

Arts Assessment Criteria

General

Final assessment at the end of the MYP must be based on these assessment criteria.

Criterion A	Knowledge and Understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and Evaluation	Maximum 8
Criterion D	Artistic Awareness and Personal Engagement	Maximum 8

- For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest level represented as 0.
- The criteria are not equally weighted.
- The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Detailed descriptions of the assessment criteria and band descriptors appear on the following pages.

The process by which a student's total level of achievement (in terms of the assessment criteria) is finally converted to a single grade can be found in the *MYP Coordinator's Handbook*.

For schools which request **IBO-validated grades**, these criteria and final level descriptors **must** be used for assessing students' work sent for moderation, and for final assessment of all students registered for certification in **visual arts** and in **performing arts**.

Criterion A: Knowledge and Understanding

Maximum 8

Students are expected to have a knowledge and understanding of the art form(s) studied.

This criterion includes:

- *knowing and understanding the theoretical basis of the art form(s) studied*
- *developing an understanding of themes and issues studied through the arts*
- *using subject-specific terminology to show aesthetic and critical awareness when discussing their work or the work of others*
- *understanding how historical developments and cultural perspectives have shaped the arts*
- *understanding how theorists, practitioners and artists have contributed to the arts.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student has acquired limited theoretical knowledge and little understanding of the topic under consideration
3–4	The student shows a basic acquisition of theoretical knowledge and understanding of the topic under consideration. The student uses some subject-specific terminology to show a critical awareness.
5–6	The student shows a broad understanding of the topic under consideration, and applies theoretical knowledge and subject-specific terminology to identify some of the complexities of the materials studied.
7–8	The student shows a thorough understanding of the topic under consideration. The student confidently applies theoretical knowledge and subject-specific terminology to identify clearly the complexities of the materials studied.

Note

Assessment tasks for this criterion could be **oral presentations** or **written pieces of work** including examinations or entries in the developmental workbook.

Criterion B: Application

Maximum 10

Students are expected to apply knowledge, understanding, skills and strategies to develop and elaborate ideas, themes or compositions.

This criterion includes:

- *planning and organizing effectively to define and set goals, negotiate and make decisions*
- *experimenting through both spontaneous and structured activities*
- *choosing appropriate forms for the expression of ideas, thoughts and feelings in a creative manner*
- *demonstrating a range of techniques and skills*
- *finding original and inventive solutions*
- *developing and elaborating ideas, themes and compositions to a point of realization*
- *presenting work through formal or informal exhibitions and performances.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student demonstrates limited abilities to use skills and strategies. The work is of poor quality.
3–4	The student demonstrates success with basic skills and strategies. The work reaches a point of realization and shows some proficiency in technique(s).
5–6	The student applies skills and strategies needed to produce creative work showing reasonable proficiency in technique(s).
7–8	The student shows competence in applying skills and strategies needed for the realization of work, which shows creativity and proficiency in technique(s).
9–10	The student is highly competent in choosing and applying a range of skills and strategies for the realization of work. The student's processes and resolved artwork reflect a high level of proficiency and creativity.

Note

Assessment tasks for this criterion are likely to focus on **finished artwork**, the **developmental workbook** and **classroom observation**.

Criterion C: Reflection and Evaluation

Maximum 8

Students are expected to reflect on the themes and issues encountered during the course, and to evaluate creative development and processes.

This criterion includes:

- *using a developmental workbook throughout the creative cycle*
- *reflecting upon, evaluating, assessing and appraising work to support and promote creative development*
- *using feedback and discussion on artwork to support creative development.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's use of feedback and reflections upon themes and processes is minimal . The student completes a rudimentary evaluation of his/her level of skill.
3–4	The student finds it difficult to take feedback into account when working. The student provides an evaluation of his/her development as well as evaluating the themes and issues. Some aspects of the evaluation may be unrealistic or incomplete .
5–6	The student reflects on themes and issues and takes feedback into account when working. The student provides an evaluation of his/her development and the process of working. The evaluation includes an appraisal of the quality of produced work and an identification of areas of improvement.
7–8	The student gives a considered response to feedback and provides a thorough reflection and evaluation of his/her development and of the process of working. This evaluation includes an accurate analysis of the quality of produced work and details of improvements which could be made.

Notes

1. Assessment tasks could be **oral presentations** or **written passages** in the developmental workbook.
2. Assessment tasks should focus on the **individual's** ability to reflect and evaluate.

Criterion D: Artistic Awareness and Personal Engagement

Maximum 8

Students are expected to develop an aesthetic, cultural and critical awareness, and to engage with arts.

This criterion includes:

- *showing sensitivity to one's own and different cultures*
- *inviting and accepting views from others*
- *showing self-motivation, initiative and a willingness to take artistic risks*
- *supporting and encouraging peers towards a positive working environment.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student participates to some extent in activity associated with the task yet shows little interest and personal engagement in the work.
3–4	The student participates in activity associated with the task and shows some self-discipline and motivation in the work.
5–6	The student is fully engaged in the work, and shows a willingness to develop further his or her potential.
7–8	The student demonstrates a high level of interest and personal engagement in the work, and shows initiative, enthusiasm and commitment .

Note

The levels of achievement reflect a **holistic judgment** of the degree to which the above qualities are evident in the processes of art, the final realization of the specific project at hand and any reflective work produced.