

International School Basel

ARTS

CONTINUUM GUIDE



ISB Art Continuum Guide

Table of Contents

Introduction

- 5 Purpose of the Arts at ISB
- 5 Learning through the Arts
- 6 The Three Core Roles of the Model:
Creator, Communicator & Thinker

Learning Progression for the Arts at ISB PHASE 1 - 8

- 10 Approaches to Learning Skills
- 12 Music
- 20 Theater
- 24 Visual Arts

More Information

- 33 Sources
- 33 ISB Contact Information

Mission

“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”

- *ISB Student*



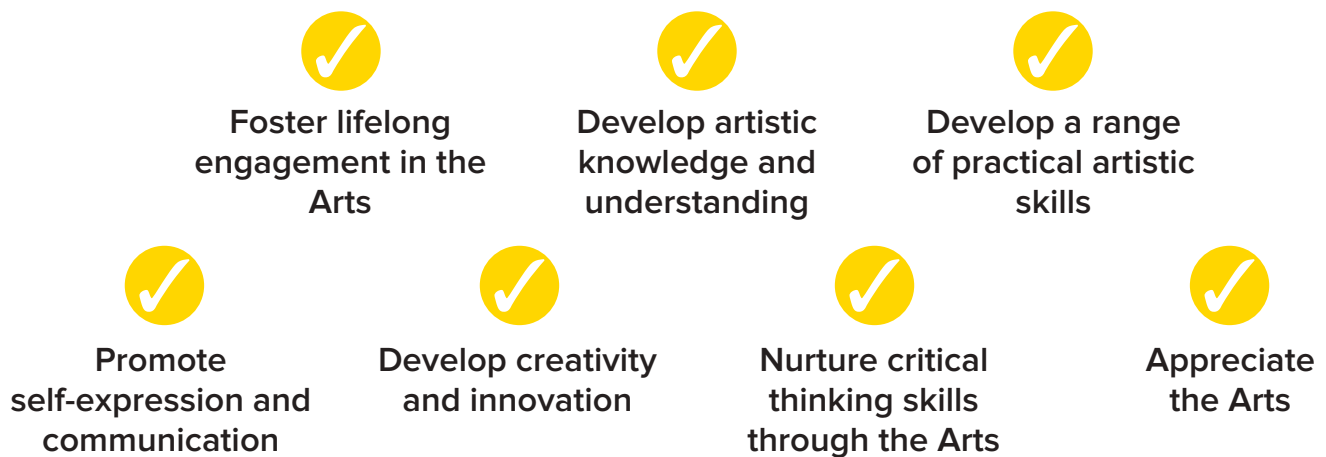
Introduction





The Arts Continuum at ISB is a comprehensive, schoolwide framework that guides student development, it is grounded in an inquiry approach. This approach aligns with the philosophy of all IB programmes and develops a progression of conceptual understanding, knowledge, and practical skills in the Arts.

