

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For the Arts these are **Aesthetics, Change, Communication and Identity.**

| | | | |
|-------------------|---------------------|----------------------|-----------------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Systems | Time, place and space |

Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each Visual and Performing Arts.

| Related concepts in arts | | | |
|--------------------------|----------------|----------------|----------------|
| Visual arts | | | |
| Audience | Boundaries | Composition | Expression |
| Genre | Innovation | Interpretation | Narrative |
| Presentation | Representation | Style | Visual culture |
| Performing arts | | | |
| Audience | Boundaries | Composition | Expression |
| Genre | Innovation | Interpretation | Narrative |
| Play | Presentation | Role | Structure |

Together we inspire, learn and achieve



Art: Curriculum and Assessment overview

| Criterion A | Criterion B | Criterion C | Criterion D |
|---------------------------|-------------------|---------------------|-------------|
| Knowing and understanding | Developing skills | Thinking creatively | Responding |

Year 7

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|----------------------------------|---|---------------------|---|-----------------------|---|
| Topic: Escher Eye analysis sheet | Topic: Cultural eye design and reflection | Topic: Tommy Joseph | Topic: Totem pole design and reflection | Topic: Wayne Thiebaud | Topic: Healthy eating Pop Art design and reflection |
| Assessment: A | Assessment: B, C, D | Assessment: A | Assessment: B, C, D | Assessment: A | Assessment: B, C, D |

Year 8

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|-------------------------------|---|--------------------------------------|--|-------------------------|---|
| Topic: Picasso analysis sheet | Topic: Lion King mask design and reflection | Topic: Igor Morski and Sue Lipscombe | Topic: Environmental sculpture from recyclable materials | Topic: Roy Lichtenstein | Topic: Pop Art self portrait and reflection |
| Assessment: A | Assessment: B, C, D | Assessment: A | Assessment: B, C, D | Assessment: A | Assessment: B, C, D |

Year 9

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|----------------------|--|--------------------------|---|--------------------|--|
| Topic: Rene Magritte | Topic: Interior design / architecture perspective drawing and reflection | Topic: Leonardo Da Vinci | Topic: Leonardo robotic hand drawing and reflection | Topic: Nunzio Paci | Topic: skulls and flowers artwork and reflection |
| Assessment: A | Assessment: B, C, D | Assessment: A | Assessment: B, C, D | Assessment: A | Assessment: B, C, D |

Drama: Curriculum and Assessment overview

| Criterion A | Criterion B | Criterion C | Criterion D |
|----------------------------------|--------------------------|----------------------------|--------------------|
| Knowing and understanding | Developing skills | Thinking creatively | Responding |

Year 7

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|---------------------|-----------------------------|--------------------------------|---------------------|-----------------------------|--------------------------------|
| Topic: Mime | Topic: Mime and the Toyshop | Topic: Midsummer Night's Dream | Topic: Mime | Topic: Mime and the Toyshop | Topic: Midsummer Night's Dream |
| Assessment: A, B, C | Assessment: B, C, D | Assessment: A, B, C, D | Assessment: A, B, C | Assessment: B, C, D | Assessment: A, B, C, D |

Year 8

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|---|---|------------------------|--|---|------------------------|
| Topic: Physical Theatre - Stage Combat. | Topic: Physical Theatre - Frantic Assembly techniques | Topic: Macbeth | Topic: Physical Theatre: Stage Combat. | Topic: Physical Theatre - Frantic Assembly techniques | Topic: Macbeth |
| Assessment: A, B, C | Assessment: B, C, D | Assessment: A, B, C, D | Assessment: A, B, C | Assessment: B, C, D | Assessment: A, B, C, D |

Year 9

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|---|------------------------------|---------------------------------|---|------------------------------|---------------------------------|
| Topic: DNA - Explorations of Theme & Issues/Vocal and Physical Skills | Topic: DNA - Design Elements | Topic: DNA - From Page to Stage | Topic: DNA - Explorations of Theme & Issues/Vocal and Physical Skills | Topic: DNA - Design Elements | Topic: DNA - From Page to Stage |
| Assessment: A, B, C | Assessment: B, C, D | Assessment: A, B, C, D | Assessment: A, B, C | Assessment: B, C, D | Assessment: A, B, C, D |

Music: Curriculum and Assessment overview

| Criterion A | Criterion B | Criterion C | Criterion D |
|---------------------------|-------------------|---------------------|-------------|
| Knowing and understanding | Developing skills | Thinking creatively | Responding |

