**SCALES
OF COMPETENCY LEVELS**

SECONDARY SCHOOL EDUCATION
CYCLE TWO

Visual Arts

Third Edition
Secondary III, IV and V

Québec ✦✦

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Foreword

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that teachers must prepare in Secondary Cycle Two. Part I of this document is intended to provide additional information on the nature of these instruments and how they are meant to be used. The scales for each subject are then presented in Part II.

It should be noted that this third edition contains the scales for Secondary III, IV and V, and replaces the earlier editions, published in 2007 and 2008, of the scales of competency levels for Secondary Cycle Two.

Part I: Introduction

Introduction

An Official Tool for All Teachers

The scales of competency levels were designed to enable teachers to determine the competency levels attained by students at the end of each year in Secondary Cycle Two, and their use is prescribed by the *Basic school regulation* (section 30.1).

A Uniform Model for All Subjects

To ensure that the scales for all subjects have the same format, a model composed of five competency levels was selected. Table 1 outlines the general model that served as the basis for defining the competency levels for all the subjects, at both the elementary and secondary levels.
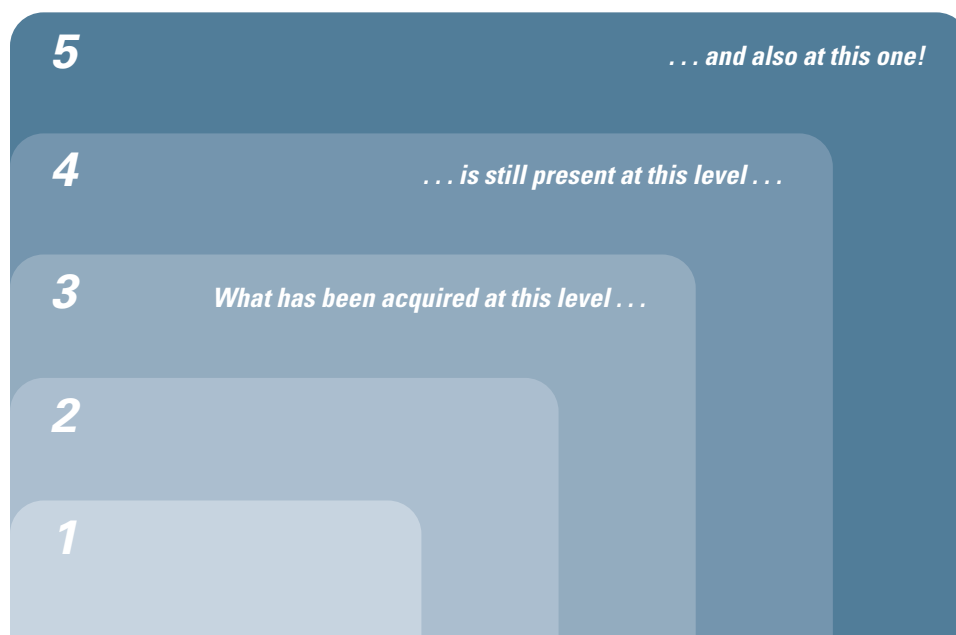
Outline of the scales of competency levels

LEVEL	COMPREHENSIVE ASSESSMENT	MOBILIZATION OF RESOURCES*
5	ADVANCED	The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.
4	THOROUGH	The student mobilizes the full range of resources: he/she performs the tasks correctly.
3	ACCEPTABLE	The student mobilizes the main resources: he/she performs the basic tasks.
2	PARTIAL	The student mobilizes some of the resources, with guidance: he/she has trouble performing the tasks.
1	MINIMAL	The student mobilizes few resources: he/she partially performs the tasks or performs them with constant help.

* Resources: the *Program Content* section of each subject-specific program "describes the learning essential for the development and exercise of the competency. . . . It includes learning related to concepts, methods, strategies, processes, techniques and attitudes." (See *Québec Education Program, Secondary Cycle Two*, chapter 4, p. 28.)

The description of each competency level is consistent with the content of the Québec Education Program, but is not a literal reiteration of that content. It is not a matter of defining learning objectives, but of proposing reference points that can be used as a guide in making an assessment with respect to the student's level of competency development at the end of each year of Secondary Cycle Two.

In general, each level describes concrete achievements that are typical for the students who have attained them. When viewed in its entirety, each description implies that some choices had to be made so that only certain aspects, typical of that competency level, were retained. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified. The competency level descriptions appear in the form of structured paragraphs and these profiles pertain as much to the processes or procedures adopted by the student as they do to the results he or she finally achieves.