Purpose of the Arts at ISB



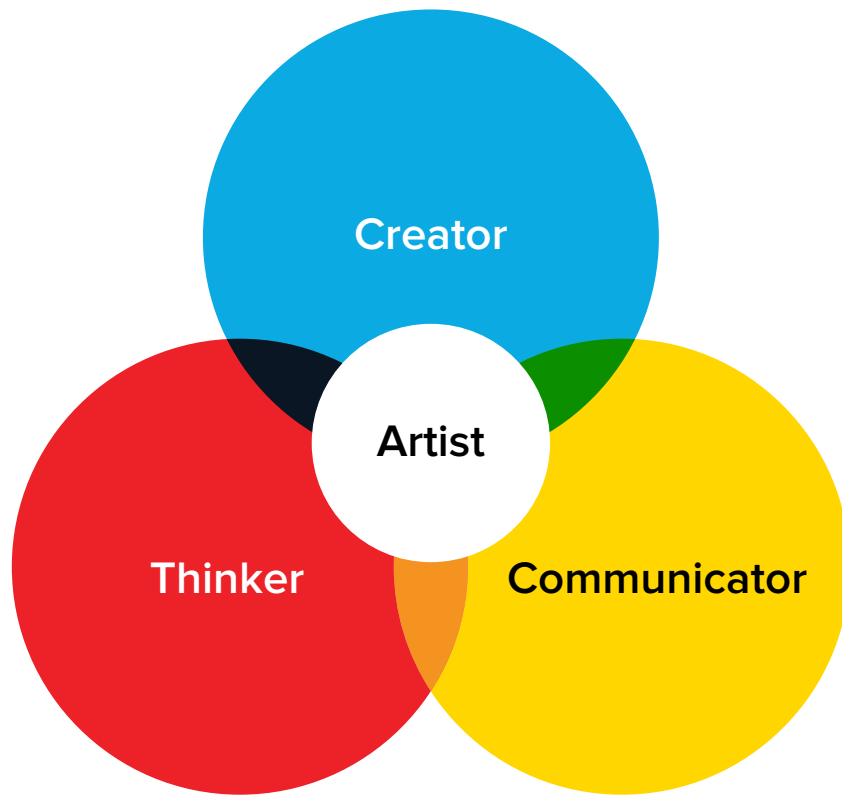
Learning through the Arts

Learning through the Arts provides students with opportunities to explore creativity and innovation. The Arts Continuum develops a progression of knowledge, practical skills, conceptual understanding, and joy in/of learning.

Peer collaboration as well as individual exploration are both important components of the learning experience of the Arts at ISB. We value the role of showcasing, performance, exhibition, and real-world experiences to enhance student learning and confidence. This supports students to develop a lifelong appreciation and engagement with the Arts.

The Three Core Roles of the Model

The K-12 Arts Continuum is structured around three key, interconnected roles that define artistic practice and progression: **Creator, Thinker & Communicator**



Creator

One who brings into existence original artistic work through cognitive and technical processes that require imagination, problem-solving, skill application, and perseverance. Creating encompasses the full artistic journey from generation and development to realization.

A CREATOR:



Generates:

Initiates artistic work by forming original ideas, often starting with a clean slate or responding to inspiration.



Develops:

Refines initial concepts through planning, designing, and engaging in reflective processes.



Realizes:

Makes, produces, or constructs the artistic work to bring it into tangible existence.

Across the schoolwide Arts continuum, creating progresses from exploratory art making in early grades to increasingly sophisticated, intentional, and personally meaningful artistic production in upper grades.

Communicator

One who brings artistic works to life through presentation, communication, and engagement with self and others. The role of the communicator encompasses both the process and product of artistic expression. It involves not only the final piece but also the sharing of the artistic process, its development, and the creative journey.

A COMMUNICATOR:



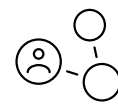
Presents:

Shares an artistic piece, whether original or reimagined, to others and/or audience, formally or informally.



Communicates:

Conveys meaning, emotion, and artistic intention through personal understanding and technical ability.



Engages:

Builds meaningful connections with self, others, and/or audience, through artistic expression and interaction.

Across the schoolwide Arts continuum, communicators engage in various modes of expression, developing from basic sharing and imitation to sophisticated performance that reflects intentional artistic choices and an awareness of their communicative impact.

Thinker

One who engages in critical and reflective processes to deepen understanding of the Arts through analysis, evaluation, and contextual connections. The role of the thinker involves both external engagement and internal processing, shaping one's perspective on the Arts and the world.

A THINKER:



Analyzes:

Examines artistic works closely to understand their components, structure, techniques, and meaning through careful observation and engagement with research.



Evaluates:

Makes informed judgments about artistic works using appropriate criteria, justifying opinions with evidence and reasoning.



Connects:

Relates artistic works to personal experience, other art forms, cultural contexts, and historical traditions through thoughtful comparison, articulating personal reactions and interpretations.

Across the schoolwide Arts continuum, thinkers engage in critical and reflective processes, developing from initial observation and questioning to sophisticated analysis, evaluation, and making connections that deepen understanding of the Arts and their broader significance.



Learning Progression for the Arts at ISB



The Arts are organised into different, age-appropriate phases and the three disciplines: Music, Theatre and Visual Arts. The expectations for the different phases for each discipline are clearly articulated in this continuum.

