

Rubric - Art-making Inquiries PortfolioAssessment Criteria and Level Descriptors *Excerpted from the Guide (p.63-66)*

| CRITERIA | ART-MAKING INQUIRIES PORTFOLIO - LEVEL DESCRIPTORS + MARKS* (Page 1 of 2) | | | | | | | |
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| Submission Requirements: one PDF file with up to 15 screens with curated visual evidence accompanied by written materials (max. 3,000 words) and a text document listing sources. | | | | | | | | |
| A Exploration & Experimentation | | | | | | | | |
| 7-8 Explorations and experimentations are effective in developing a visual language. The exploration and experimentation with a variety of art-making forms and creative strategies show purpose that is meaningfully accomplished. | 5-6 Explorations and experimentations are mostly effective in developing a visual language. The exploration and experimentation with a variety of art-making forms and creative strategies show purpose that is mostly accomplished. | 3-4 Explorations and experimentations are partially effective in developing a visual language. The purpose of the exploration and experimentation with a variety of art-making forms and creative strategies is not always clear . | 1-2 Explorations and experimentations are limited or ineffective and do not contribute to the development of a visual language. There is superficial exploration and experimentation with art-making forms and strategies. | | | | | |
| B Practical Investigation | | | | | | | | |
| 7-8 There is effective practical investigation to meaningfully inform the student's work, with evidence that in their art-making the student effectively synthesizes the outcomes of the investigation of other artists' work. | 5-6 There is mostly effective practical investigation to inform the student's work, with evidence that in their own art-making the student applies and mostly integrates the outcomes of the investigation of other artists' work. | 3-4 There is partially relevant or partially effective practical investigation to inform the student's work, with evidence that in their own art-making, they make literal or obvious use of the investigation of other artists' work. | 1-2 There is minimal, irrelevant or superficial practical investigation, with minimal evidence of investigation of the work of other artists that informs the student's art-making. | | | | | |
| C Lines of Inquiry | | | | | | | | |
| 7-8 The student generates and progresses their artwork through relevant and effective inquiry questions or generative statements. The submitted materials evidence art-making that is developed to fulfil artistic intentions: there is clear and meaningful visual articulation of a line or lines of inquiry. | 5-6 The student generates and progresses their artwork through mostly relevant and purposeful inquiry questions or generative statements. The submitted materials evidence art-making that is mostly developed to fulfil artistic intentions: there is mostly clear visual articulation of a line or lines of inquiry. | 3-4 The student generates and progresses their artwork through vague or partially irrelevant inquiry questions or generative statements. The submitted materials evidence art-making that is partially developed to fulfil artistic intentions: there is partially clear visual articulation of a line or lines of inquiry. | 1-2 There is limited evidence of the students using inquiry questions or generative statements to progress their work, and the development of their visual language is minimal . The submitted materials evidence art-making that is scarcely or superficially developed to fulfil artistic intentions: there is minimal visual articulation of a line or lines of inquiry. | | | | | |

| CRITERIA | ART-MAKING INQUIRIES PORTFOLIO – LEVEL DESCRIPTORS + MARKS* (Page 2 of 2) | | | |
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| D | Critical Review | | | |
| | 7-8 | 5-6 | 3-4 | 1-2 |
| | <p>There is evidence of student decision-making and practical interventions that are effective in enhancing their material and conceptual practices to meaningfully fulfil intentions. The student justifies their processes of refinement.</p> | <p>There is evidence of student decision-making and practical interventions that are mostly effective in enhancing their material and conceptual practices. The student analyses their processes of refinement.</p> | <p>There is evidence of partial or partially effective student decision-making and practical interventions to enhance their material and conceptual practice. The student describes their processes of refinement.</p> | <p>There is limited evidence of student decision-making and practical interventions to enhance their material or conceptual practices. The student outlines their processes of refinement.</p> |

Total Marks out of 32 points.

0 marks* *The work does not reach a standard described by the descriptor*