

Planning a progression of learning

Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

Year 1 In order to reach the aims of arts, students should be able to:	Year 3 In order to reach the aims of arts, students should be able to:	Year 5 In order to reach the aims of arts, students should be able to:
Objective A: Knowing and understanding		
i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork.	i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
Objective B: Developing skills		
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.	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.	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.

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Objective C: Thinking creatively		
i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas.	i. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization.	i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.
Objective D: Responding		
i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	i. outline connections and transfer learning to new settings ii. create an artistic response inspired by the world around them iii. evaluate the artwork of self and others.	i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world around them iii. critique the artwork of self and others.

In the case of arts objective B (developing skills), the objective strands and assessment criterion are the same for all year groups. The increasing levels of sophistication are determined by the skill sets determined by the teacher per unit of study. The expectations of the teacher will need to be made clear to students through task-specific clarifications at the start of the unit. More information can be found in the *MYP Arts teacher support material*.

The third strand of objective D (responding) requires students to provide a critical review or commentary of their own artwork and that of others. In year 1, the assessment criterion strand refers to “elements or principles” of artwork; the definition of the elements and principles of art can be found in the glossary of this guide. In MYP year 5, a critique involves the skills of interpretation, analysis and evaluation. Students may refer to external artworks and productions or to the work of their peers. Oral commentary is accepted as a form of communicating a critique, among others.

The range of assessed skills, techniques, strategies and concepts, as well as the complexity of their application, must increase as students progress through the programme.