Phase 1	Phase 2	Phase 3	Phase 4
EC1 & EC2	EC3 - Grade 1	Grade 2 & 3	Grade 4 & 5

Phase 5	Phase 6	Phase 7	Phase 8
Grade 6	Grade 7 & 8	Grade 9 & 10	Grade 11 & 12

■ Music Overview
See page 12

■ Theatre Overview
See page 20

■ Visual Art Overview
See page 24

Approaches to Learning Skills

The International Baccalaureate (IB) Approaches to Learning (ATL) skills framework is designed to empower students to “learn how to learn” across the IB continuum—from the Primary Years Programme (PYP) through the Middle Years Programme (MYP) and into the Diploma Programme (DP). In the Arts, these skills are essential tools for creative inquiry, enabling students to move from skill acquisition to mastery; translating personal, cultural, and subjective experiences into tangible artistic expressions. The ATL skills listed in this continuum are those that will be explicitly taught, although each discipline will have its own approach and different areas of focus. In addition to that, students will encounter other skills from the ATL skills framework.



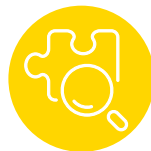
Social

- Working effectively with others
- Help others to succeed
- Give and receive meaningful feedback



Communication

- Use a variety of speaking techniques to communicate with a variety of audiences
- Interpret and use effectively modes of non-verbal communication
- Use and interpret a range of discipline-specific terms and symbols



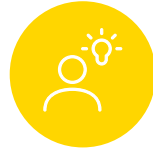
Research

- Research through practical exploration



Self-Management

- Set goals that are challenging and realistic
- Practice focus and concentration
- Demonstrate persistence and perseverance
- Practice strategies to reduce anxiety
- Practice positive thinking
- Practice dealing with disappointment and unmet expectations
- Develop new skills, techniques and strategies for effective learning
- Consider personal learning strategies (How efficiently and effectively am I learning? What can I do to become a more efficient and effective learner? How can my understanding of personal strengths and weaknesses help me develop my own strategies for learning?)
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections



Thinking

- Practice observing carefully
- Consider ideas from multiple perspectives
- Identify obstacles and challenges
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to creative challenges
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas
- Use visible thinking strategies and techniques
- Inquire into different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions

Music

PHASE 1: EC1 & EC2

Creator



Generate

- Explore and produce sounds using a variety of instruments, including their own voice, to initiate musical ideas



Develop

- Not age appropriate



Realise

- Not age appropriate

Communicator



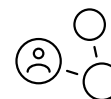
Present / Perform

- Sing and move along to music in front of an audience



Communicate

- Join in with music activities and move their bodies to express the mood of the music



Engage

- Follow movements, singing and playing, led by the teacher

Thinker



Analyse

- Identify instruments in the classroom by the sound that they make and the actions needed to play them



Evaluate

- Say how music makes them feel



Connect

- Say how music makes them feel

PHASE 2: EC3 & GRADE 1

Creator



Generate

- Generate simple musical ideas (short motives and soundscapes)



Develop

- Receive feedback (peer or teacher) to attempt basic changes and refinements to their musical work



Realise

- Create and organize sounds and rhythms to represent ideas using symbols or images

Communicator



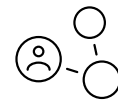
Present / Perform

- Perform songs, movements and spoken lines to an audience, with teacher prompting



Communicate

- Sing, play, and move in time to the beat with expression, using dynamics, tempo, and simple symbols to guide performance



Engage

- Attempt to copy teacher demonstrations when learning new techniques or strategies

Thinker



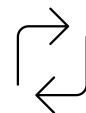
Analyse

- Identify instruments in a piece of music by the sound that they make



Evaluate

- Say whether they like or dislike a piece of music, and why



Connect

- Understand that ideas/feelings and experiences can be communicated through music

Music

PHASE 3: GRADE 2 & 3

Creator



Generate

- Use imagination and growing experience to create music that intentionally expresses a chosen mood or conceptual idea



Develop

- Give and receive feedback on musical compositions and performances based on unit goals



