

Written and taught curriculum

Arts assessment criteria: Year 1/Novice

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.

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

For each achievement level 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 1/Novice stage, students should be able to:

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- describe 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> • provides minimal or irrelevant information that is not related to the statement of inquiry • identifies features of an artwork or performance including some elements or techniques. 	Basic Incomplete
3–4	The student: <ul style="list-style-type: none"> • provides basic information that is not always related to the statement of inquiry • identifies features of an artwork or performance including two from elements, techniques and context. 	Adequate Acceptable
5–6	The student: <ul style="list-style-type: none"> • provides mostly relevant information that is related to the statement of inquiry • outlines features of an artwork or performance 	Coherent Clear

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

Command term	Definition
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 criterion A, strand (i) should be connected to the investigated movement(s) or genre(s).

Criterion B: Developing

Maximum: 8

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At the end of year 1/Novice 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> • demonstrates limited practical exploration of an idea or ideas • states some artistic choices but the artistic intention is unclear. 	Ineffective Incomplete
3–4	The student: <ul style="list-style-type: none"> • demonstrates sufficient practical exploration of an idea or ideas • presents a clear artistic intention and states artistic choices. 	Adequate Reasonable
5–6	The student: <ul style="list-style-type: none"> • demonstrates substantial practical exploration of an idea or ideas • presents a clear artistic intention in line with the statement of inquiry and states artistic choices. 	Focused Considered
7–8	The student:	Imaginative

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	<ul style="list-style-type: none"> demonstrates substantial and varied practical exploration of an idea or ideas presents a clear artistic intention in line with the statement of inquiry and describes artistic choices. 	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.
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 1/Novice stage, students should be able to:

- 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> demonstrates limited skills and techniques through the creation or performance of a finalized work. 	Basic Undeveloped
3–4	The student: <ul style="list-style-type: none"> demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work. 	Adequate Reasonable
5–6	The student: <ul style="list-style-type: none"> demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work. 	Substantial Assured
7–8	The student: <ul style="list-style-type: none"> demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work. 	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 1/Novice 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> • identifies some elements of their own artwork or performance • makes a brief observation about their development as an artist. 	Incomplete Superficial
3–4	The student: <ul style="list-style-type: none"> • outlines some elements of their own artwork or performance • identifies some aspects of their development as an artist. 	Adequate Reasonable
5–6	The student: <ul style="list-style-type: none"> • describes their own artwork or performance • outlines their development as an artist. 	Effective Considered
7–8	The student: <ul style="list-style-type: none"> • analyses their own artwork or performance 	Thoughtful Thorough

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	<ul style="list-style-type: none"> • describes their development as an artist. 	
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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.

