

Arts- Visual and Performing

Visual Arts, Music and Drama

Criterion A: Knowing and understanding

Achievement level	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent awareness of the art form studied, including excellent use of appropriate language <input type="checkbox"/> demonstrates excellent awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates excellent awareness of the links between the knowledge acquired and artwork created 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language <input type="checkbox"/> demonstrates excellent knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates excellent use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology <input type="checkbox"/> demonstrates excellent understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial awareness of the art form studied, including substantial use of appropriate language <input type="checkbox"/> demonstrates substantial awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates substantial awareness of the links between the knowledge acquired and artwork created 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial knowledge of the art form studied, including concepts, processes, substantial use of appropriate language <input type="checkbox"/> demonstrates substantial knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates substantial use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, substantial use of subject-specific terminology <input type="checkbox"/> demonstrates substantial understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate awareness of the art form studied, including adequate use of appropriate language <input type="checkbox"/> demonstrates adequate awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates adequate awareness of the links between the knowledge acquired and artwork created 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language <input type="checkbox"/> demonstrates adequate knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates adequate use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, adequate use of subject-specific terminology <input type="checkbox"/> demonstrates adequate understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
1-2	The student:	The student:	The student:

	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates limited awareness of the art form studied, including limited use of appropriate language <input type="checkbox"/> demonstrates limited awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates limited awareness of the links between the knowledge acquired and artwork created 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language <input type="checkbox"/> demonstrates limited knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates limited use of acquired knowledge to inform his or her artwork 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, limited use of subject-specific terminology <input type="checkbox"/> demonstrates limited understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Developing skills

The descriptors for this criterion are the same in all five years of the program. Teachers provide students with task-specific rubrics which give detailed descriptions of the grade-level achievement expectations in the skills and techniques explored in each unit.

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates excellent application of skills and techniques to create, perform and/or present art 		
5-6	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates substantial application of skills and techniques to create, perform and/or present art 		
3-4	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates adequate application of skills and techniques to create, perform and/or present art 		
1-2	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates a limited acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates limited application of skills and techniques to create, perform and/or present art 		
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Thinking creatively

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies an excellent artistic intention <input type="checkbox"/> identifies excellent alternatives and perspectives <input type="checkbox"/> demonstrates excellent exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an excellent outline of a clear and feasible artistic intention <input type="checkbox"/> presents an excellent outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates excellent exploration of ideas through the developmental process to a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent <input type="checkbox"/> demonstrates an excellent range and depth of creative-thinking behaviors <input type="checkbox"/> demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a substantial artistic intention <input type="checkbox"/> identifies substantial alternatives and perspectives <input type="checkbox"/> demonstrates substantial exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a substantial outline of a clear and feasible artistic intention <input type="checkbox"/> presents a substantial outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates substantial exploration of ideas through the developmental process to a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a substantial artistic intention that is often feasible, clear, imaginative and coherent <input type="checkbox"/> demonstrates a substantial range and depth of creative-thinking behaviors <input type="checkbox"/> demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies an adequate artistic intention <input type="checkbox"/> identifies adequate alternatives and perspectives <input type="checkbox"/> demonstrates adequate exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an adequate outline of a clear and/or feasible artistic intention <input type="checkbox"/> presents an adequate outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates adequate exploration of ideas through the developmental process to a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent <input type="checkbox"/> demonstrates an adequate range and depth of creative-thinking behaviors <input type="checkbox"/> demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a limited artistic intention <input type="checkbox"/> identifies limited alternatives and perspectives <input type="checkbox"/> demonstrates limited exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a limited outline of an artistic intention, which may lack clarity or feasibility <input type="checkbox"/> presents a limited outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent <input type="checkbox"/> demonstrates a limited range or depth of creative-thinking behaviors <input type="checkbox"/> demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Responding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies excellent connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates excellent recognition that the world contains inspiration or influence for art <input type="checkbox"/> presents an excellent evaluation of certain elements or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings <input type="checkbox"/> creates an excellent artistic response which is effectively inspired by the world around him or her <input type="checkbox"/> presents an excellent evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs meaning with depth and insight and effectively transfers learning to new settings <input type="checkbox"/> creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her <input type="checkbox"/> presents an excellent critique of the artwork of self and others
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies substantial connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates substantial recognition that the world contains inspiration or influence for art <input type="checkbox"/> presents a substantial evaluation of certain elements or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a substantial outline of connections and regularly transfers learning to new settings <input type="checkbox"/> creates a substantial artistic response which is considerably inspired by the world around him or her <input type="checkbox"/> presents a substantial evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs appropriate meaning and regularly transfers learning to new settings <input type="checkbox"/> creates a substantial artistic response that intends to reflect or impact on the world around him or her <input type="checkbox"/> presents a substantial critique of the artwork of self and others
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies adequate connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates adequate recognition that the world contains inspiration or influence for art <input type="checkbox"/> presents an adequate evaluation of certain elements or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an adequate outline of connections and occasionally transfers learning to new settings <input type="checkbox"/> creates an adequate artistic response which is inspired by the world around him or her to some degree <input type="checkbox"/> presents an adequate evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs adequate meaning and occasionally transfers learning to new settings <input type="checkbox"/> creates an adequate artistic response that intends to reflect or impact on the world around him or her <input type="checkbox"/> presents an adequate critique of the artwork of self and others
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies limited connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates limited recognition that the world contains inspiration or influence for art <input type="checkbox"/> presents a limited evaluation of certain elements or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a limited outline of connections and may transfer learning to new settings <input type="checkbox"/> creates a limited artistic response which is possibly inspired by the world around him or her <input type="checkbox"/> presents a limited evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs limited meaning and may transfer learning to new settings <input type="checkbox"/> creates a limited artistic response that may intend to reflect or impact on the world around him or her <input type="checkbox"/> presents a limited critique of the artwork of self and others
0	The student's work does not reach a standard described by any of the descriptors above.		