Realise

- Compose ostinati and rhythmic patterns using quarter, eighth and half notes

Communicator



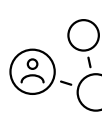
Present / Perform

- Perform a range of singing and playing to an audience, have rehearsed and memorised their part



Communicate

- Use notation to read and play music, and sing melodies with expression to convey meaning, emotion, and artistic intention



Engage

- Imitate other musicians to help refine their musical skills

Thinker



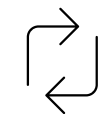
Analyse

- Identify and describe how instrument size affects pitch and demonstrate knowledge of the elements of music



Evaluate

- Say whether given pieces of music meet a stated purpose and attempt to explain their reasoning



Connect

- Compare and describe pieces of music, identifying their mood and discussing features such as tempo and ostinati

PHASE 4: GRADE 4 & 5

Creator



Generate

- Independently generate original musical ideas, applying basic structural forms to create music



Develop

- Invite and act on feedback from others to refine their compositions



Realise

- Create and arrange music by composing soundscapes and polyrhythmic patterns to express ideas

Communicator



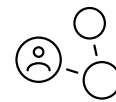
Present / Perform

- Perform a variety of singing and instrumental pieces to an audience, demonstrating accurate memorization, expressive interpretation, and confident ensemble or solo skills



Communicate

- Explore and interpret music that uses ledger lines and rhythmic complexity to express mood and personal understanding



Engage

- Take inspiration from other musicians to help refine their music skills and expression

Thinker



Analyse

- Identify and explain how musical form gives structure to a piece and how elements like key and tempo create its mood



Evaluate

- Suggest the intended purpose of a piece of music



Connect

- Understand that different cultures have distinct musical styles and describe how a piece of music makes them feel or what it makes them think about

Music

PHASE 5: GRADE 6

Creator



Generate

- Generate musical ideas by intentionally replicating the defining characteristics of a learned music genre or culture



Develop

- Develop ideas through plans and rehearsals



Realise

- Realise ideas in notational form, performance and recordings

Communicator



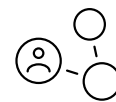
Present / Perform

- Perform ensemble repertoire from studied music genres and cultures



Communicate

- Communicate using expressive techniques of the genre studied



Engage

- Engage with performances by others to better understand the studied music

Thinker



Analyse

- Analyse examples of the music studied using technical language



Evaluate

- Evaluate work (own and others') using the language and aesthetic criteria of the genre



Connect

- Connect to music through personal experiences and reactions

PHASE 6: GRADE 7 & 8

Creator



Generate

- Generate short, coherent compositions, employing genre-appropriate techniques and structural devices



Develop

- Develop ideas through plans, rehearsals and feedback from teachers and peers



Realise

- Realise ideas in the form of a score, performance or recordings

Communicator



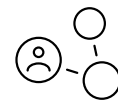
Present / Perform

- Perform solo and ensemble repertoire on their chosen instrument(s) or voice



Communicate

- Communicate effectively by analysing how techniques achieve meaning and applying it in their own performances



Engage

- Engage critically with performances by others to better understand the studied music

Thinker



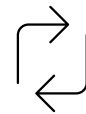
Analyse

- Analyse examples of the music studied using technical language to demonstrate understanding of the music in context



Evaluate

- Evaluate work (own and others) and introduce the use of subject-specific language and aesthetic criteria of the genre to inform their learning going forward



Connect

- Make connections with music through personal, social, and global lenses

Music

PHASE 7: GRADE 9 & 10

Creator



Generate

- Generate creative ideas (composition) based on informed inquiry and deep study of a complex genre or specific stylistic tradition



Develop

- Develop melodic and accompaniment ideas based on a given stimulus through teacher and peer feedback and reflection



Realise

- Realise compositional ideas in the form of a score, image and/or a live/recorded account of their work

Communicator



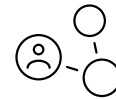
Present / Perform

- Prepare and perform repertoire (1 or 2 selections) on their chosen instrument(s) or voice, alone and in collaboration



Communicate

- Demonstrate an awareness of composer intentions, communicating such musical traits in their own playing
- Share their music with audiences in class



Engage

- Engage with the music of composers/artists of their choosing through diverse in-class activities, including solo and group work within familiar and unfamiliar genres

