

GRADING CRITERIA (PRACTICAL)

	Performance/Presentation	Process	Ideas	Documentation
1% - 9% Absence of redeemable qualities	No indication of engagement with the tasks of assessment. The form is lacking in any appropriate consideration / understanding. No evidence of skill application / development. The presentation / facilitation / performance has no redeemable qualities – it is largely incoherent in its expression / intention.	No indication of engagement with the tasks of assessment. No evidence of planning / organisation Student's contribution to process has offered no appreciable contribution Absence of understanding of how to work practically to shape / develop materials No application of appropriate skills / techniques No application of theory to practical process Uninformed and arbitrary use of material No evidence of appropriate research / preparation Absence of appreciation of skills and responsibilities in ensemble	Absence of engagement with thought and ideas relevant to assessment tasks Lack of evidence of reasoning No evidence of the understanding of the relationship of research to the development of ideas	Ineffective / incomplete / inappropriate documentation Work unstructured and lacking coherence
10% - 19% Unacceptable	There is little indication that the student has attempted to fulfil any of the basic requirements of the assessment task. The form is wholly inappropriate or is so misconceived that it misrepresents the purpose of the exercise. Lack of skills development No evidence of consideration of application of skills / techniques Uncommunicative performance / facilitation / presentation skills, no evidence of suitable preparation	Minimal indication of engagement with the tasks of assessment. Little evidence of planning / organisation Student's contribution to process has offered no appreciable contribution Minimal understanding of how to work practically to shape / develop materials Almost no application of appropriate skills / techniques Erroneous application of theory to practical process Arbitrary use of material Almost no evidence of appropriate research / preparation Unacceptable level of appreciation and application of skills and responsibilities in ensemble	No discernible insight related to assessment tasks Minimal evidence of understanding of application of thought to development of work No evidence of engagement with reading / research	Relationship between practice and theory absent. Incoherent insight into the process of practical work. Critical analysis / self-reflection is entirely absent and offers no awareness of understanding of context of work. The form / content is ineffective and does not constitute an acceptable response to the brief. Absence of evidence of relevant ideas / theories related to the practical work. Presentation of documentation is inadequate in its structure / organisation. The presentation is confused and incoherent as to render the work inadequate.
20% - 29% Inadequate	There is some indication that the student has attempted to fulfil the basic requirements in one of the categories or has given little thought to each, but this is only an indication The form is wholly inappropriate or is so misconceived that it misrepresents the purpose of the exercise.	Some indication of limited engagement with the tasks of assessment. Little evidence of effective planning / organisation Student's contribution to process has offered little appreciable contribution Limited understanding of how to work practically and to shape / develop materials effectively.	Inadequate application of thought related to the tasks of assessment Inadequate engagement with reasoning and logic. Structure confused or incomplete	Feeble relationship between practice and theory. Incoherent insight into the process of practical work. Critical analysis / self-reflection is largely absent and offers minimal understanding of context of work. The form / content is weak and does not constitute an

	Poor level of skills development Ill-considered application of skills / techniques Poor and under prepared performance / facilitation / presentation skills – multiple inaccuracies of expression	Almost no effective application of appropriate skills / techniques Some limited application of theory to practical process, but largely ineffective / inadequate. Poor selection and use of material Limited evidence of appropriate research / preparation Inadequate level of appreciation and application of skills and responsibilities in ensemble		acceptable response to the brief. Relevant ideas / theories related to the practical work are largely ignored. Presentation of documentation is unsatisfactory in its structure / organisation. The presentation is unsatisfactory and does not demonstrate planning and organisation.
