

## 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.**

<b>Aesthetics</b>	<b>Change</b>	<b>Communication</b>	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	<b>Identity</b>	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?

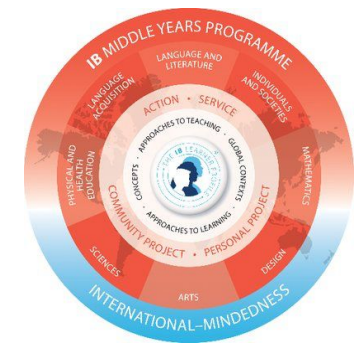
MYP Arts can develop meaningful explorations of:

- 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



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## 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***

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

### **Year 7**

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>
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**

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>
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**

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>
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.