

Arts assessment criteria: Year 5/Competent

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 5/Competent 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. critique an artwork or performance from the chosen movement(s) or genre(s).

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

Achievement level	Level descriptor	Possible characteristics
	ii. analyses features of an artwork or performance including elements, techniques and context.	
7–8	The student: i. provides comprehensive, relevant information that is related to the statement of inquiry ii. critiques an artwork or performance including elements, techniques and context.	Thorough Perceptive

Note: The information shared by the student in achievement level (i) should be connected to the investigated movement(s) or genre(s).

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Outline	Give a brief account or summary.

Criterion B: Developing

Maximum: 8

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

- practically explore ideas to inform development of a final artwork or performance
- 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates limited practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.	Basic Undeveloped
3–4	The student: i. demonstrates sufficient practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.	Adequate Reasonable
5–6	The student: i. demonstrates substantial practical exploration of an idea or ideas	Focused Thoughtful

Achievement level	Level descriptor	Possible characteristics
	ii. presents a clear artistic intention in line with the statement of inquiry and explains artistic choices.	
7–8	The student: i. demonstrates extensive and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and justifies artistic choices.	Imaginative Sophisticated

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

Criterion C: Creating/Performing

Maximum: 8

At the end of year 5/Competent 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work.	Basic Undeveloped
3–4	The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.	Adequate Reasonable
5–6	The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.	Substantial Assured
7–8	The student: i. demonstrates consistently effective 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.

Note: The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. 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.

Criterion D: Evaluating

Maximum: 8

At the end of year 5/Competent 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 does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> i. describes their own artwork or performance ii. outlines their development as an artist. 	Basic Superficial
3–4	The student: <ol style="list-style-type: none"> i. analyses their own artwork or performance ii. describes their development as an artist. 	Adequate Reasonable
5–6	The student: <ol style="list-style-type: none"> i. evaluates their own artwork or performance ii. analyses their development as an artist. 	Thoughtful Balanced
7–8	The student: <ol style="list-style-type: none"> i. thoroughly and perceptively evaluates their own artwork or performance ii. discusses their development as an artist. 	Insightful Comprehensive

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Outline	Give a brief account or summary.