Investigation Workbook **Markband Descriptors Standard Level Option A**

Links Presentation Sources Vocabulary Ideas Investigation Techniques Art Research

and Reflection understanding

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***The markband descriptors for this component refer to:*** | | ***The differentiated/graded terms that refer to achievement through the markbands:*** | | | | | | | | | | | | |
| ***The analysis and comparison of art from different cultures and times***  ***Consideration of who inspired the artist and who they inspired*** | | presents from different cultures and/or times  rarely for function and/or significance | presents and describes  sometimes for function and/or significance | | presents, describes and sometimes analyses  sometimes | | presents, describes, analyses and compares satisfactorily  satisfactorily most of the time | | analyses and compares thoughtfully most of the time  usually | | analyses and compares thoughtfully  carefully | | analyses and compares perceptively  thoughtfully | |
| ***The demonstration of skills, techniques and processes***  ***Technical skill and analyzing your skill*** | | few  making and describing | limited  making and describing | | some effective  making and describing and/or analysing | | mostly effective  making and analysing | | effective  making and analysing | | range of effective  making and analysing | | appropriate range of effective  making and analysing | |
| ***How well do you investigative into visual qualities, ideas and their contexts***  ***How many different ways do you investigate***  ***The connections between them*** | | few  lack organization and focus | investigative strategies  lack organization and/or focus | | some organized and focused | | organized  mostly focused | | coherent and focused  more than one approach  some connections | | coherent, focused and individual  range of different approaches  some informed connections | | coherent, focused and individual  appropriate range of different approaches  some fresh connections | |
| ***Depth and variety of techniques and investigation***  ***through improving ideas***  ***and making connections with artists and own work*** | | little breadth and/  or depth  very poor | limited depth and/  or breadth  poor development | | at times emerging depth and/or breadth  mediocre development  few explained connections | | satisfactory depth and breadth  some successful development  some explained connections | | good depth and breadth  mostly successful development  explained connections | | very good depth and breadth  successful development and synthesis  well-explained connections | | considerable depth and breadth  successful development and synthesis  thoroughly explained connections | |
| ***Using Art Language*** | | little use | limited and/or generally inaccurate use | | mediocre and sometimes inaccurate use | | satisfactory and generally accurate use | | mostly careful  and accurate use | | mostly effective and accurate use | | effective and accurate use | |
| ***The use of a range of sources,***  ***which are properly acknowledged*** | | limited range  acknowledged inadequately | limited range  acknowledged inadequately | | range  acknowledged properly most of the time | | range  acknowledged properly | | appropriate range  acknowledged properly | | appropriate range  acknowledged properly | | appropriate range  acknowledged properly | |
| ***The effective and creative presentation of work***  ***that demonstrates critical observation, reflection and discrimination*** | | little presented effectively or creatively  little critical observation | limited amount presented effectively and/or creatively  limited critical observation | | some work presented fairly effectively and/or creatively  some emerging critical observation | | some work presented effectively and creatively  some satisfactory critical observation and reflection | | work presented effectively and creatively  some good critical observation and reflection | | work presented effectively and creatively  some thoughtful critical observation, reflection and discrimination | | work presented effectively and creatively  effective critical observation, reflection and discrimination | |
| ***The presentation of a relationship between investigation and studio*** | | little | limited | | developing | | reasonably focused | | focused | | clear | | close | |
| Mark  Range | **SLA** | **1–4 5–8 9–12 13–16 17–20** | | | | | | | | |  | | | |
| Grade | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| SLA Mark | **0-2** | **3-5** | **6-8** | **9-11** | **12-14** | **15-17** | **18-20** |