Thinker



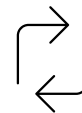
Analyse

- Analyse scores to better understand the compositional process, and to know how musical elements are used to create stylistic uniqueness



Evaluate

- Evaluate their own work through fluid use of subject-specific language in regular, detailed journal entries
- Use peer evaluations to feed into the evaluative/reflective process and inform learning going forward



Connect

- Intentionally compare musical works and performances across specific cultural contexts or historical traditions, generating well-reasoned personal interpretations and articulating how meaning is conveyed

PHASE 8: GRADE 11 & 12

Creator



Generate

- Independently generate and curate compositional ideas through the synthesis of multiple musical traditions, framing their work within IBDP contexts and areas of inquiry



Develop

- Develop and experiment with ideas, with increased complexity. Develop original ideas, each with a uniquely different compositional approach



Realise

- Realise highly developed and detailed compositional ideas in the form of a score, image and/or a live/recorded account of their work. Different genres are explored e.g. world music etc.

Communicator



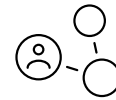
Present / Perform

- Prepare and perform an extended programme of varied repertoire on their chosen instrument(s) or voice



Communicate

- Demonstrate an awareness of composer intention in their performances, communicating such musical traits in their own playing
- Share music with audiences in/outside of class. Convey artistic intentions to others as performers



Engage

- Engage with other styles/genres on their chosen instrument(s) or voice. Artistic nuances are probed; while interpretation is commonly explored and further developed through practical means

Thinker



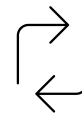
Analyse

- Analyse varied repertoire to a high level, making observations and judgements based on their findings
- Demonstrate appreciation for multiple genres/styles of music from around the world through distinct contexts and areas of inquiry



Evaluate

- Make musical decisions based on personal experiences and on the feedback of others
- Use evaluative measures to inform future work as a researcher, creator or performer



Connect

- Synthesise research to establish complex relationships between musical works, other art forms, and historical movements, developing an independent, articulated artistic philosophy.
- Share and consider the ideas of other artists

Theater

PHASE 5: GRADE 6

Creator



Generate

- Generate multiple imaginative ideas through guided drama experiences
- Propose character choices and improvised story elements



Develop

- Develop devised dramas collaboratively
- Explore initial dramatic elements such as plot and character through improvisation



Realise

- Realise and implement solutions to simple staging challenges;
- Begin to incorporate basic technical elements

Communicator



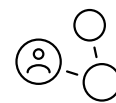
Present / Perform

- Perform short devised scenes informally; demonstrate basic stage presence



Communicate

- Communicate basic emotion, character, and action clearly through gestures, voice, and movement



Engage

- Engage as an audience member and give feedback to performers

Thinker



Analyse

- Analyse basic artistic choices and story elements; such as dramatic conventions, structure, genre



Evaluate

- Appraise drama/theatre work based on agreed criteria
- Offer constructive peer feedback



Connect

- Connect personal drama experiences with own life
- Identify basic cultural themes in drama

PHASE 6: GRADE 7 & 8

Creator



Generate

- Generate clear visual and conceptual ideas for original drama, articulating imagined worlds and characters
- Create original story elements and explore multiple perspectives for staging challenges



Develop

- Develop substantial theatrical pieces with consideration of theatrical knowledge and research to help inform character motives, plot structures and staging



Realise

- Realise and implement clear performance solutions that support dramatic intent

Communicator



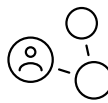
Present / Perform

- Present drama works clearly and confidently perform a variety of scripted and devised performances



Communicate

- Communicate using vocal and physical techniques purposefully to communicate clear character traits and emotional intentions



Engage

- Engage in thoughtful responses to theatrical works and how they relate to audience and why

Thinker



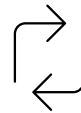
Analyse

- Analyse more complicated artistic choices such as scripted plays and use of technical theatre elements



Evaluate

- Evaluate drama/ theatre work of self, peers and professionals based on gained knowledge of theatre



Connect

- Connect drama works to broader social and cultural contexts
- Recognize universal themes and personal relevance

