

## Task-specific

The assessment criteria as published in this guide must be used when determining students' achievement levels for each criterion. However, specific expectations for each task must still be defined.

The MYP arts objective and assessment criterion C (creating/performing) is the same for all MYP years/ stages. The increase in sophistication of skills and techniques used to create or perform art is determined by the skills and techniques developed through each unit, over the years/stages of the course. It is expected that teachers plan carefully the skills and techniques they expect students to master over each year of the programme in the MYP arts.

It is expected that, in any unit of study, students acquire new skills and techniques alongside those they have previously mastered. This also allows for students with little or no prior knowledge of the arts to excel. The acquisition of skills and techniques must be formatively assessed periodically to allow the teacher to monitor the progress that a student has made in acquiring skills and techniques for summative assessment in the unit. It is important that teachers specify the expected skills, techniques and outcomes at the beginning of each unit so that students are aware of what is required for summative assessment.

Teachers need to clarify exactly what the skills and techniques are in an assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- a discussion, or ongoing discussions, of the expectations
- a checklist of skills and techniques addressed in the unit.

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

<b>Criterion A</b>	Investigating	Maximum 8
<b>Criterion B</b>	Developing	Maximum 8
<b>Criterion C</b>	Creating/Performing	Maximum 8
<b>Criterion D</b>	Evaluating	Maximum 8

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.

## Arts assessment criteria: Year 1/Novice

The assessment criteria as published in this guide must be used when determining students' achievement levels for each criterion. However, specific expectations for each task must still be defined.

The MYP arts objective and assessment criterion C (creating/performing) is the same for all MYP years/ stages. The increase in sophistication of skills and techniques used to create or perform art is determined by the skills and techniques developed through each unit, over the years/stages of the course. It is expected that teachers plan carefully the skills and techniques they expect students to master over each year of the programme in the MYP arts.

For each achievement level of each criterion, possible characteristics are provided to further support teachers in determining a level of achievement. The possible characteristics should be used as an overall general description and should be interpreted according to the year/stage of the student. For example, a piece of work that might be considered "thoughtful" or "thorough" at year 1/Novice stage would not meet the expectations for a "thoughtful" or "thorough" piece of work at year 3/Intermediate stage.

# Criterion A: Investigating

Maximum: 8

At the end of year 1/Novice 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. describe an artwork or performance from the chosen movement(s) or genre(s).

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. provides <b>minimal or irrelevant</b> information that is not related to the statement of inquiry</li> <li>ii. <b>identifies</b> features of an artwork or performance including <b>some elements or techniques</b>.</li> </ol>	Basic Incomplete
3–4	The student: <ol style="list-style-type: none"> <li>i. provides <b>basic</b> information that is not always related to the statement of inquiry</li> <li>ii. <b>identifies</b> features of an artwork or performance including <b>two from elements, techniques or context</b>.</li> </ol>	Adequate Acceptable
5–6	The student: <ol style="list-style-type: none"> <li>i. provides mostly relevant information that is related to the statement of inquiry</li> <li>ii. outlines features of an artwork or performance including two from elements, techniques or context.</li> </ol>	Coherent Clear
7–8	The student: <ol style="list-style-type: none"> <li>i. provides <b>relevant</b> information that is related to the statement of inquiry</li> <li>ii. <b>describes</b> features of an artwork or performance including <b>two from elements, techniques or context</b>.</li> </ol>	Focused Detailed

Command term	Definition
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.

## Criterion B: Developing

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates <b>limited</b> practical exploration of an idea or ideas ii. <b>states</b> some artistic choices but the artistic intention is <b>unclear</b> .	Ineffective Incomplete
3–4	The student: i. demonstrates <b>sufficient</b> practical exploration of an idea or ideas ii. presents a <b>clear</b> artistic intention and <b>states</b> artistic choices.	Adequate Reasonable
5–6	The student: i. demonstrates <b>substantial</b> practical exploration of an idea or ideas ii. presents a <b>clear</b> artistic intention <b>in line with the statement of inquiry</b> and states artistic choices.	Focused Considered
7–8	The student: i. demonstrates substantial and varied practical exploration of an idea or ideas ii. presents a <b>clear</b> artistic intention <b>in line with the statement of inquiry</b> and <b>describes</b> artistic choices.	Imaginative Thoughtful

Command term	Definition
State	Give a specific name, value or other brief answer without explanation or calculation.
Present	Offer for display, observation, examination or consideration.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

## Criterion C: Creating/Performing

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

- i. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates <b>limited</b> skills and techniques through the creation or performance of a finalized work.	Basic Undeveloped
3–4	The student: i. demonstrates <b>satisfactory</b> use of skills and techniques through the creation or performance of a finalized work.	Adequate Reasonable
5–6	The student: i. demonstrates <b>mostly effective</b> use of skills and techniques through the creation or performance of a finalized work.	Substantial Assured
7–8	The student: i. demonstrates <b>consistently effective</b> use of skills and techniques through the creation or performance of a finalized work.	Honed Accomplished