It should be noted that the levels progressively subsume each other. In other words, an aspect of a competency deemed to have been acquired at a given competency level is presumed to have been acquired at the superior levels.

5   *. . . and also at this one!*

4   *. . . is still present at this level . . .*

3   *What has been acquired at this level . . .*

2

1

The Distinctive Feature of Level 1

The wide range of observable behaviours possible for a competency exhibiting minimal development makes it difficult to draw up a typical profile for level 1. In fact, competency level 1 is attributed to students who have not attained level 2. Thus the description of level 1 is often brief and usually mentions that the student needs ongoing support to successfully carry out the tasks assigned to him or her.

Cross-Curricular Competencies

The descriptions contained in the scales for the various subjects take the cross-curricular competencies into account, since their development is closely linked to that of the subject-specific competencies. The presence of elements associated with cross-curricular competencies, particularly at the higher levels of the scales for each subject, indicates their importance for students' educational success and highlights the fact that they must be specifically targeted by planned learning and evaluation situations.

Particular Features of the Scales for Secondary Cycle Two

While the scales of competency levels for Secondary Cycle Two are an extension of those for Secondary Cycle One, they have their own particular features, since a competency report must be prepared at the end of each year. In this context, under the heading *Development of the Competency*, the Québec Education Program provides guidelines for planning the learning and evaluation to be carried out each year, for each competency. The introduction to each scale restates elements of these guidelines, highlighting those that have an impact on the preparation of the competency report.

Use of the Scales

The competency report is not the result of some mathematical calculation made on the basis of results recorded during the cycle; it is, rather, an assessment of the level of competency a student has attained, that is, of the student's ability to effectively draw on and use the resources specified in the Québec Education Program (concepts, methods, strategies, processes, techniques, attitudes). Analysis of the observations made makes it possible to obtain a portrait of the student's competency development and to match it with one of the levels on the scale. Keep in mind that this is a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the recorded data.

Since the descriptions contained in the scales are relatively short, they cannot specify all the aspects that must be taken into account in making an assessment of competency development. Different evaluation tools (e.g. rubrics, checklists) are therefore needed to gather more specific, complete information in order to give students feedback during the learning process and to provide a foundation for teachers' assessments. Since these are based on relevant and sufficient records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed.

It is therefore important that students who are at risk of not progressing beyond the lower levels of the scale (1 and 2) be identified as early as possible, and given appropriate support. A pedagogical diagnosis and proposals for support measures could be provided along with the competency report in such a case (for example, within an individualized education plan).

In the interests of greater transparency, teachers are encouraged to familiarize the students and their parents with the scales, to ensure that they understand the competency level descriptions and the manner in which they will be used.

MAIN PRACTICES TO BE ESTABLISHED FOR PREPARING COMPETENCY REPORTS

– Provide the students with frequent and varied opportunities to demonstrate their competencies.

– Explain the scales and their purpose to students and parents.

– Keep relevant and sufficient records of student learning.

– Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a level.

– Where called for, report more detailed information for certain students (e.g. those with an individualized education plan).

Part II: The Scales

1. Visual Arts

Compulsory Program

It should be noted that the scales for the compulsory program are different than those for the optional programs in order to better reflect the nature of this program. The compulsory program is part of general education, whereas the optional programs are designed for students who wish to explore the subject in more depth. The requirements for these scales also take into consideration the amount of teaching time designated for the programs in the timetable.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in creating personal images, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

– make use of various stimuli for creation

– draw on strategies associated with the creative dynamic

– make use of materials and tools specific to visual arts

– make use of elements of content studied, in accordance with their creative intention

Since the descriptions of the competency levels in the compulsory program are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary III students to:

– become familiar with gestures involving basic traditional visual arts materials and tools

– create two- or three-dimensional images autonomously

Among other things, the situations chosen should enable Secondary IV students to:

– make use of gestures involving more complex traditional visual arts materials and tools

– create two- or three-dimensional images autonomously

– make use of the symbolic function of images

Among other things, the situations chosen should enable Secondary V students to:

– take advantage of the properties of materials and tools

– create two-dimensional images autonomously

– create three-dimensional images autonomously

– make use of the symbolic function of images

Creates personal images

5 *Advanced competency development*

Develops his/her ideas by drawing on the visual repertoire and his/her cultural references. Builds on the results of his/her experiments to produce creative work. Selects novel ways to transform tangible matter and organize space. Suggests well-chosen alternatives when faced with unexpected situations and justifies his/her choices.

4 *Thorough competency development*

Carries out experiments and varies his/her ideas from one creation to another. Mobilizes various resources and uses materials in a relevant way. Chooses appropriate gestures and makes coherent use of image components. Identifies the strong and weak points of his/her process.

