

Checklist for Art CBA 1

Summary of the levels of achievement:

There are 4 levels of achievement for each Classroom Based Assessment

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Start date: 02/03/2020

End date: 03/05/2020

Themes:

1. Shiny Things
2. Looking Down
3. Home

- Brainstorming/ Mind-mapping sheets. One for each theme.
- Development page 1: This will include your Primary source photos and sketches.
- Development page 2 & 3: This will include further development of your drawings and exploration using different mediums. You will also reference your inspirations here e.g. artists whom you have studied.
- Design for 3D piece: Here you will show the plan for your final artwork.
- Realized Artwork.
- Reflection: reflect on the decisions you have made in the project, the process and the realized artwork

REMEMBER!! These are the basic requirements/expectations for the project. Students should go the extra mile, try their best and experiment with different mediums and materials in order to achieve above expectations.

Visual Art

Classroom-Based Assessment 1

Features of Quality: From Process to Realisation

Descriptor	Features of Quality
<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>Exceptional</p> <ul style="list-style-type: none"> ▪ The work submitted demonstrates a very good understanding and use of the elements of Visual Art ▪ The quality of development in terms of ideas and skills is very good ▪ Evidence of engagement with the artistic process is demonstrated at a very good level throughout the work
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>Above expectations</p> <ul style="list-style-type: none"> ▪ The work submitted demonstrates a good understanding and use of the elements of Visual Art ▪ The quality of development in terms of ideas and skills is good ▪ Evidence of engagement with the artistic process is demonstrated at a good level throughout the work
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>In line with expectations</p> <ul style="list-style-type: none"> ▪ The work submitted demonstrates a fair understanding and use of the elements of Visual Art ▪ The quality of development in terms of ideas and skills is fair ▪ Evidence of engagement with the artistic process is demonstrated at a fair level throughout the work
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>Yet to meet expectations</p> <ul style="list-style-type: none"> ▪ The work submitted demonstrates a limited understanding and use of the elements of Visual Art ▪ The quality of development in terms of ideas and skills is limited ▪ Evidence of engagement with the artistic process is demonstrated at a limited level throughout the work