

## Assessment criteria overview

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

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Developing skills	<b>Maximum 8</b>
<b>Criterion C</b>	Thinking creatively	<b>Maximum 8</b>
<b>Criterion D</b>	Responding	<b>Maximum 8</b>

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 that 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 years 1, 3 and 5 of MYP arts. In response to national or local requirements, schools may add criteria and 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.

## Task-specific clarifications

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 B (developing skills) is the same for all year groups. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study. It is expected that teachers plan carefully the skills 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 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.

Teachers need to clarify exactly what the "skills and techniques of the art form studied" means in a given 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
- an oral discussion of the expectations
- a checklist of skills addressed in the unit.

## Arts assessment criteria: Year 3

### Criterion A: Knowing and understanding

**Maximum: 8**

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

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor
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> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="501 344 1348 412">i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language</li><li data-bbox="501 434 1348 501">ii. demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts</li><li data-bbox="501 524 1348 591">iii. demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.</li></ul>

## Criterion B: Developing skills

### Maximum: 8

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

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
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> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li> </ol>

## Criterion C: Thinking creatively

### Maximum: 8

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

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement level	Level descriptor
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. presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</li> <li>ii. presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</li> <li>ii. presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of a clear and feasible artistic intention</li> <li>ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of a clear and feasible artistic intention</li> <li>ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li> </ol>

## Criterion D: Responding

### Maximum: 8

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

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement level	Level descriptor
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. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li> <li>iii. presents a <b>limited</b> evaluation of the artwork of self and others.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that is inspired by the world around him or her <b>to some degree</b></li> <li>iii. presents an <b>adequate</b> evaluation of the artwork of self and others.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that is <b>considerably</b> inspired by the world around him or her</li> <li>iii. presents a <b>substantial</b> evaluation of the artwork of self and others.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b>, and <b>effectively</b> transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her</li> <li>iii. presents an <b>excellent</b> evaluation of the artwork of self and others.</li> </ol>

## Arts assessment criteria: Year 5

### Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement level	Level descriptor
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> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions.</li> </ol>



Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="501 344 1283 450">i. demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology</li><li data-bbox="501 456 1283 524">ii. demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts</li><li data-bbox="501 530 1283 598">iii. demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li></ul>

## Criterion B: Developing skills

### Maximum: 8

At the end of year 5, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
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> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li> </ol>

## Criterion C: Thinking creatively

### Maximum: 8

At the end of year 5, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level	Level descriptor
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. develops a <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative <b>or</b> coherent</li> <li>ii. demonstrates a <b>limited</b> range <b>or</b> depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent</li> <li>ii. demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent</li> <li>ii. demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent</li> <li>ii. demonstrates an <b>excellent</b> range and depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>through to</b> a point of realization.</li> </ol>

## Criterion D: Responding

### Maximum: 8

At the end of year 5, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement level	Level descriptor
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. constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that <b>may</b> intend to reflect or impact on the world around him or her</li> <li>iii. presents a <b>limited</b> critique of the artwork of self and others.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents an <b>adequate</b> critique of the artwork of self and others.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents a <b>substantial</b> critique of the artwork of self and others.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that intends to <b>effectively</b> reflect or impact on the world around him or her</li> <li>iii. presents an <b>excellent</b> critique of the artwork of self and others.</li> </ol>