30% - 39% Unsatisfactory	The form is broadly not appropriate to the purpose of the exercise. The work lacks competence in the use of materials and approaches. Little evidence of skill development Little evidence of application of appropriate skills / techniques. Weak performance / facilitation / presentation skills	Some engagement with the tasks of assessment, but the work lacks sufficient competence. Evidence of some planning / organisation, but this is largely misplaced / misconstrued / ineffective. Student has offered some contribution to the process but this is lacking in quality and effectiveness. Some understanding of how to work practically and to shape / develop materials effectively, but largely erroneous application. Limited application of appropriate skills / techniques, with inaccuracies and lack of competence / control. Some consideration of theory to practical process, but largely ineffective / misunderstood. Weak selection and use of material, lacking sufficient breadth and detail. Limited evidence of appropriate research / preparation, what is evident is underdeveloped. Weak level of appreciation and application of skills and responsibilities in ensemble Lack of experimentation / exploration of creative possibilities and solutions	Weak understanding of critical context Insufficient level of critical thinking and engagement with ideas Work is entirely derivative	Limited relationship between practice and theory. Little insight into the process of practical work. Critical analysis / self-reflection is weak and offers little understanding of context of work. The form / content demonstrates a weak and limited response to the brief which would require further development. Relevant ideas / theories related to the practical work are not dealt with satisfactorily or are largely erroneous. Presentation of documentation is unsatisfactory in its structure / organisation. The presentation is unsatisfactory and does not demonstrate sufficient planning and organisation.
40% - 49% Satisfactory	The work is adequate, demonstrating a satisfactory basic grasp of the tasks. Generally below average, but sufficient to constitute a response to the brief. One or more elements of the performance/presentation may be inadequately thought through. There is an intermittent sense of investment of the intellect/imagination, and a merely adequate focus/direction of effort. The artistic choices have been made within a narrow expressive band that is personally safe. Relevant skills have been employed but not to standards of professional practice. There is a good deal of awkwardness/self-consciousness/lack of ease in the articulation of the work. There is evidence of some development of specialist skills.	Engagement with the tasks of assessment, but the work lacks sustained quality. Evidence of adequate planning / organisation, but this may be inconsistent in its effectiveness. Student has offered some contribution to the process but this contribution is inconsistent / under-developed. Some understanding of how to work practically and to shape / develop materials adequately. Application of appropriate skills / techniques, with some inaccuracies but an acceptable level of competence / control. Some understanding of relationship of theory to practical process, but may lack some logical progression / development. Adequate selection and use of material, lacking in breadth and detail. Some evidence of appropriate research / preparation, lacking breadth/depth. Satisfactory appreciation and application of skills and responsibilities in ensemble Limited level of experimentation / exploration of creative possibilities and solutions	Ideas are almost entirely derivative Ideas may lack structure / organisation. Ideas would benefit from further thought / development. Lack of evidence of critical reflection on ideas and work.	Basic engagement with relationship between practice and theory Basic attempt to offer moments of insight into the process of practical work The work attempts some critical analysis / self-reflection which demonstrates partial understanding of context of work. The form / content demonstrates a satisfactory though basic response to the brief. Relevant ideas / theories related to the practical work are partially communicated with some inaccuracies and misunderstandings. Presentation of documentation is satisfactory, although may be inconsistent and demonstrate obvious weaknesses throughout.
50% - 59% Good	Competent and appropriate demonstration of the application of specialist skills. Any difficulties that are evident are obvious but resolvable. The work demonstrates an inconsistent ability to synthesise process through performance /presentation / facilitation, but there is some allowance for an engagement with the audience / target group. The form of the work is appropriately chosen and executed competently with some flaws.	Good and consistent engagement with the tasks of assessment. Evidence of a good approach to planning / organisation, with some inconsistencies. Student has offered a good level of contribution to the process. Clear understanding of how to work practically and to shape / develop materials to a good standard. Good selection and application of appropriate skills / techniques, with some inaccuracies but a good level of competence / control.	The work demonstrates moments of imagination but is largely limited in its understanding of artistic / creative / critical context. Will have some understanding of how their own contribution might have been improved. Reasonable structure to ideas and their expression / communication. Ideas tend to be stated rather than developed.	Good engagement with relationship between practice and theory Good level of insight into the process of practical work The work offers some critical analysis of work / self-reflection which may be limited The form / content demonstrates an appropriate response to the brief that offers appropriate consideration