Year 7

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|--|--|--|----------------------|----------------------|------------------------|
| Topic: Telling Stories - Programme Music | Topic: Telling Stories - Programme Music | Topic: Telling Stories - Programme Music | Topic: Popular Music | Topic: Popular Music | Topic: Popular Music |
| Assessment: A & D | Assessment: B & C | Assessment: A, B, C, D | Assessment: A & B | Assessment: C & D | Assessment: A, B, C, D |

Year 8

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|------------------------------------|------------------------------------|------------------------------------|-------------------|-------------------|------------------------|
| Topic: Melody, Harmony and Rhythm: | Topic: Melody, Harmony and Rhythm: | Topic: Melody, Harmony and Rhythm: | Topic: Musicals | Topic: Musicals | Topic: Musicals |
| Assessment: A & B | Assessment: B & C | Assessment: A, B, C, D | Assessment: A & B | Assessment: B & C | Assessment: A, B, C, D |

Year 9

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|-------------------|-------------------|------------------------|-------------------------|-------------------------|-------------------------|
| Topic: Africa | Topic: Africa | Topic: Africa | Topic: Electronic Music | Topic: Electronic Music | Topic: Electronic Music |
| Assessment: A & B | Assessment: B & C | Assessment: A, B, C, D | Assessment: A & B | Assessment: B & C | Assessment: A, B, C, D |

Arts (Art, Music & Drama) Subject Guide

Year 7 & 8 Assessment Criteria

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Year 7 & 8 Grading

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.

The scores for each of the four criteria are added together and a final Grade is awarded.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-------|-------|-------|-------|-------|
| 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |

| level | Level Descriptor | | | |
|-------|---|--|---|--|
| | Criterion A: Investigating | Criterion B: Developing | Criterion C: Creating / Performing | Criterion D: Evaluating |
| 0 | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below |
| 1–2 | The student: i. provides minimal or irrelevant information that is not related to the statement of inquiry ii. identifies features of an artwork or performance including some elements or techniques. | The student: i. demonstrates limited practical exploration of an idea or ideas ii. states some artistic choices but the artistic intention is unclear. | The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work | The student: i. identifies some elements of their own artwork or performance ii. makes a brief observation about their development as an artist. |
| 3–4 | The student: i. provides limited information that is not always related to the statement of inquiry ii. identifies features of an artwork or performance including two from elements, techniques and context. | The student: i. demonstrates sufficient practical exploration of an idea or ideas ii. presents a clear artistic intention and states artistic choices. | The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work | The student: i. outlines some elements of their own artwork or performance ii. identifies some aspects of their development as an artist. |
| 5–6 | The student: i. provides mostly relevant information that is related to the statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context. | The student: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices. | The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work. | The student: i. describes their own artwork or performance ii. outlines their development as an artist. |
| 7–8 | The student: i. provides 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. | The student: i. demonstrates substantial and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices | The student: i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work. | The student: i. analyses their own artwork or performance ii. describes their development as an artist. |

Arts (Art, Music & Drama) Subject Guide

Year 9 Assessment Criteria

Together we inspire, learn and achieve

Year 9 Grading

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.

The scores for each of the four criteria are added together and a final Grade is awarded.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-------|-------|-------|-------|-------|
| 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |

| level | Level Descriptor | | | |
|-------|---|--|---|---|
| | Criterion A: Investigating | Criterion B: Developing | Criterion C: Creating / Performing | Criterion D: Evaluating |
| 0 | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below |
| 1–2 | The student: i. provides limited information that is not always related to the statement of inquiry ii. identifies features of an artwork or performance including two from elements, techniques and context. | The student: i. demonstrates limited practical exploration of an idea or ideas ii. presents a clear artistic intention and states artistic choices | The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work. | The student: i. outlines some elements of their own artwork or performance ii. identifies some aspects of their development as an artist. |
| 3–4 | The student: i. provides mostly relevant information that is related to the statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context. | 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 states artistic choices. | The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work. | The student: i. describes their own artwork or performance ii. outlines their development as an artist. |
| 5–6 | The student: 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. | The student: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices. | The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work | The student: i. analyses their own artwork or performance ii. describes their development as an artist. |
| 7–8 | The student: i. provides comprehensive, relevant information that is related to the statement of inquiry ii. analyses features of an artwork or performance including elements, techniques and context. | The student: i. demonstrates substantial and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and explains artistic choices. | The student: i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work. | The student: i. evaluates their own artwork or performance ii. analyses their development as an artist. |