Theater

PHASE 7: GRADE 9 & 10

Creator



Generate

- Research to generate visual and conceptual ideas informed by cultural, historical, and stylistic conventions
- Develop and propose original drama concepts that reflect contextual understanding



Develop

- Justify artistic choices through research and critical analysis, developing consistent approaches to devised work
- Examine and incorporate diverse artistic and technical ideas into collaborative and devised theatre processes



Realise

- Develop detailed and practical technical design solutions, including the integration of technology and consideration of audience impact
- Realise comprehensive artistic and technical elements supporting coherent artistic visions

Communicator



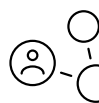
Present / Perform

- Perform scripted or devised theatre, clearly communicating artistic intent and emotion
- Deliver sustained and coherent theatrical performances demonstrating clear artistic and technical skills



Communicate

- Demonstrate confident communication of complex dramatic content and themes through nuanced performance choices
- Employ sophisticated acting techniques to effectively communicate complex character motivations and dramatic intentions



Engage

- Present theatrical work to varied audiences, incorporating thoughtful feedback into future work
- Showcase developed works publicly, clearly communicating artistic intent and audience impact

Thinker



Analyse

- Critically analyse artistic elements, articulating their impact on meaning, theme, and audience response
- Conduct detailed script analysis, exploring historical, cultural, and stylistic contexts in depth



Evaluate

- Refine dramatic works using comprehensive criteria, informed by research and historical/cultural contexts
- Critically assess performances and designs, applying rigorous and informed criteria to personal and peer works



Connect

- Examine drama/theatre in relation to historical, social, and cultural contexts, making informed and thoughtful connections
- Investigate and discuss drama/theatre's role in addressing social, historical, and global issues

PHASE 8: GRADE 11 & 12

Creator



Generate

- Synthesize knowledge from diverse dramatic forms and traditions to generate complex theatrical ideas
- Independently generate innovative drama/theatre works synthesizing extensive research, context, and advanced theatrical conventions



Develop

- Integrate complex ideas, historical contexts, and critical insights during the development process
- Independently and collaboratively refine theatrical work
- Execute rigorous development processes through continuous reflection and revision, informed by sophisticated artistic and scholarly insights



Realise

- Execute sophisticated production designs, incorporating detailed artistic and technical elements fully aligned with conceptual intent
- Realise complete theatrical works showcasing high-level integration of technical innovation, conceptual depth, and advanced theatrical practice

Communicator



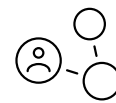
Present / Perform

- Execute performances with high-level interpretation, emotional depth, and complex technical skills
- Present fully-realized performances that demonstrate advanced interpretative insight and professional execution



Communicate

- Communicate artistic concepts effectively through high-level integration of vocal, physical, and interpretative skills
- Skillfully convey complex theatrical narratives and themes through refined communication and acting techniques



Engage

- Curate and present theatrical works thoughtfully for targeted audiences, articulating clear purpose
- Present fully-realized theatrical works, articulating profound reflections on audience reception and artistic impact

Thinker



Analyse

- Perform sophisticated textual and performance analysis, integrating scholarly research and theory
- Execute advanced analytical critique, synthesising complex theoretical perspectives and contextual research



Evaluate

- Appraise and refine complex theatrical processes, performances, and texts using advanced theoretical frameworks
- Formulate sophisticated evaluative judgments, grounded in extensive analysis, theoretical research, and comparative study



Connect

- Explore and articulate profound connections between drama/theatre and societal, cultural, historical, and global contexts
- Synthesise comprehensive connections across disciplines, cultures, and global contexts, demonstrating sophisticated insight

Visual Arts

PHASE 1: EC1 & EC2

Creator



Generate

- Draw and create for pleasure and to communicate



Develop

- Begin to use of observation skills to create drawings and other art pieces, with teacher modeling



Realise

- Hone fine and gross motor skills through a variety of art experiences

Communicator



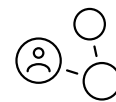
Present / Perform

- Draw and create to show their ideas



Communicate

- Explore mark-making tools and materials freely to show simple ideas or feelings, using basic shapes, colours, and lines to express meaning, often with adult prompting