3 *Acceptable competency development*

Takes into account the stimulus for creation and discusses with classmates to find ideas. Experiments with gestures using suggested tools and materials and completes his/her creative projects. Uses elements of visual arts language and organizes space appropriately. Talks about the steps in his/her process.

2 *Partial competency development*

With help, becomes familiar with the stimulus for creation and prepares the materials required to carry out the tasks. Uses the basic elements of visual arts language as well as simple gestures and familiar materials.

1 *Minimal competency development*

Sketches images based on his/her first idea and produces them with sustained help. Uses materials and tools in a rudimentary way. Manipulates raw materials. Organizes space in a simple manner.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in creating media images, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

– make use of various stimuli for media creation, according to the type of message to be conveyed (inform, persuade, entertain) and the target audience
– draw on the strategies associated with the creative dynamic
– make use of elements of content studied, in accordance with their communication purpose

Since the descriptions of the competency levels in the compulsory program are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary III students to:

– transform tangible matter by becoming familiar with the gestures associated with basic traditional visual arts materials and tools
– create two-dimensional images autonomously

Among other things, the situations chosen should enable Secondary IV students to:

– transform tangible matter by making use of gestures associated with more complex traditional visual arts materials and tools
– create two-dimensional images autonomously
– make use of the symbolic function of images

Among other things, the situations chosen should enable Secondary V students to:

– transform tangible matter with gestures by drawing on the properties of selected materials and tools
– create two-dimensional images autonomously
– make use of the symbolic function of images

Creates media images

5 *Advanced competency development*

Gathers relevant information to focus the messages to be conveyed and to better understand the target audience. Builds on the results of his/her experiments to produce creative work. Selects novel ways to transform tangible matter and organize space. Justifies his/her choices of visual codes, symbols, shapes and colours.

4 *Thorough competency development*

Identifies the characteristics of the target audience and creates his/her images by choosing visual codes to communicate a message associated with the stimulus for creation. Uses materials, gestures, elements of visual arts language, symbols and spatial organization to assign the appropriate function to the media image. Points out the strong and weak points of his/her process.

3 *Acceptable competency development*

Takes the stimulus for creation into account and uses the documentary resources available to produce his/her media images. Experiments with gestures using the tools and materials appropriate to complete his/her creation projects. Uses visual codes suggested by the teacher and communicates messages through his/her spatial organization. Talks about the steps in his/her process.

2 *Partial competency development*

With help, becomes familiar with the stimulus for creation and prepares the materials required for his/her projects. Transmits visual messages that take little consideration of the characteristics of the target audience. Uses the basic elements of visual arts language, carries out simple gestures and uses familiar materials.

1 *Minimal competency development*

Sketches his/her images based on a first idea and produces them with sustained help. Uses materials and tools in a rudimentary way. Inserts the suggested media elements and organizes space in a simple manner.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in appreciating images, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

– make use of stimuli for appreciation

– explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources

– identify elements of content studied, in accordance with suggested appreciation approaches

– work alone or with others

– communicate their appreciation orally or in writing

Since the descriptions of the competency levels in the compulsory program are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary III students to:

– consider works of art, cultural objects from the artistic heritage and media images according to their fields of interest

– comment on the use of materials and tools as well as the use of concepts drawn from visual arts language and spatial organization and representation

Among other things, the situations chosen should enable Secondary IV students to:

– consider works of art, cultural objects from the artistic heritage and media images from a historical point of view

– comment on the use of materials and tools as well as the use of concepts drawn from visual arts language and spatial organization and representation

– identify the meaning and symbolic meaning of works of art

Among other things, the situations chosen should enable Secondary V students to:

– consider works of art, cultural objects from the artistic heritage and media images from a sociocultural point of view

– comment on the use of materials and tools as well as the use of concepts drawn from visual arts language and spatial organization and representation

– identify the meaning and the symbolism of a work of art

Appreciates images

5
Advanced competency development
Uses the documents provided to enrich his/her appreciations. Justifies his/her interpretations with arguments that take the images' components into account. Makes connections with certain aspects of other appreciation or creation experiences.

4
Thorough competency development
Identifies the sociocultural and historical aspects in works of art, cultural objects and media images. Identifies the characteristics of images observed such as their expressive elements and the type of spatial representation. Points out elements that foster the effectiveness of media images. Communicates his/her appreciation by using subject-specific vocabulary.

3
Acceptable competency development
Formulates his/her appreciations taking into account the selected criteria. Names the elements of visual arts language observed in the work. Identifies simple ways of organizing space and associates an emotion he/she feels with an aspect of the image. Mentions the characteristics of a media image and identifies its message.

