The assessment criteria as published in this guide must be used when determining students' achievement levels for each criterion. However, specific expectations for each task must still be defined.

It is expected that, in any unit of study, students acquire new skills alongside those they have previously mastered. This also allows for students with little or no prior knowledge in the arts to excel. The acquisition of skills must be formatively assessed periodically to allow the teacher to monitor the progress a student has made in acquiring skills for summative assessment in the unit. It is important that teachers specify the expected skills and outcomes at the beginning of each unit so that students are aware of what is required for summative assessment.

The MYP arts objective and assessment criterion C (creating/performing) is the same for all MYP years/stages. The increase in sophistication of skills is determined by the skill set developed through each unit over the years of the course. It is expected that teachers plan carefully the skills they expect students to master over each year of the programme in the MYP arts.

For each band of each criterion, possible characteristics are provided to further support teachers in determining a level of achievement. The possible characteristics should be used as an overall general description and should be interpreted according to the year/stage of the student. For example, a piece of work that might be considered “thoughtful” or “thorough” at year 1/Novice stage would not meet the expectations for a “thoughtful” or “thorough” piece of work at year 3/Intermediate stage.

Criterion A: Investigating

Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry

ii. analyse an artwork or performance from the chosen movement(s) or genre(s).

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Possible characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
<td>Basic Incomplete</td>
</tr>
<tr>
<td></td>
<td>i. provides limited information that is not always related to the statement of inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. identifies features of an artwork or performance including two from elements, techniques and context.</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
<td>Adequate Acceptable</td>
</tr>
<tr>
<td></td>
<td>i. provides mostly relevant information that is related to the statement of inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. outlines features of an artwork or performance including two from elements, techniques and context.</td>
<td></td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
<td>Detailed Focused</td>
</tr>
<tr>
<td></td>
<td>i. provides relevant information that is related to the statement of inquiry</td>
<td></td>
</tr>
</tbody>
</table>
Achievement level | Level descriptor | Possible characteristics
--- | --- | ---
ii. describes features of an artwork or performance including two from elements, techniques and context.

7–8 The student:
i. provides comprehensive, relevant information that is related to the statement of inquiry
ii. analyses features of an artwork or performance including elements, techniques and context.
Thorough Perceptive

Command term | Definition
--- | ---
Analyse | Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Describe | Give a detailed account or picture of a situation, event, pattern or process.
Identify | Recognize and state briefly a distinguishing fact or feature.
Outline | Give a brief account or summary.

**Note:** The information shared by the student in achievement level (i) should be connected to the investigated movement(s) or genre(s).

**Criterion B: Developing**

**Maximum: 8**
At the end of year 3/Intermediate stage, students should be able to:
i. practically explore ideas to inform development of a final artwork or performance
ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Achievement level | Level descriptor | Possible characteristics
--- | --- | ---
0 The student does not reach a standard described by any of the descriptors below.

1–2 The student:
i. demonstrates limited practical exploration of an idea or ideas
ii. presents a clear artistic intention and states artistic choices.
Basic Incomplete

3–4 The student:
i. demonstrates sufficient practical exploration of an idea or ideas
ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.
Adequate Reasonable

5–6 The student:
i. demonstrates substantial practical exploration of an idea or ideas
ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.
Focused Considered
### Criterion C: Creating/Performing

**Maximum: 8**

At the end of year 3/Intermediate stage, students should be able to:

1. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Possible characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. demonstrates **limited** skills and techniques through the creation or performance of a finalized work. | **Basic**  
  **Undeveloped** |
| 3–4               | The student:  
  i. demonstrates **satisfactory** use of skills and techniques through the creation or performance of a finalized work. | **Adequate**  
  **Reasonable** |
| 5–6               | The student:  
  i. demonstrates **mostly effective** use of skills and techniques through the creation or performance of a finalized work. | **Substantial**  
  **Assured** |
| 7–8               | The student:  
  i. demonstrates **consistently effective** use of skills and techniques through the creation or performance of a finalized work. | **Honed**  
  **Accomplished** |

**Command term** | **Definition**
---|---
Demonstrate | Make clear by reasoning or evidence, illustrating with examples or practical application.

**Note:** The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each
It is expected that teachers plan carefully the skills they expect students to master over each year of the programme in the MYP arts.

Criterion D: Evaluating

Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

i. appraise their own artwork or performance

ii. reflect on their development as an artist.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
<th>Possible characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td></td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
<td>Incomplete</td>
</tr>
<tr>
<td></td>
<td>i. outlines some elements of their own artwork or performance</td>
<td>Superficial</td>
</tr>
<tr>
<td></td>
<td>ii. identifies some aspects of their development as an artist.</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
<td>Adequate</td>
</tr>
<tr>
<td></td>
<td>i. describes their own artwork or performance</td>
<td>Reasonable</td>
</tr>
<tr>
<td></td>
<td>ii. outlines their development as an artist.</td>
<td></td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>i. analyses their own artwork or performance</td>
<td>Considered</td>
</tr>
<tr>
<td></td>
<td>ii. describes their development as an artist.</td>
<td></td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
<td>Thoughtful</td>
</tr>
<tr>
<td></td>
<td>i. evaluates their own artwork or performance</td>
<td>Balanced</td>
</tr>
<tr>
<td></td>
<td>ii. analyses their development as an artist.</td>
<td></td>
</tr>
</tbody>
</table>

Command term | Definition
---|---
Analyse | Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Describe | Give a detailed account or picture of a situation, event, pattern or process.
Evaluate | Make an appraisal by weighing up the strengths and limitations.
Identify | Recognize and state briefly a distinguishing fact or feature.
Outline | Give a brief account or summary.