

MYP Visual and Performing Arts SCWA

Related Concepts

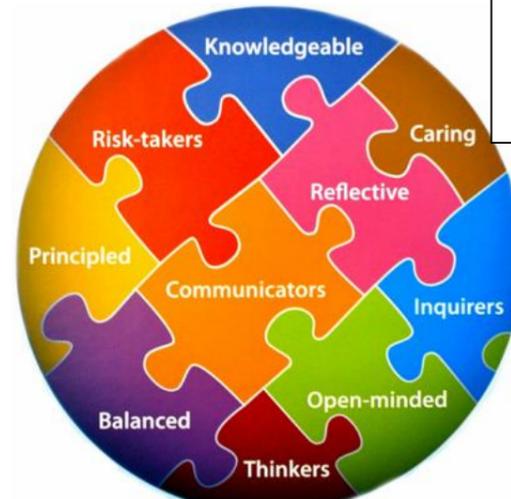
Visual arts as visual art and media

Performing arts as drama, music and dance

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.

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. The Arts these are **Aesthetics, Change, Communication and Identity.**



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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

Statement of Enquiry Criteria

Statement of inquiry Teachers construct the statement of inquiry for a unit by combining a **key concept**, one or more **related concepts**, and a **global context** for the unit into a **meaningful statement** that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself (Erickson 2007; Marzano 2009). The statement of inquiry:

- represents a contextualized, conceptual understanding
- describes a complex relationship that is worthy of inquiry
- explains clearly what students should understand and why that understanding is meaningful
- can be qualified (using phrases such as “often”, “may” and “can”) if it is not true in all situations, but is still an important idea
- can be formulated at different levels of specificity.

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

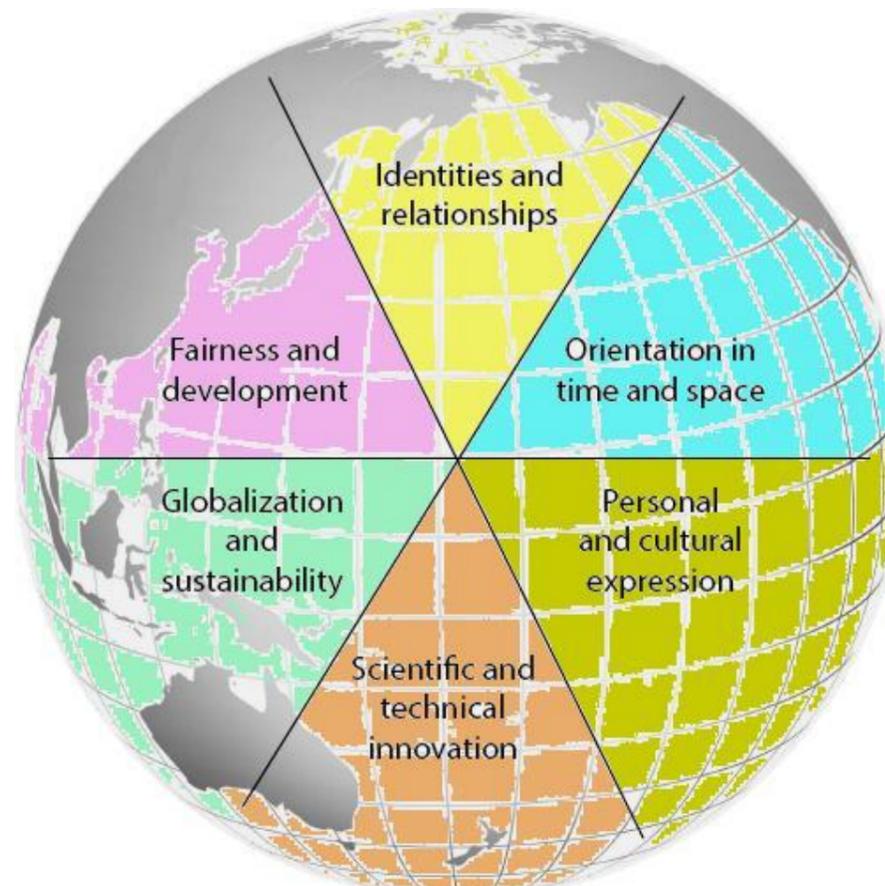
Global Concepts

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 sciences 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



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Overview of Assessment

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. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. This guide provides the required assessment criteria for years 1, 3 and 5 of MYP sciences. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme. Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They could be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

Visual and Performing Arts

Objective A (knowing and understanding) and objective D (responding) complement each other in a unit of study; a response may be an emotional reaction to an artwork, and an informed understanding of the art or artist can provide the intellectual evidence to support the response. Similarly, the objectives B (developing skills) and C (thinking creatively) can easily be paired in units of work as the practical ability to acquire, develop and apply a skill set is enhanced and personalized through the creative thought process. When all four objectives are addressed, a unit can meet all the aims of MYP arts. MYP arts units can easily address all four objectives, especially in later years of the programme. The arts process journal is a very practical tool to provide evidence of achievement against multiple criteria. For example, as students develop, amend and periodically annotate their work throughout the course of a unit, the entries they make in their process journal can provide evidence of their knowledge and understanding (criterion A) and creative thinking (criterion C). In the same unit, teachers can design other summative assessment tasks in which students develop skills (criterion B) and respond to art (criterion D). In MYP arts, teachers are not required to assess all four criteria in every unit. However, units that assess all four criteria through a range of associated assessment tasks increase efficiency, promote holistic learning, and help to prepare students for MYP eAssessment in the arts.

Assessment Criteria

Achievement Level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Developing skills	Criterion C: Thinking creatively	Criterion D: Responding
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. demonstrates limited awareness of the art form studied, including limited use of appropriate language ii. demonstrates limited awareness of the relationship between the art form and its context iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates limited acquisition and development of the skills and techniques of the art form studied ii. demonstrates limited application of skills and techniques to create, perform and/or present art.	The student: i. identifies a limited artistic intention ii. identifies limited alternatives and perspectives iii. demonstrates limited exploration of ideas.	The student: i. identifies limited connections between art forms, art and context, or art and prior learning ii. demonstrates limited recognition that the world contains inspiration or influence for art iii. presents a limited evaluation of certain elements of artwork.
3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language ii. demonstrates adequate awareness of the relationship between the art form and its context iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.	The student: i. identifies an adequate artistic intention ii. identifies adequate alternatives and perspectives iii. demonstrates adequate exploration of ideas.	The student: i. identifies adequate connections between art forms, art and context, or art and prior learning ii. demonstrates adequate recognition that the world contains inspiration or influence for art iii. presents an adequate evaluation of certain elements of artwork.
5-6	The student: i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language ii. demonstrates substantial awareness of the relationship between the art form and its context iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas.	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning ii. demonstrates substantial recognition that the world contains inspiration or influence for art iii. presents a substantial evaluation of certain elements of artwork.
7-8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.	The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas.	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.

MYP Unit Planner Check List

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Inquiry Questions	Approaches to Learning
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