	The presentation of the work is competent, although there will be a number of aspects in which it could be improved upon. The selection of relevant skills generally meets acceptable standards of practice, with competent focus in performance /presentation / facilitation.	Sound understanding of relationship of theory to practical process, but may lack some logical progression / development. Good selection and use of material, mostly competent and informed. Evidence of a good level of appropriate research / preparation. Considered appreciation and application of skills and responsibilities in ensemble Some experimentation / exploration of creative possibilities and solutions. Will have successfully overcome some obstacles or difficulties in their path, and will have adapted their work effectively to the demands of the whole project.		Relevant ideas / theories related to the practical work are communicated with some accuracy though at times lacking logical progression and/or depth. Presentation of documentation is appropriate, consistent and well organised with some obvious weaknesses
60% - 69% Very Good	Some moments of flair in the application of specialist skills The form of the work is appropriate to the task and fulfils the brief/directions given to the students well, clear ability to synthesise an understanding of process through performance allowing for consistent engagement with the audience / target group. The work demonstrates good levels of imagination though not particularly original in expression. The form of the work is suitably chosen and executed competently. The presentation of the work gives a generally very good impression, although there will be some aspects in which it could be improved upon. The relevant skills are displayed mostly to acceptable standards of professional practice, with good focus in performance /presentation / facilitation. The defects, however, are matters of style/technique/finish rather than fundamental errors.	Very good and considered engagement with the tasks of assessment. Evidence of a detailed and effective approach to planning / organisation. Student has offered a strong level of contribution to the process with regard to theoretical / practical / technical / collaborative aspects of the work. Very good understanding of how to work practically and to shape / develop materials to a high standard. Strong selection and application of appropriate skills / techniques, confident, accurate. Robust understanding of relationship of theory to practical process, demonstrates confidence and accurate technical / theoretical understanding. Very good decisions in the selection and application of material, confident and informed choices. Evidence of a strong level of appropriate research / preparation, demonstrating breadth and depth. Intelligent and considered appreciation and application of skills and responsibilities in ensemble Good level of experimentation / exploration of creative possibilities and solutions. Certain problems have been identified and a number of thoughtful / perceptive / creative solutions proposed / implemented.	Well-reasoned, coherent shaping of ideas The form of presentation / facilitation / execution of the work demonstrates some understanding of its critical context Some moments of invention and synthesis of critical thinking / ideas. Strong organisation and shaping of ideas that can be justified by the intention of the work.	Very good demonstration of synthesis of practice and theory Very good level of insight into the process of practical work The work offers justified critical analysis of work / self-reflection The form / content demonstrates an individual response to the brief that offers justification and appropriate consideration Relevant ideas / theories related to the practical work are communicated with precision, detail and some fluency. Presentation of documentation is appropriate, consistent and well organised
70% - 79% Excellent	Some clear moments of expertise and highly accomplished application of specialist skills The work is structured, designed, performed and presented throughout in a manner which allows for moments of powerful engagement with the relevant audience / target group. High levels of creative imagination and originality in artistic choices. All matters pertaining to the performance/presentation which should have been considered have been addressed. Some moments of originality and innovation.	Excellent and inventive engagement with the tasks of assessment. Evidence of a highly detailed and effective approach to excellent planning / organisation. Student has offered a contribution to the process with regard to theoretical / practical / technical / collaborative aspects of the work, which is integral to the success of the project by virtue of its intellectual insight, sustained commitment, and disciplined organisation. Excellent ability to work practically and to shape / develop materials to a high standard for self and/or others. Excellent selection and application of a range of appropriate skills / techniques, accomplished in execution and development. Sophisticated understanding of relationship of theory to practical process, demonstrates innovative application of theory to practice and highly effective technical / theoretical understanding. Innovative decisions in the selection and application of material; accomplished and intellectually informed choices. Evidence of an excellent level of appropriate research / preparation, demonstrating wide ranging breadth and depth. Intelligent and considered appreciation and excellent application of skills and responsibilities in ensemble	The form of presentation / facilitation / execution of the work demonstrates a comprehensive understanding of its critical context Some moments of originality / invention and synthesis of some complex ideas. Authoritative and persuasive shaping of ideas that can be justified by the intention of the work.	Excellent demonstration of synthesis of practice and theory Excellent level of insight into the process of practical work The work offers justified complex critical analysis of work / self-reflection The form / content demonstrates an individual response to the brief that offers some moments of innovation. Complex ideas / theories related to the practical work are communicated with precision, coherence and fluency. Presentation of documentation is excellent

		Excellent level of experimentation / exploration of creative possibilities resulting in innovative solutions. Demonstrates the ability to detect and solve major problems associated with the project, to collaborate with others for the benefit of the whole group, and to perform/ present the project in a highly favourable light using high levels of personal and practical skills.		
