

The Arts Levels 5–6

Art

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

The Arts (Art) – Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- plans for art works developed independently or collaboratively, showing consideration of purpose and awareness of the characteristics of a range of art styles
- experimentation in the use of art skills, techniques and processes, media, materials and technologies appropriate to a selected art form
- awareness of selected styles in the exploration and manipulation of art elements and principles when developing ideas
- documentation of sources of ideas and reasons for choices when creating and making two- and three-dimensional art works
- combination and manipulation of art elements, principles and/or conventions to solve pictorial or surface design/decoration problems

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- incorporation of influences from selected cultural and/or historical contexts in designs for collaboratively or independently made art works
- varied use of art skills, techniques and processes in the way ideas are represented in completed art works
- selection and use of art elements and principles to solve specified challenges when creating and making two- and three-dimensional art works
- documentation of trials of ideas, media, techniques and processes in a visual diary or sketchbook
- evaluation of the use of art elements, principles and/or conventions to develop visual solutions to given problems

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- exploration of ways designs for art works can be realised by combining and manipulating art elements and principles
- consideration of purpose and suitability of selected media, materials techniques and processes in developing art works
- refinement of the way that two- and three-dimensional art works made collaboratively or independently are presented to communicate a particular meaning or purpose
- visual and annotated documentation of decision making when developing art works planned to meet specific aims and purposes
- use of a range of two- and three-dimensional media, materials, equipment and/or technologies in completed art works that presents visual solutions to given problems

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- contribution to classroom discussion about the structure of art works and ways they communicate meaning
- awareness of cultural and historical influences on a range of contemporary and traditional art works
- use of appropriate art language to describe the use of art elements and principles, and art media, materials, equipment, technologies, skills, techniques and/or processes in their own and others' art works

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- use of research into the influence of different social and cultural contexts on the work of a selected artist
- knowledge of characteristics common to art works from past and present contexts that explore shared meanings
- comparison of content and meaning of art works from selected art traditions

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- use of appropriate art language when discussing observations and reflections on traditional and contemporary art works viewed at first hand
- use of research to support a comparative analysis of characteristics of works in selected art forms
- evaluation of qualities in art works based on a comparative analysis of ways the art elements and principles, and art media, materials, skills, techniques and/or processes have been used

The Arts – Level 5

Creating and making

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

Exploring and responding

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

The Arts (Art) – Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- documentation of a range of source material in a visual diary or sketchbook showing independent and/or collaborative planning of visual responses
- trialing of different ways of using a range of traditional and contemporary media, materials, equipment and technologies
- application of the conventions of particular art forms and/or artists' styles in the design and development of their own art works
- refinement of skills through a process of observation and practice in using unfamiliar media, techniques and technologies in two- and three-dimensional art-making
- consideration of context and purpose in the presentation of completed art works

Exploring and responding

- contribution to discussion about how the selection, combination and manipulation of art elements, principles, skills, techniques, media, materials and technologies construct meaning in selected art works
- awareness of aesthetic features of art works from particular historical contexts

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- refinement of ideas in two- and three-dimensional art forms to enhance the representation of observations and the effectiveness of interpretation of ideas/issues for particular audiences
- maintenance of a visual diary or sketchbook with visual and annotated records of processes used in the development of their own art works
- awareness of the ways that the features of their own art works are connected to the source/s of inspiration
- evaluation and refinement of their two- and three-dimensional art works to improve technical competence and enhance the desired aesthetic qualities
- consideration of a range of ways completed art works might be presented to suit specific contexts and purposes

Exploring and responding

- contribution to discussion about their own and others' interpretations of the aesthetic features of selected art works
- comparative analysis of technical and stylistic features of specific works in the art forms being explored to represent their own observations and interpretation of ideas

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- understanding of possible visual resolution of ideas appropriate to the art form, particular techniques and personal style
- refinement of art works in response to their own and others' critical evaluation
- documentation in a visual diary or sketchbook, showing understanding of how selected art elements and principles were used when developing and realising ideas in their own art-making
- understanding of selected characteristics of the style of particular artists or cultures evident in their combinations and manipulations of art elements and principles
- selection of presentation formats to enhance aesthetic choices and suit specific contexts and purposes

Exploring and responding

- comparative analysis of the aesthetic features of various artists' works to identify stylistic influences
- analysis of the structure, content and technical features of a selected artist's work to understand characteristics of personal style

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- evaluation of representations of social contexts in a range of traditional and contemporary art works

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- evaluation of the impact of new technologies on their own and others' art works

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- evaluation of their own and others' challenges to ideas or conventions represented in selected art works

The Arts – Level 6**Creating and making**

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

The Arts (Art) – Progressing beyond Level 6

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- refinement of an emerging personal style through the implementation of ideas and observations in the design and composition of two- and three-dimensional art works
- an imaginative personal style in the interplay of selected art elements, principles and/or conventions in completed works
- awareness of how application of particular skills, techniques and processes contributed to the final visualisation of ideas in their completed art works through exploration in a visual diary or sketchbook and folio
- application of art knowledge and problem solving skills when tackling new challenges
- creative solutions that recognise difference and diversity when creating and making collaborative art works or working collaboratively on the presentation or display of art works

Exploring and responding

- understanding of histories and traditions to identify influences in particular art works and art forms within contemporary visual culture
- comparative analysis, using appropriate art language, of the aims and products of artists from diverse cultures and styles, to explore variety in modes of visual expressions

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- risk-taking with ideas and visual interpretations of personal and collective issues and concepts
- sensitive representation of subject matter and control in the use of art media, materials, techniques and technologies appropriate to a selected style and/or form
- documentation of aesthetic considerations in the choice, application and refinements of media, materials, techniques and technologies
- documentation of aesthetic considerations in the selection, combination and manipulation of art elements, principles and/or conventions for art works in particular styles and forms
- perceptive application of observation and research is applied in the design, development, refinement, completion and presentation of art works

Exploring and responding

- knowledge of aesthetic considerations, cultural perspectives and/or historical contexts when discussing art works
- use of research about, and reflection on, art works when supporting interpretations, analyses and evaluations

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- use of visual metaphors and/or parodies based on observation and research into traditional and contemporary art styles and social and/or cultural contexts
- self-directed documentation and justification of selections, reflections, refinement and presentation in art creating and making processes
- combination and manipulation of selected art elements, principles and/or concepts to create desired aesthetic qualities in the realisation and presentation of art works
- synthesis of knowledge, understanding and skills in visual communication and expression, using a range of two- and three-dimensional art forms, media, techniques and processes
- consistency of a personal style in the creating, making and presenting of a folio of art works

Exploring and responding

- synthesis of observation, research and their own art practice when debating the opinions of others and justifying their own commentary
- understanding of the processes of critical inquiry to challenge their own and others' aesthetic values, interpretive decisions and visual realisation of ideas

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- observation of, and reflection on the ways in which art elements and principles, and art concepts and techniques have been applied, manipulated and combined in works from a selected range of art forms

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- perceptive responses to previously unseen art works that challenge personal and/or social or cultural perspectives

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- perceptive discourse about ways art criticism can frame viewer opinions about the style, composition, meaning and qualities of art works