

## Planning a progression of learning

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

<b>Year 1/Novice</b> In order to reach the aims of arts, students should be able to do the following.	<b>Year 3/Intermediate</b> In order to reach the aims of arts, students should be able to do the following.	<b>Year 5/Competent</b> In order to reach the aims of arts, students should be able to do the following.
<b>Objective A: Investigating</b>		
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).	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).	Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry  Critique an artwork or performance from the chosen movement(s) or genre(s).
<b>Objective B: Developing</b>		
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.		
<b>Objective C: Creating/Performing</b>		
Create or perform an artwork.		
<b>Objective D: Evaluating</b>		
Appraise their own artwork or performance. Reflect on their development as an artist.		

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

In the case of arts objectives, for which objective strands and assessment criteria are the same for all year groups/stages, the increasing levels of sophistication are determined by the skill sets selected by the teacher for each 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.

In year 5/Competent, objective A (investigating) strand ii requires students to provide a critique of an artwork or performance. A critique involves the skills of interpretation, analysis and evaluation. Oral commentary is accepted as a form of communicating a critique; it does not have to be a written text.

## Interdisciplinary learning

Interdisciplinary learning and teaching builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic study and for life in an increasingly interconnected world.