80% - 89% Outstanding	Sophisticated expertise and flair in the application of specialist skills The work is structured, designed, performed and presented throughout in a manner which allows for a powerful engagement with the relevant audience / target group. Outstanding clarity and coherence, sophisticated expression / articulation. Excellent technical accomplishment. High level knowledge and skills embodied in practice All matters pertaining to the performance/presentation/workshop which should have been considered have been addressed inventively and with flair. Consistently produces moments of originality and innovation.	Outstanding engagement with and original interpretation of the tasks of assessment. Outstanding and innovative planning / organisation for self/others. Student has offered a contribution to the process with regard to theoretical / practical / technical / collaborative aspects of the work, which is integral to the success of the project by virtue of its intellectual insight, sustained commitment, and disciplined organisation. Outstanding ability to work practically and to shape / develop materials to a professional standard for self and/or others. Outstanding and innovative selection and application of a range of appropriate skills / techniques, expertise in execution and development. Sophisticated understanding of relationship of theory to practical process, demonstrates innovative and expert application of theory to practice and exceptional clarity in technical / theoretical understanding. Originality in decisions in the selection and application of material; sophisticated and intellectually informed choices. Outstanding level of appropriate research / preparation, demonstrating wide ranging breadth and depth. Exceptional level of competence in the application of skills and responsibilities in ensemble Extremely high level of experimentation / exploration of creative possibilities resulting in original and surprising solutions.	The form of presentation / facilitation / execution of the work demonstrates outstanding and complex understanding of its critical context Some ideas are clearly original and demonstrate complex synthesis of ideas. Authoritative and persuasive shaping of sophisticated ideas that would have value to current academic / discipline specific discourse.	Outstanding understanding of synthesis of practice and theory Outstanding level of far reaching insight into the process of practical work The work offers a high level of complex critical analysis of work / self-reflection The form / content demonstrates an innovative individual response to the brief Complex ideas / theories related to the practical work are communicated with clarity, coherence and some flair. Presentation of documentation is outstanding
90% - 100% Exceptional	Exceptional expertise and innovative flair in the application of specialist skills. The work is structured, designed, performed and presented throughout in a manner which allows for a sophisticated and powerful engagement with the relevant audience / target group. Exceptional clarity and coherence, highly sophisticated expression / articulation. Exceptional technical accomplishment. High level knowledge and skills embodied in practice All matters pertaining to the performance/presentation/workshop which should have been considered have been addressed inventively and with expertise. When considered in its entirety the work demonstrates exceptional originality and innovation.	Exceptional professional level engagement with and original interpretation of the tasks of assessment. Innovative planning / organisation for self/others which could hardly be bettered in parallel conditions. Student has offered a contribution to the process with regard to theoretical / practical / technical / collaborative aspects of the work, which is beyond the remit of the project by virtue of its intellectual insight, sustained commitment, and disciplined organisation. Exceptional ability to work practically and to shape / develop materials to a professional standard with flair and expertise for self and/or others. Selection and application of a range of appropriate skills / techniques, demonstrates exceptional originality and flair, expertise in execution and development. Highly sophisticated understanding of relationship of complex theory to practical process, demonstrates innovative and expert application of theory to practice and exceptional clarity in technical / theoretical understanding. Originality is prominent in many decisions in the selection and application of material; highly sophisticated and intellectually informed choices. Exceptional level of complex research / preparation, demonstrating far reaching breadth and depth. Expertise in the application of skills and responsibilities in ensemble Exceptional level of experimentation / exploration of creative possibilities resulting in multiple original and surprising solutions.	The form of presentation / facilitation / execution of the work demonstrates an exceptional level of innovative understanding of its critical context. Ideas are consistently original, including complex synthesis of high order thinking beyond the boundaries of the discipline. Ideas expressed are profound and applicable to a range of contexts beyond the work.	Exceptional understanding of synthesis of practice and theory Exceptional level of far reaching insight into the process of practical work offering original ideas related to current academic discourse The work offers an exceptionally high level of sophisticated complex critical analysis of work / self-reflection The form / content demonstrates a highly innovative individual response to the brief Sophisticated and complex ideas / theories related to the practical work are communicated with exceptional clarity, coherence and flair. Presentation of documentation is exemplary and offers no grounds for criticism