

MYP Objectives and Assessment Criteria

Art Objectives

A. Using knowledge

The use of knowledge enables students to understand the role of the arts in a global context and informs their work and artistic perspectives. Students discover the aesthetics of art and are able to analyze and express this in specialized language. Students learn that the arts initiate change as well as being a response to change.

At the end of the course, students should be able to:

- i. demonstrate knowledge and understanding of the elements of the art form, including specialized language, concepts and processes
- ii. demonstrate an understanding of the role of the art form in relation to time and place
- iii. use acquired knowledge to purposefully inform artistic decisions.

B. Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

At the end of the course, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking creatively

The arts motivate students to think laterally, develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and to experiment in innovative ways to develop their artistic intentions, their processes and their work. Through this they are enabled to discover their personal signature and realize their artistic identity.

At the end of the course, students should be able to:

- i. develop artistic intention to a point of realization
- ii. demonstrate lateral thinking
- iii. demonstrate curiosity and take informed risks.

D. Responding

The arts provide students with the opportunity to respond to their world, to their own art and its audience and to the art of others. A response can come in many forms; through intellectual and emotional engagement, by making connections, evaluating, critiquing, and reflecting. Creating art is as valid a response as writing a formal essay and gives students the opportunity to transfer learning to new settings and to consider feedback. Communication is at the heart of the relationship between the art and its audience and students are encouraged to reflect on their artistic intention and the impact of their work both on an audience and on themselves. Students become more aware of their own artistic development and the role that arts play in their life and in the world.

At the end of the course, students should be able to:

- i. construct meaningful connections, consider feedback and transfer learning to new settings
- ii. reflect on artistic intention and evaluate the impact of realized art work
- iii. critique the artwork of others

Art Assessment Criteria

The following assessment criteria have been established by the IB for arts in the MYP. All assessment in each year of the MYP must be based on the age-appropriate version of these assessment criteria as provided in this guide.

Criterion A	Using knowledge	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Criterion A: Using knowledge

Maximum: 8

Students should be able to:

- i. demonstrate knowledge and understanding of the elements of the art form, including specialized language, concepts and processes
- ii. demonstrate an understanding of the role of the art form in relation to time and place
- iii. use acquired knowledge to purposefully inform artistic decisions.

Achievement
Level

Level Descriptor
Year 5

0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • demonstrates limited knowledge and/or understanding of the elements of the art form studied • demonstrates a limited understanding of the role of the art form in relation to time and place • demonstrates limited use of acquired knowledge to inform artistic decisions.
3–4	The student: <ul style="list-style-type: none"> • demonstrates adequate knowledge and understanding of the elements of the art form studied. This includes some use of specialized language, concepts and processes but not always appropriately • demonstrates an adequate understanding of the role of the art form in relation to time and place • demonstrates adequate use of acquired knowledge to inform artistic decisions.
5–6	The student: <ul style="list-style-type: none"> • demonstrates substantial knowledge and understanding of the elements of the art form studied. This includes appropriate use of specialized language, concepts and processes • demonstrates a substantial understanding of the role of the art form in relation to time and place • demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.
7–8	The student: <ul style="list-style-type: none"> • demonstrates excellent knowledge and understanding of the elements of the art form studied. This includes consistent use of specialized language and synthesis of concepts and processes • demonstrates an excellent understanding of the role of the art form in relation to time and place • demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions.

Criterion B: Developing skills

Maximum: 8

Students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

**Achievement
Level**

**Level Descriptor
Year 5**

0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">• demonstrates limited acquisition and development of skills and techniques• demonstrates limited application of skills and/or techniques to create, perform and/or present art.
3–4	The student: <ul style="list-style-type: none">• demonstrates adequate acquisition and development of skills and techniques• demonstrates adequate application of skills and techniques to create, perform and/or present art.
5–6	The student: <ul style="list-style-type: none">• demonstrates substantial acquisition and development of skills and techniques• demonstrates substantial application of skills and techniques and to create, perform and/or present art.
7–8	The student: <ul style="list-style-type: none">• demonstrates excellent acquisition and development of skills and techniques• demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

Maximum: 8

Students should be able to:

- i. develop artistic intention to a point of realization
- ii. demonstrate lateral thinking
- iii. demonstrate curiosity and take informed risks.

Achievement Level

Level Descriptor
Year 5

0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">• identifies artistic intention and may reach a point of realization• demonstrates limited or no lateral thinking• demonstrates limited curiosity and a limited ability to take informed risks.
3–4	The student: <ul style="list-style-type: none">• states and attempts to develop artistic intention to a point of realization• demonstrates some lateral thinking• demonstrates some curiosity and ability to take informed risks.
5–6	The student: <ul style="list-style-type: none">• outlines and develops artistic intention to a point of realization• often demonstrates lateral thinking• often demonstrates curiosity and ability to take informed risks.
7–8	The student: <ul style="list-style-type: none">• formulates and develops artistic intention to a point of realization• demonstrates a flair for lateral thinking• consistently demonstrates curiosity and ability to take informed risks.

Criterion D: Responding

Maximum: 8

Students should be able to:

- i. construct meaningful connections, consider feedback and transfer learning to new settings
- ii. reflect on artistic intention and evaluate the impact of realized artwork
- iii. critique the artwork of others.

Achievement Level

**Level Descriptor
Year 5**

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">• constructs limited connections, occasionally considers feedback and may transfer learning to new settings• presents limited reflections on the artistic intention and/or attempts to evaluate the impact of realized artwork• presents a limited critique of the artwork of others
3–4	The student: <ul style="list-style-type: none">• constructs connections, considers feedback and occasionally transfers learning to new settings• presents adequate reflections on the artistic intention and evaluates the impact of realized artwork• presents an adequate critique of the artwork of others
5–6	The student: <ul style="list-style-type: none">• constructs appropriate connections, considers feedback and regularly transfers learning to new settings• presents substantial reflections on the artistic intention, process and development to inform his or her work and self as an artist• presents a substantial critique of the artwork of others and regularly evaluates the impact of realized artwork.
7–8	The student: <ul style="list-style-type: none">• i. constructs meaningful connections, considers feedback and consistently transfers learning to new settings• ii. presents excellent reflections on the artistic intention and evaluates the impact of realized artwork with depth and insight• iii. presents an excellent critique of the artwork of others