Engage

- Share materials and responds positively when others notice or comment on their art

Thinker



Analyse

- Notice and name simple visual features (e.g., “red,” “round,” “big”)
- Observe differences and similarities (e.g., colours, sizes) with teacher support



Evaluate

- Share simple preferences (“I like this part”; “I like blue”)



Connect

- Link their artwork to personal experiences (“This is my dog”)
- Recognise that art is made by people in different places (e.g., “My friend made one too”)

PHASE 2: EC3 & GRADE 1

Creator



Generate

- Elaborate on an imaginative idea



Develop

- Use observation and investigation in preparation for making a work of art
- Use teacher-provided criteria to reflect on their work (e.g., “Did I fill the whole space?”)



Realise

- Explore art-making techniques and approaches

Communicator



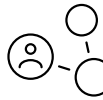
Present / Perform

- Create works of art that reflect community cultural traditions



Communicate

- Use selected tools and materials purposefully to represent ideas, objects, or feelings
- Begin making intentional decisions about colour, placement, and form



Engage

- Show awareness that artworks can be viewed by others (e.g., placing work carefully for display)

Thinker



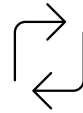
Analyse

- Identify basic elements of art (colour, line, shape, texture)
- Talk about what they notice in their own and others’ artwork, with teacher guidance



Evaluate

- State opinions about artworks and gives simple reasons (“I think it looks calm because it’s light blue”)



Connect

- Relate artworks to familiar stories, places, traditions, or classroom themes
- Make initial connections between artworks (e.g., “Both pictures use circles”)

Visual Arts

PHASE 3: GRADE 2 & 3

Creator



Generate

- Brainstorm multiple approaches to a creative art piece



Develop

- With support, use specific criteria to make judgments about their own artwork
- With support, reflect on their process and considers how to improve or revise their work



Realise

- Make art or design with various materials and tools

Communicator



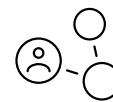
Present / Perform

- Develop a work of art based on observations of surroundings



Communicate

- Use visual art techniques (drawing, painting, collage, printmaking, modelling) with growing skill
- Select and combine elements of art deliberately to express mood within a particular subject (portraits, landscapes, etc)



Engage

- Show responsibility in handling tools, materials, and presentation of artwork

Thinker



Analyse

- Discuss how artists use elements (line, shape, colour, texture, value) and principles (contrast and emphasis)



Evaluate

- Justify opinions with visual evidence (“The dark colours make it look angry/scary”)



Connect

- Compare artworks with similar subjects
- Describe how visual art expresses ideas related to their lives, community, or unit inquiries

PHASE 4: GRADE 4 & 5

Creator



Generate

- Investigate and be open to new ideas, materials, experimentation towards making works of art



Develop

- Use specific criteria to make judgments about their own artwork
- Reflect on their process and consider how to improve or revise their work



Realise

- Hone skills in multiple art-making techniques and approaches, through practice

Communicator



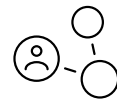
Present / Perform

- Create artwork that is personally meaningful and has an intended audience



Communicate

- Apply a range of techniques and media with confidence to convey artistic intentions
- Use elements of art purposefully



Engage

- Consider purpose and viewer experience when creating and presenting art (layout, framing, scale, symbolism)

Thinker



Analyse

- Examine artworks in depth, identifying composition, technique, symbolism, and style



Evaluate

- Respond to a work of art by answering a range of teacher guided questions
- Justify interpretations, using criteria and referring to the art work specifically



Connect

- Explain how visual art can reflect or challenge ideas
- Articulate personal interpretations while acknowledging alternative viewpoints

Visual Arts

PHASE 5: GRADE 6

Creator



Generate

- Generate openness in trying new ideas, materials, methods, and approaches in making works of art



Develop

- Develop ideas to generate an innovative idea for art-making



Realise

- Begin to refine their skills in multiple art-making methods and approaches, through practice

Communicator



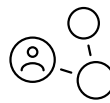
Present / Perform

- Present artwork that is personally meaningful and has an intended audience. Personal artwork for a portfolio presentation
- Begin to analyse, select, and critique personal artwork



