

## 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/Novice<br>In order to reach the aims of arts, students should be able to do the following.  | Year 3/Intermediate<br>In order to reach the aims of arts, students should be able to do the following.   | Year 5/Competent<br>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.<br><br>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.<br><br>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<br><br>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.<br>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.<br>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.



Interdisciplinary learning and teaching is grounded in individual subjects but extends disciplinary understanding in ways that are:

- **integrative**—bringing together concepts, skills or modes of communication from two or more subject groups, disciplines or established areas of expertise in order to develop new perspectives or understandings
- **purposeful**—connecting disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.

Interdisciplinary learning can, and should, take place within subjects; the MYP concepts and global contexts provide the tools for this transfer to take place (though it may not be the central focus of the unit). Interdisciplinary units are another opportunity for this, where developing new conceptual understandings using knowledge from multiple disciplines is the central focus of the unit.

Within interdisciplinary units, the MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines. *Interdisciplinary teaching and learning in the MYP* contains more information, including a detailed process for planning these units, as well as criteria to assess interdisciplinary understanding.

Schools offering the MYP are responsible for engaging students in at least one collaboratively planned interdisciplinary unit for each year of the programme, integrating disciplines either within or across subject groups.

MYP arts offer many opportunities for interdisciplinary learning and teaching within subject units or as more purposeful interdisciplinary units. Possible interdisciplinary units in this subject group could include inquiries into:

- the mathematical components of certain artworks
- the biological effects of the arts
- the artistic process in designing and marketing products.

Authentic interdisciplinary learning often requires critical reflection and detailed collaborative planning. However, teachers and students can also make interdisciplinary connections through spontaneous learning experiences and conversations.

All MYP teachers are responsible for developing meaningful ongoing opportunities for interdisciplinary learning and teaching, both within their disciplines and in the context of interdisciplinary units.