2
Partial competency development
Identifies the basic elements of visual arts language in a work (shapes, lines, colours, textures and patterns). Briefly communicates his/her appreciations, taking into account the criteria suggested and relying on general observations.

1
Minimal competency development
Identifies the materials used to create works of art, media images and cultural objects from the artistic heritage. With help from the teacher, makes a comment by referring to the most obvious elements of the work.

2. Visual Arts
Optional Program
Multimedia Optional Program

It should be noted that the scales for the optional programs are different than those for the compulsory program in order to better reflect the nature of each program. The compulsory program is part of general education, whereas the optional programs are designed for students who wish to explore the subject in more depth. The requirements for these scales also take into consideration the amount of teaching time designated for the programs in the timetable.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in creating personal images, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

– make use of various stimuli for creation

– draw on strategies associated with the creative dynamic

– make use of materials and tools specific to visual arts and crafts

– make use of elements of content studied, in accordance with their creative intention

– work alone or with others

Since the descriptions of the competency levels in the optional programs are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary III students to:

– **Optional program:**

  • transform tangible matter or imagery

  • create two- or three-dimensional images and digital still images

– **Multimedia optional program:**

  • transform imagery

  • create digital and analog still images and spatiotemporal images

Among other things, the situations chosen should enable Secondary IV and V students to:

– **Optional program:**

  • transform tangible matter or imagery

  • create two- or three-dimensional images and digital still images

  • make use of the symbolic function of images

– **Multimedia optional program:**

  • create digital and analog still images and spatiotemporal images

  • transform imagery

  • make use of the symbolic function of images

Creates personal images

5 *Advanced competency development*

Develops his/her ideas by drawing on the visual repertoire and his/her cultural references. Builds on the results of his/her experiments and makes effective use of the symbolic function of images in his/her creations. Selects novel ways to transform tangible matter and imagery and organize space, and creates developed images. Suggests well-chosen alternatives when faced with unexpected situations and justifies his/her choices. Refines his/her images to give them a personal touch.

4 *Thorough competency development*

Carries out experiments and varies his/her ideas from one creation to another. Mobilizes various resources and uses materials in a relevant way. Uses visual arts language and organizes space in a coherent manner. Comments on his/her creative experiences and keeps a record of his/her entire creative process.

3 *Acceptable competency development*

Takes into account the stimulus for creation and uses the documentary resources provided. Discusses with classmates to find ideas and completes his/her creative projects. Makes sketches and experiments with gestures using suggested tools and materials. Uses elements of visual arts or multimedia language and organizes space appropriately. Identifies the strong and weak points of his/her process.

2 *Partial competency development*

With help, becomes familiar with the stimulus for creation, prepares the materials required to carry out the tasks and notes down some creative ideas. Uses the basic elements of visual arts and multimedia language and carries out simple gestures. Talks about the steps in his/her process.

1 *Minimal competency development*

Sketches images based on his/her first idea and produces them with sustained help. Uses materials and tools in a rudimentary way. Uses the basic functions of technological tools and organizes space in a simple manner.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in creating media images, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

– make use of various stimuli for media creation, according to the type of message to be conveyed (inform, persuade, entertain) and the target audience
– draw on the strategies associated with the creative dynamic
– make use of elements of content studied, in accordance with their communication purpose
– work alone or with others

Since the descriptions of the competency levels in the optional programs are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary III students to:

– **Optional program:**
  • create two-dimensional and digital still images
  • transform tangible matter and imagery and image content by becoming familiar with the gestures associated with basic traditional and technological materials and tools

– **Multimedia optional program:**
  • create digital and analog still images and spatiotemporal images
  • transform imagery and image content by becoming familiar with the gestures associated with analog and digital technological tools

Among other things, the situations chosen should enable Secondary IV students to:

– **Optional program:**
  • create two-dimensional or digital still images
  • transform tangible matter and imagery and image content by becoming familiar with the gestures associated with more complex traditional and technological tools
  • make use of the symbolic function of images

– **Multimedia optional program:**
  • create digital and analog still images and spatiotemporal images
  • transform imagery and image content by becoming familiar with the gestures associated with more complex analog and digital technological tools

Among other things, the situations chosen should enable Secondary V students to:

– **Optional program:**
  • create two-dimensional or digital still images
  • transform tangible matter and imagery and image content by drawing on the properties of traditional and technological materials and tools
  • make use of the symbolic function of images

– **Multimedia optional program:**
  • create digital and analog still images and spatiotemporal images
  • transform imagery and image content by drawing on the properties of materials and tools

Creates media images

5

Advanced competency development

Plans the steps of his/her creative projects. Gathers relevant information to focus the messages to be conveyed and to better understand the target audience. Builds on the results of his/her experiments to produce creative work. Selects novel ways to transform tangible matter and imagery and organize space, and creates developed images. Justifies his/her choices of visual codes, symbols, shapes and colours, and assesses the effect of his/her visual message.

