

Assessed curriculum

Alignment of objectives and assessment criteria

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP arts has a corresponding strand in the assessment criteria for this subject group. Figure 4 illustrates this alignment and the increasingly complex demands for student performance at higher achievement levels.

Figure 4

Arts objectives and criteria alignment

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
	The student:
1–2	i. provides limited information that is not always related to the statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context .
	The student:
3–4	i. provides mostly relevant information that is related to the statement of inquiry ii. describes features of an artwork or performance including two from elements, techniques and context .
	The student:
5–6	i. provides relevant information that is related to the statement of inquiry ii. analyses features of an artwork or performance including elements, techniques and context .
	The student:
7–8	i. provides comprehensive, relevant information that is related to the statement of inquiry ii. critiques an artwork or performance including elements, techniques and context .

**Criterion A:
Investigating**

At the end of year 5/Competent 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. critique an artwork or performance from the chosen movement(s) or genre(s).

Assessment for arts courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Developing	Maximum 8
Criterion C	Creating/Performing	Maximum 8

Criterion D	Evaluating	Maximum 8
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Subject groups must assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject-group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands; these generally represent limited (1–2), adequate (3–4), substantial (5–6) and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for MYP arts for year 1/Novice, year 3/Intermediate and year 5/Competent years/stages. Teachers may use or adapt the existing criteria for interim years/stages. In response to national or local requirements, schools may add criteria and/or use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

While classes can be made of mixed grade level groups, individual students should progress through the course from novice to competent. Depending on how a school plans for their students progression, they might have students moving between the stages at different grade levels. For example, one progression might have students moving from novice to intermediate between MYP 1 and 2, whereas another school’s progression might have students making this step between MYP 2 and 3. Students should progress from novice, to intermediate, to competent, with all students seeking IB MYP course results in MYP 5 working at competent level.

The “Subject-specific guidance” section of this guide provides suggestions of how students might meet each of the objectives in each arts subject. It is recommended that the assessment criteria be read in conjunction with the subject-specific guidance.