Command term	Definition
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

## Criterion D: Evaluating

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: i. <b>identifies</b> some elements of their own artwork or performance ii. <b>makes</b> a brief observation about their development as an artist.	Incomplete Superficial
3–4	The student: i. <b>outlines</b> some elements of their own artwork or performance ii. <b>identifies</b> some aspects of their development as an artist.	Adequate Reasonable
5–6	The student: i. <b>describes</b> their own artwork or performance ii. <b>outlines</b> their development as an artist.	Effective Considered
7–8	The student: i. <b>analyses</b> their own artwork or performance ii. <b>describes</b> their development as an artist.	Thoughtful Thorough

Command term	Definition
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)

## Arts assessment criteria: Year 3/Intermediate

The assessment criteria as published in this guide must be used when determining students' achievement levels for each criterion. However, specific expectations for each task must still be defined.

It is expected that, in any unit of study, students acquire new skills alongside those they have previously mastered. This also allows for students with little or no prior knowledge in the arts to excel. The acquisition of skills must be formatively assessed periodically to allow the teacher to monitor the progress a student has made in acquiring skills for summative assessment in the unit. It is important that teachers specify the expected skills and outcomes at the beginning of each unit so that students are aware of what is required for summative assessment.

The MYP arts objective and assessment criterion C (creating/performing) is the same for all MYP years/ stages. The increase in sophistication of skills is determined by the skill set developed through each unit over the years of the course. It is expected that teachers plan carefully the skills they expect students to master over each year of the programme in the MYP arts.

For each band of each criterion, possible characteristics are provided to further support teachers in determining a level of achievement. The possible characteristics should be used as an overall general description and should be interpreted according to the year/stage of the student. For example, a piece of work that might be considered "thoughtful" or "thorough" at year 1/Novice stage would not meet the expectations for a "thoughtful" or "thorough" piece of work at year 3/Intermediate stage.

# Criterion A: Investigating

Maximum: 8

At the end of year 3/Intermediate 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. analyse an artwork or performance from the chosen movement(s) or genre(s).

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. provides <b>limited</b> information that is <b>not always related</b> to the statement of inquiry</li> <li>ii. <b>identifies</b> features of an artwork or performance including <b>two from elements, techniques or context</b>.</li> </ol>	Basic Incomplete
3–4	The student: <ol style="list-style-type: none"> <li>i. provides <b>mostly relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>ii. <b>outlines</b> features of an artwork or performance including <b>two from elements, techniques or context</b>.</li> </ol>	Adequate Acceptable
5–6	The student: <ol style="list-style-type: none"> <li>i. provides <b>relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>ii. describes features of an artwork or performance including <b>two from elements, techniques or context</b>.</li> </ol>	Detailed Focused
7–8	The student: <ol style="list-style-type: none"> <li>i. provides <b>comprehensive, relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>ii. <b>analyses</b> features of an artwork or performance <b>including elements, techniques and context</b>.</li> </ol>	Thorough Perceptive

Command term	Definition
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)



## Criterion B: Developing

Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> practical exploration of an idea or ideas</li> <li>ii. presents a clear artistic intention and <b>states</b> artistic choices.</li> </ol>	Basic Incomplete
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>sufficient</b> practical exploration of an idea or ideas</li> <li>ii. presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>states</b> artistic choices.</li> </ol>	Adequate Reasonable
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> practical exploration of an idea or ideas</li> <li>ii. presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>describes</b> artistic choices.</li> </ol>	Focused Considered
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> extensive and varied practical exploration of an idea or ideas</li> <li>ii. presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>explains</b> artistic choices.</li> </ol>	Imaginative Thoughtful

Command term	Definition
State	Give a specific name, value or other brief answer without explanation or calculation.
Present	Offer for display, observation, examination or consideration.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Explain	Give a detailed account including reasons or causes.

## Criterion C: Creating/Performing

Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

- i. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates <b>limited</b> skills and techniques through the creation or performance of a finalized work.	Basic Undeveloped
3–4	The student: i. demonstrates <b>satisfactory</b> use of skills and techniques through the creation or performance of a finalized work.	Adequate Reasonable
5–6	The student: i. demonstrates <b>mostly effective</b> use of skills and techniques through the creation or performance of a finalized work.	Substantial Assured
7–8	The student: i. demonstrates <b>consistently effective</b> use of skills and techniques through the creation or performance of a finalized work.	Honed Accomplished

Command term	Definition
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

## Criterion D: Evaluating

Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Achievement level	Level descriptor	Possible characteristics
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: i. <b>outlines</b> some elements of their own artwork or performance ii. <b>identifies</b> some aspects of their development as an artist.	Incomplete Superficial
3–4	The student: i. <b>describes</b> their own artwork or performance ii. <b>outlines</b> their development as an artist.	Adequate Reasonable
5–6	The student: i. <b>analyses</b> their own artwork or performance ii. <b>describes</b> their development as an artist.	Effective Considered
7–8	The student: i. <b>evaluates</b> their own artwork or performance ii. <b>analyses</b> their development as an artist.	Thoughtful Balanced

Command term	Definition
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Evaluate	Make an appraisal by weighing up the strengths and limitations.