intents
 - perspectives of art across time and culture
 - style e.g. new aesthetic application due to new technologies

The **differentiation across courses (E/N(A)/N(T))** is in the scope and depth of themes and media, design of activities and assessment appropriate to the development and maturity of students. Designing learning activities and assessment appropriate to students' capabilities and development builds up students' self esteem and sense of achievement.

Assessment

The learning of art can be demonstrated by students in various forms, namely, their behaviour, processes and products. To evaluate students' learning in art, assessment at the Lower Secondary level comprises two components: **Artmaking** and **Art Discussion**.

- **Artmaking**

Teachers may use stimulus such as themes and visuals/objects, and art/design tasks to design assessment tasks for Artmaking.

For Artmaking, teachers can decide on the time frame allocated to the development and execution of each piece of artwork. Teachers can thus use cumulative assessment to evaluate students' development over time.

Knowledge of the creative process is critical to understanding and appreciating art. Each artwork submitted should be accompanied by student's documentation of the creative processes. These could take the form of drawings, sketches, photographs, reproduced images, written notes/annotations and experimental samples.

Students may employ any appropriate media and techniques to express their artistic intentions. These may include two-dimensional media, three-dimensional and digital media. Through artmaking, students should demonstrate understanding of the visual qualities and communicative potential of the media they use.

- **Art Discussion**

Art Discussion allows students to further experience art through the study of other artists' works. By describing, analysing and interpreting artworks, students develop the confidence to form personal opinions about art and its communicative significance. Through the use of images and annotation, students exercise the critical skills of observation, analysis and interpretation. Schools may offer a combination of written and visual formats to evaluate students' learning in this component.

Assessment of Art Discussion should facilitate students' demonstration of:

- Observation – description of the artwork, perception of details
- Analysis – investigation of the components of the artwork and their interrelations
- Interpretation – construction of meaning with regard to the artwork

Given that the learning of art may take many forms, teachers should adopt the most appropriate **assessment mode** to evaluate students' performance and understanding in Artmaking and Art Discussion. These can include:

- Presentation
- Projects
- Artworks/Works in progress
- Portfolios
- Written tests

Recommended Assessment Modes are:

- **Portfolio**
A portfolio is a thoughtful compilation of student works that showcases a student's developments, achievements and progress over time. It contains evidence reflecting a wide range of skills and attributes including student reflection and progression. The portfolio can include completed artworks, works in progress and/or process diary.
- **Presentation**
Presentation involves students' communication of information to their teacher and peers. It includes show and tell, dramatisation, debates etc. It builds student confidence, adds variety and includes a number of transferable skills such as effective communication, independent research and collaboration.

Flexibility is given in the weighting of **Artmaking** and **Art Discussion** components in assessment. Teachers should consider their students' learning needs and intended learning outcomes to determine the weighting of the assessment components. The weighting of the two assessment components should add up to 100%. [Table 3](#) (page 21) illustrates the weighting and requirements of the two assessment components.

Table 3: Weighting and Requirements of Assessment

ASSESSMENT	WEIGHTING
Part 1: Artmaking	
<ul style="list-style-type: none"> • The Artmaking component should include artworks of at least 3 differing media, produced over a period of 2 years. • All works submitted for assessment should be accompanied by documentation that shows the creative processes undertaken by the student. 	60 – 80%
Part 2: Art Discussion	
<ul style="list-style-type: none"> • This component is a record of students’ responses to their study of other artists’ works. Students may respond using either verbal annotations or sketches and drawings. They should document their discoveries about artists’ lives, art practices and working styles. • Students should reflect the study of at least 3 artists of their choice over a period of 2 years. 	20 – 40%

The assessment criteria listed below can be used to evaluate students’ Artmaking and Art Discussion.

