

# **IB MYP Arts Assessment Criteria**

*(Art, Band, Chorus, Musical Theatre, Orchestra, Performing Arts)*

## Criterion A: Knowing and understanding

**Maximum: 8**

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

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language</li> <li>ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.</li> </ol>

## Criterion B: Developing skills

### Maximum: 8

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

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

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. identifies a <b>limited</b> artistic intention</li><li>ii. identifies <b>limited</b> alternatives and perspectives</li><li>iii. demonstrates <b>limited</b> exploration of ideas.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. identifies an <b>adequate</b> artistic intention</li><li>ii. identifies <b>adequate</b> alternatives and perspectives</li><li>iii. demonstrates <b>adequate</b> exploration of ideas.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. identifies a <b>substantial</b> artistic intention</li><li>ii. identifies <b>substantial</b> alternatives and perspectives</li><li>iii. demonstrates <b>substantial</b> exploration of ideas.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. identifies an <b>excellent</b> artistic intention</li><li>ii. identifies <b>excellent</b> alternatives and perspectives</li><li>iii. demonstrates <b>excellent</b> exploration of ideas.</li></ol>

## Criterion D: Responding

### Maximum: 8

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

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of 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. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents a <b>limited</b> evaluation of certain elements of artwork.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents an <b>adequate</b> evaluation of certain elements of artwork.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents a <b>substantial</b> evaluation of certain elements of artwork.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.</li></ol>