4

Thorough competency development

Identifies the characteristics of the target audience and creates his/her images by choosing visual codes to effectively communicate a message. Uses materials, gestures, elements of visual arts and multimedia language and spatial organization to assign the appropriate function to the media image. Describes his/her experiences of media creation and keeps a record of his/her entire process.

3

Acceptable competency development

Takes the stimulus for creation into account and uses the documentary resources available to produce his/her media images. Makes sketches of his/her creative projects and experiments with gestures using appropriate tools and materials. Uses visual arts or multimedia language and the visual codes suggested by the teacher, and communicates messages through his/her spatial organization. Completes his/her creative project. Points out the strong and weak points of his/her process.

2

Partial competency development

With help, becomes familiar with the stimulus for creation, prepares the material required for his/her projects and notes down some creative ideas. Transmits visual messages that take little consideration of the characteristics of the target audience. Chooses the basic elements of visual arts or multimedia language and uses simple gestures. Talks about the steps in his/her process.

1

Minimal competency development

Sketches his/her images based on a first idea and produces them with sustained help. Uses materials and tools in a rudimentary way. Inserts the suggested media elements and organizes space in a simple manner.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in appreciating images, in accordance with the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

– make use of stimuli for appreciation

– explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources

– identify elements of content studied, in accordance with suggested appreciation approaches

– work alone or with others

– communicate their appreciation orally or in writing

Since the descriptions of the competency levels in the optional programs are applicable to all three years of Secondary Cycle Two, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary III students to:

– **Optional program:**
  • consider works of art, cultural objects from the artistic heritage, media images and the productions of classmates
  • comment on the use of traditional materials and tools used in visual arts, crafts or computer graphics
  • comment on the use of concepts from visual arts language and spatial organization and representation

– **Multimedia optional program:**
  • consider works of art, cultural objects from the artistic heritage, media images, the productions of classmates and multimedia productions
  • comment on the use of materials, methods, and analog and digital technological tools (photo, video, cinema)
  • comment on the use of concepts and elements of multimedia language, the organization of four-dimensional space and the organization of sound

Among other things, the situations chosen should enable Secondary IV and V students to:

– **Optional program:**
  • consider works of art, cultural objects from the artistic heritage, media images and the productions of classmates
  • comment on the use of traditional materials and tools used in visual arts, crafts or computer graphics
  • comment on the use of concepts from visual arts language, spatial organization and representation, and identify the meaning and symbolism of a work of art

– **Multimedia optional program:**
  • comment on works of art, cultural objects from the artistic heritage, media images, the productions of classmates and multimedia productions
  • comment on the use of materials, methods, and analog and digital technological tools (photo, video, cinema)
  • comment on the use of concepts and elements of multimedia language; the organization of four-dimensional space; the organization of sound; and identify the meaning and symbolism of a work of art

Appreciates images

5

Advanced competency development

Compares the works of a given artist or artistic current. Uses personal research to enrich his/her appreciations and deepens them by asking relevant questions. Justifies his/her interpretations with arguments that take the images' components into account. Makes connections with certain aspects of other appreciation or creation experiences.

4

Thorough competency development

Identifies the sociocultural and historical aspects in works of art, cultural objects and media images. Identifies the characteristics of images observed such as their expressive elements or the type of spatial representation. Points out elements that foster the effectiveness of media images. Justifies his/her appreciation with appropriate comments that incorporate subject-specific vocabulary.

3

Acceptable competency development

Formulates his/her appreciations taking into account the selected criteria and the notes taken during research or cultural visits. Names the elements of visual arts language observed in the work. Identifies simple ways of organizing space and associates an emotion he/she feels with an aspect of the image. Mentions the characteristics of a media image and identifies its message. Describes the learning accomplished during his/her appreciation experiences.

2

Partial competency development

Identifies the basic elements of visual arts or multimedia language in a work (shapes, lines, colours, textures and patterns). Describes the main idea of creative projects and works, and briefly communicates his/her appreciations taking into account the criteria suggested and relying on general observations.

1

Minimal competency development

Identifies the materials used to create works of art, cultural objects or multimedia productions. Talks about the impression he/she feels when viewing a multimedia production. With help from the teacher, makes a comment by referring to the most obvious elements of the work.