The assessment criteria applied to **Artmaking** are:

Personal Response	Use of Media and Materials	Aesthetic Qualities
<ul style="list-style-type: none"> • Observation and exploration • Interpretation and development • Learning from other artists/artworks 	<ul style="list-style-type: none"> • Experimentation with materials and processes • Technical control 	<ul style="list-style-type: none"> • Application of art elements and design principles

The assessment criteria applied to **Art Discussion** are:

Artistic Perception and Interpretation	Cultural and Aesthetic Appreciation	Personal Response
<ul style="list-style-type: none">• Analysis of visual qualities• Interpretation of artists' intentions	<ul style="list-style-type: none">• Discussion on context and influences	<ul style="list-style-type: none">• Personal evaluation of artworks

The levels of achievement for Artmaking and Art Discussion based on these assessment criteria can be found in [Appendix B](#) (page 26 – 27) and [Appendix C](#) (page 28 – 29) respectively.



Appendices

ACHIEVEMENT LEVELS FOR PRIMARY ART

Achievement Levels for Primary 1 – 2

Assessment Criteria	Student:		
	Emergent	Proficient	Expert
Personal Response	<ul style="list-style-type: none"> Creates images with help 	<ul style="list-style-type: none"> Links images with ideas 	<ul style="list-style-type: none"> Shares ideas using personal or original images
Use of Media and Materials	<ul style="list-style-type: none"> Use basic tools and materials with help 	<ul style="list-style-type: none"> Able to use a few tools and materials 	<ul style="list-style-type: none"> Able to use a variety of tools and materials competently

Achievement Levels for Primary 3 – 4

Assessment Criteria	Student:		
	Emergent	Proficient	Expert
Personal Response	<ul style="list-style-type: none"> Creates images on select ideas and/or experiences with help 	<ul style="list-style-type: none"> Shares ideas and experiences using images 	<ul style="list-style-type: none"> Conveys ideas and experiences using images that show some personal thought
Use of Media and Materials	<ul style="list-style-type: none"> Uses tools and materials in limited ways and only with help 	<ul style="list-style-type: none"> Uses a few tools and materials Experiments with different ways of using materials/ media 	<ul style="list-style-type: none"> Shows good control in the use of a variety of materials/media Is able to experiment with different ways of using materials/ media with success
Aesthetic Qualities	<ul style="list-style-type: none"> Uses art elements and design principles only with guidance 	<ul style="list-style-type: none"> Uses select art elements and design principles with some success in artmaking 	<ul style="list-style-type: none"> Uses a variety of art elements and design principles with success in artmaking

Achievement Levels for Primary 5 – 6

Assessment Criteria	Student:		
	Emergent	Proficient	Expert
Personal Response	<ul style="list-style-type: none"> • Creates images without planning or thinking about intention 	<ul style="list-style-type: none"> • Takes steps to plan and create images according to intentions • Gathers ideas for artmaking from their environment • Tries different ways/images to convey ideas and/or experiences 	<ul style="list-style-type: none"> • Takes steps to plan and create images according to intentions • Gathers and selects appropriate ideas for artmaking from their environment • Comes up with original ways/ images to represent ideas and experiences with good success
Use of Media and Materials	<ul style="list-style-type: none"> • Uses tools and materials with little thought 	<ul style="list-style-type: none"> • Experiments with different materials/ techniques/media according to intentions 	<ul style="list-style-type: none"> • Achieves intentions showing good control in the use of a variety of materials/media
Aesthetic Qualities	<ul style="list-style-type: none"> • Uses art elements and design principles in a disparate and haphazard manner • Links the use of art elements and design principles and images with help 	<ul style="list-style-type: none"> • Uses art elements and design principles with some success • Links the use of art elements and design principles with intentions 	<ul style="list-style-type: none"> • Uses a variety of art elements and design principles with success • Able to evaluate the use of art elements and design principles in images