Communicate

- Communicate ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions
- Develop and apply relevant criteria to evaluate a work of art



Engage

- Engage and reflect on important connections about personal artwork with the viewer to develop ideas

Thinker



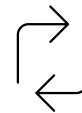
Analyse

- Analyse a collection of ideas reflecting current interests and concerns that could be investigated in artmaking



Evaluate

- Evaluate how art reflects changing times and world resources, answering a range of teacher guided questions



Connect

- Connect personal artwork with the intended meaning

PHASE 6: GRADE 7 & 8

Creator



Generate

- Generate documentation in the early stages of the creative approaches visually and/or verbally in traditional or new media



Develop

- Develop and refine ideas through exploring a range of materials and methods, leading to creative and original outcomes
- Apply methods to overcome creative blocks through reflective processes



Realise

- Demonstrate and refine skills with various materials, methods, and approaches in creating works of art

Communicator



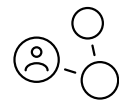
Present / Perform

- Present artwork that is personally meaningful and has an intended audience
- Analyse, select, and critique personal artwork for a portfolio presentation



Communicate

- Communicate how the method of display, the location, and the experience of an artwork influence how it is perceived and valued
- Create a convincing and logical argument to support an evaluation of an artwork



Engage

- Engage and reflect on important connections about personal artwork in an artist statement to develop ideas

Thinker



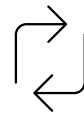
Analyse

- Analyse relevant criteria to examine, reflect on, and plan revisions for a work of art in progress



Evaluate

- Evaluate how art reflects personal interests
- Utilize inquiry methods of observation, research, and experimentation



Connect

- Connect reflection on personal artwork to whether it communicates the intended meaning or message and make revisions to improve clarity

Visual Arts

PHASE 7: GRADE 9 & 10

Creator



Generate

- Generate multiple approaches to begin creative endeavours, either individually or collaboratively



Develop

- Develop ideas from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design



Realise

- Realise that creating a work of art requires a plan, rather than being made without prior intention or preparation

Communicator



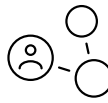
Present / Perform

- Present a collection or portfolio of artworks
- Analyse, select, and critique personal artwork for a collection or portfolio presentation



Communicate

- Communicate and describe the impact artworks have on personal awareness of social, cultural, or political beliefs and understandings



Engage

- Engage in the documenting process of developing connections from early stages to fully elaborated ideas

Thinker



Analyse

- Analyse and identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works



Evaluate

- Evaluate inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making



Connect

- Connect and interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts

PHASE 8: GRADE 11 & 12

Creator



Generate

- Generate and visualise plans, ideas, and directions for creating art, working individually or collaboratively to formulate new creative problems



Develop

- Develop a range of materials and methods from both traditional and contemporary artistic practices, following or intentionally breaking established conventions
- Plan and produce multiple works of art and design based on a unifying theme, idea, or concept



Realise

- Realize the importance of experimenting and creating multiple works of art and design that explore a personally meaningful theme, idea, or concept

Communicator



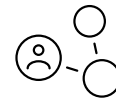
Present / Perform

- Present critiques and justify creative choices made during the analysis and selection of artworks
- Curate and present artworks for a specific exhibition or event, clearly explaining the curatorial decisions and intentions



Communicate

- Communicate and describe the impact of a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences



Engage

- Engage in the documenting process of developing authentic connections from early stages to fully elaborated ideas with intended viewer interaction

Thinker



Analyse

- Analyse and evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences



Evaluate

- Evaluate uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts



Connect

- Connect and analyse differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis



More Information



Sources

PYP Arts Scope and Sequence (Published 2009, last updated 2018)

PYP Arts Development Report for Teachers (April 2022)

MYP Arts Guide (Published 2023)

MYP Further Guidance (Published 2022, last updated November 2024)

DP Music Guide (Published 2022)

DP Theatre Guide (Published 2022, last updated October 2023)

DP Visual Arts Guide (Published 2025)

National Core Standards for the Arts

UK National Curriculum for Art and Design (**Different Key Stages**)

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