

A2 FINE ART ASSESSMENT SHEET

NAME:

TARGET GRADE:

CURRENT GRADE:

PROJECT	MARK	GRADE
UNIT 3 60%		
UNIT 4 40%		

AO1: Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	MARKS	UNIT 3	UNIT 4	AO2: Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.	MARKS	UNIT 3	UNIT 4	AO3: Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress.	MARKS	UNIT 3	UNIT 4	AO4: Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.	MARKS	UNIT 3	UNIT 4
<input type="checkbox"/> a sense of order and structure in the way ideas are formed; tends to repeat ideas <input type="checkbox"/> some understanding of contextual research; investigates into others' techniques but response has superficial, descriptive language	1			<input type="checkbox"/> some exploration of media and processes; experiments are raw and unrefined <input type="checkbox"/> investigations abandoned too early; a tendency to repeat techniques; some ability to review progress	1			<input type="checkbox"/> partial understanding of visual language with somewhat elementary manipulation of formal elements <input type="checkbox"/> some understanding of recording from sources though there may be a disproportionate reliance on second hand material	1			<input type="checkbox"/> working practice shows a sense of purpose but is deliberate and methodical. <input type="checkbox"/> some awareness of composition, form and structure though results may be rough with undeveloped technical skills	1		
	2				2				2						
	3				3				3						
	4				4				4						
	5				5				5						
<input type="checkbox"/> an appreciation of sequential development but short cuts sometimes taken; original ideas may be consolidated too early; a tendency to reiterate ideas <input type="checkbox"/> contextual research and analysis goes beyond the purely technical to begin to consider more complex issues; critical vocabulary lacks breadth/depth	6			<input type="checkbox"/> experimentation with a broad range of media with some selection evident; a reliance on known techniques, sometimes predictable and safe. <input type="checkbox"/> reviews progress and effectively refines and develops	6			<input type="checkbox"/> established visual language and effective manipulation of the formal elements, but there may be some inconsistency <input type="checkbox"/> understanding of the purpose of research; recording from sources is sometimes uneven but includes meaningful information	6			<input type="checkbox"/> work is methodical but there is an emerging sense of own style/individuality in developing suitable outcomes <input type="checkbox"/> outcomes are proficient with sound connections made to sources	6		
	7				7				7						
	8				8				8						
	9				9				9						
	10				10				10						
<input type="checkbox"/> wide range of ideas explored with exciting and imaginative developments producing purposeful ideas independently with perseverance and enthusiasm <input type="checkbox"/> researches a diverse range of other's work to convey ideas and meaning; critical vocabulary used to express emerging independent judgements understanding of the more complex issues involved	11			<input type="checkbox"/> Explores media and processes in a diverse range of experiments; understands the limitations and potential of materials through extending and refining studies <input type="checkbox"/> risks sometimes taken and used appropriately; uses a range of communication techniques.	11			<input type="checkbox"/> visual language skills evident through assured manipulation of the formal elements; consistent command of skills/technique <input type="checkbox"/> selecting and recording from sources is purposeful, relevant, clear and consistent.	11			<input type="checkbox"/> produces skilful outcomes that show a consistent level of knowledge, skill and understanding; work has developed a personal identity and shows subtlety and sensitivity <input type="checkbox"/> solutions are well constructed; perceptive connections made with sources	11		
	12				12				12						
	13				13				13						
	14				14				14						
	15				15				15						
<input type="checkbox"/> sequential thinking but also imaginative leaps, at appropriate times; sense of discovery and a willingness to take risks <input type="checkbox"/> in-depth and authoritative contextual research, enquiry and evaluations, showing independent judgements with well-informed and effective use of critical vocabulary	16			<input type="checkbox"/> creatively and imaginatively develops work that recognises the full potential and limitations of materials, techniques and processes <input type="checkbox"/> perceptive analysis and evaluation of wide-ranging experimental techniques; insightful review and refinement	16			<input type="checkbox"/> command of visual language skills and highly effective manipulation of formal elements, both functionally and aesthetically <input type="checkbox"/> in-depth subject knowledge; independently analyses and interprets research to generate personal ideas and sophisticated concepts	16			<input type="checkbox"/> work is intuitive, imaginative, exciting and original <input type="checkbox"/> shows sophistication, flair and understanding; technique, style, content and judgements consistent and sensitive from conception to realisation	16		
	17				17				17						
	18				18				18						
	19				19				19						
	20				20				20						

2015 GRADE BOUNDARIES

A* - 77 A - 75 B - 65 C - 55 D - 45 E - 35

