

# Written and taught curriculum

## Arts assessment criteria: Year 3/Intermediate

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:

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- analyse an artwork or performance from the chosen movement(s) or genre(s).

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Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>• provides <b>limited</b> information that is <b>not always related</b> to the statement of inquiry</li> <li>• <b>identifies</b> features of an artwork or performance including <b>two from elements, techniques and context</b>.</li> </ul>	Basic Incomplete
3–4	The student: <ul style="list-style-type: none"> <li>• provides <b>mostly relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>• <b>outlines</b> features of an artwork or performance including <b>two from elements, techniques and context</b>.</li> </ul>	Adequate Acceptable
5–6	The student: <ul style="list-style-type: none"> <li>• provides <b>relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>•</li> </ul>	Detailed Focused

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	<p><b>describes</b> features of an artwork or performance including <b>two from elements, techniques and context.</b></p>	
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>• provides <b>comprehensive, relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>• <b>analyses</b> features of an artwork or performance <b>including elements, techniques and context.</b></li> </ul>	<p>Thorough Perceptive</p>

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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:

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

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Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>• demonstrates <b>limited</b> practical exploration of an idea or ideas</li> <li>• presents a clear artistic intention and <b>states</b> artistic choices.</li> </ul>	Basic Incomplete
3–4	The student: <ul style="list-style-type: none"> <li>• demonstrates <b>sufficient</b> practical exploration of an idea or ideas</li> <li>• presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>states</b> artistic choices.</li> </ul>	Adequate Reasonable
5–6	The student: <ul style="list-style-type: none"> <li>• demonstrates <b>substantial</b> practical exploration of an idea or ideas</li> <li>• presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>describes</b> artistic choices.</li> </ul>	Focused Considered

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7–8	The student: <ul style="list-style-type: none"> <li>• <b>demonstrates</b> extensive and varied practical exploration of an idea or ideas</li> <li>• presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>explains</b> artistic choices.</li> </ul>	Imaginative  Thoughtful
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Command term	Definition
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

## Criterion C: Creating/Performing

### Maximum: 8

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

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

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Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> skills and techniques through the creation or performance of a finalized work.</li> </ul>	Basic Undeveloped
3–4	The student: <ul style="list-style-type: none"> <li>demonstrates <b>satisfactory</b> use of skills and techniques through the creation or performance of a finalized work.</li> </ul>	Adequate Reasonable
5–6	The student: <ul style="list-style-type: none"> <li>demonstrates <b>mostly effective</b> use of skills and techniques through the creation or performance of a finalized work.</li> </ul>	Substantial Assured
7–8	The student: <ul style="list-style-type: none"> <li>demonstrates <b>consistently effective</b> use of skills and techniques through the creation or performance of a finalized work.</li> </ul>	Honed Accomplished



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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 unit, over the years of study. 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:

- appraise their own artwork or performance
- reflect on their development as an artist.

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Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> some elements of their own artwork or performance</li> <li>• <b>identifies</b> some aspects of their development as an artist.</li> </ul>	Incomplete Superficial
3–4	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> their own artwork or performance</li> <li>• <b>outlines</b> their development as an artist.</li> </ul>	Adequate Reasonable
5–6	The student: <ul style="list-style-type: none"> <li>• <b>analyses</b> their own artwork or performance</li> <li>• <b>describes</b> their development as an artist.</li> </ul>	Effective Considered
7–8	The student: <ul style="list-style-type: none"> <li>• <b>evaluates</b> their own artwork or performance</li> <li>• <b>analyses</b> their development as an artist.</li> </ul>	Thoughtful Balanced

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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.