ACHIEVEMENT LEVELS FOR LOWER SECONDARY ART

Achievement Levels for Artmaking in Secondary 1 – 2

Assessment Criteria	Student:			
	Novice	Emergent	Proficient	Expert
Personal Response	<ul style="list-style-type: none"> • Makes little attempt to explore theme/task • Gathers little information • Refers to material on artworks/ artists that is not connected to theme/task • Makes little attempt to develop ideas 	<ul style="list-style-type: none"> • Studies themes/task from limited perspectives • Gathers information of little relevance • Refers to artworks or artists' processes that are of little relevance • Makes some attempt to develop ideas through the observation of information gathered 	<ul style="list-style-type: none"> • Studies themes/task from different perspectives • Gathers relevant information from first hand observation and other sources • Refers to relevant artworks or artists' processes • Develops ideas through the interpretation of information and ideas gathered 	<ul style="list-style-type: none"> • Makes original interpretation of themes/ task from different perspectives • Demonstrates close observation in the gathering of highly relevant and detailed information from first hand observation and other sources • Integrates learning from relevant artworks or artists' processes • Develops original ideas through a coherent interpretation and analysis of information gathered

Assessment Criteria	Student:			
	Novice	Emergent	Proficient	Expert
Use of Media and Materials	<ul style="list-style-type: none"> • Uses media with no purpose or consideration for artistic intent • Demonstrates very elementary knowledge of the use of media/ materials 	<ul style="list-style-type: none"> • Uses media with little consideration for artistic intent • Demonstrates a limited understanding of a few techniques/ media/ materials 	<ul style="list-style-type: none"> • Selects media and techniques that show some consideration for artistic intent • Demonstrates adequate understanding of techniques/ media/ materials 	<ul style="list-style-type: none"> • Selects and experiments with media and techniques appropriate to artistic intent • Demonstrates competent use of a range of techniques/ media/ materials
Aesthetic Qualities	<ul style="list-style-type: none"> • Creates images with little or no understanding of art and design principles 	<ul style="list-style-type: none"> • Uses art elements and design principles with little consideration for artistic intent 	<ul style="list-style-type: none"> • Uses a variety of art elements and design principles appropriately according to artistic intent 	<ul style="list-style-type: none"> • Integrates a range of art elements and design principles effectively according to artistic intent

Achievement Levels for Art Discussion in Secondary 1 – 2

Assessment Criteria	Student:			
	Novice	Emergent	Proficient	Expert
Artistic Perception and Interpretation	<ul style="list-style-type: none"> Describes subject matter/ artists' intention with minimal reference to visual qualities 	<ul style="list-style-type: none"> Describes select (non essential) visual qualities Discusses the subject matter and artists' intention with limited links to visual evidence 	<ul style="list-style-type: none"> Describes the key visual qualities of artworks Discusses the subject matter and artists' intention with links to visual evidence 	<ul style="list-style-type: none"> Describes a comprehensive range of visual qualities in detail Makes clear/ insightful links between visual qualities and artists' intent Explains the subject matter and artists' intention in depth using justification from visual evidence
Cultural Appreciation	<ul style="list-style-type: none"> Makes little or no effort to identify the influences of the artwork 	<ul style="list-style-type: none"> Makes surface links between the context (e.g. personal, cultural, historical, social and technological) and the artworks with little explanation 	<ul style="list-style-type: none"> Explains the connections between context influencing at least 1 aspect of the artworks, e.g. <ul style="list-style-type: none"> intention, visual appearance, OR artistic processes 	<ul style="list-style-type: none"> Demonstrates personal insights in the discussion of how context and different factors influence the artworks in at least 2 of the following areas: <ul style="list-style-type: none"> intention, visual appearance, and artistic processes

Assessment Criteria	Student:			
	Novice	Emergent	Proficient	Expert
Personal Response	<ul style="list-style-type: none"> States personal preferences without support 	<ul style="list-style-type: none"> Provides personal opinions on the use of visual qualities of artworks with consideration for artists' intention 	<ul style="list-style-type: none"> Provides personal and other opinions of artworks with supporting evidence (e.g. from the content interpretation, artist's intention, use of visual qualities, tools and/or artistic processes) 	<ul style="list-style-type: none"> Provides different evaluations of artworks with supporting evidence Justifies personal evaluation of artworks with evidence covering different aspects &/or context of the artworks

