**Grading Rubrics Years IV-V**

**MYP Arts, Criterion A: Knowledge and Understanding**

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| **Achievement Level** | **MYP Yr IV-V Descriptors** |
|  | Objectives:· Demonstrate knowledge and understanding of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts· Demonstrated knowledge and understanding of some elements of the art form studied, including some specialized language, concepts, and processesDemonstrate an informed opinion of the art form studied in the context of their own artwork |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied. The student is able to communicate a limited critical understanding of the art form studied in the context of his or her own work. |
| 3-4 | The student is able to show satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied. The student is able to communicate a satisfactory critical understanding of the art form studied in the context of his or her own work, although some opportunities are not pursued. |
| 5-6 | The student is able to show good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate good knowledge and understanding of the elements of the art form studied. The student is able to communicate a good level of critical understanding of the art form studied in the context of his or her own work. |
| 7-8 | The student is able to show excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied. The student is able to communicate a well-developed critical understanding of the art form studied in the context of his or her own work. |

**MYP Arts, Criterion B: Application**

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| **Achievement Level** | **MYP Yr IV-V Descriptors** |
|  | Objectives:· Articulate an idea, theme or personal interpretation to a point of realization· Develop skills and apply the techniques and processes involved in creating, performing and/or presenting art |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | There is very limited expression and communication of artistic intentions in the student’s work, which may not have reached a point of realization. |
| 3-4 | There is limited expression and communication of artistic intentions in the student’s work, which has reached a point or partial point of realization. Skills and techniques are applied at a limited level of proficiency. The student attempts to apply the artistic processes. |
| 5-6 | The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory level of proficiency. The student shows a satisfactory ability to apply the artistic processes involved in creating art. |
| 7-8 | The student is able to elaborate on an idea, a theme or personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. |

**MYP Arts, Criterion C: Reflection and Evaluation**

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| **Achievement****Level** | **MYP Yr IV-V Descriptors** |
|  | Objectives:· Describe the process they have made so far and identify strategies for areas that have been particularly challenging· Identify strengths and weaknesses in their work· Consider feedback constructively to identify strategies to develop and improve |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student records his or her artistic development and processes with **little** reflection. The student carries out a **limited** evaluation of his or her work, **with guidance.** |
| 3-4 | The student reflects on his or her artistic development and processes. The student carries out a **satisfactory** evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. The student **attempts** to use feedback in his or her artistic development and processes, **with guidance.** |
| 5-6 | The student reflects critically on his or her artistic development and processes at **different stages of his or her work.** The student carries out a **good** evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of **some** areas of improvement. The student uses feedback in his or her artistic development **with little guidance,** which **informs** his or her own artistic development and processes. |
| 7-8 | The student reflects critically and **in depth** on his or her artistic development and processes **at different stages of his or her work.** The student carries out an **excellent** evaluation of his or her work. This shows a **considered** appraisal of the quality of work produced and details of improvements that could be made. The student **intentionally** uses feedback in his or her artistic development, which shows an **appropriate consideration** of his or her artistic processes.  |

**MYP Arts, Criterion D: Personal Engagement**

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| **Achievement Level** | **MYP Yr IV-V Descriptors** |
|  | Objectives:· Show commitment in using artistic process and begin to develop their own· Demonstrate curiosity, self motivation, initiative and a willingness to take informed risks· Support, encourage and work with their peers in a positive way· Recognize ways that art practices and artworks vary from culture to culture |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | * The student shows **limited** commitment in using his or her own artistic processes.
* The student demonstrates limited curiosity, self-motivation, initiative and a willingness to take informed risks.
* The student works with his or her peers in a positive way, with encouragement.
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| 3-4 | * The student is able to show **satisfactory** commitment in using his or her own artistic processes. The student demonstrates satisfactory curiosity, self-motivation, initiative and a willingness to take informed risks.
* The student supports, encourages and works with his or her peers in a positive way, **with encouragement**.
* The student is **occasionally** receptive to art practices and artworks from various cultures, including his or her own.
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| 5-6 | * The student shows **good** commitment in using his or her own artistic processes.
* The student **generally** demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks.
* The student supports, encourages and works with his or her peers in a positive way, with **little encouragement.**
* The student is **generally** receptive to art practices and artworks from various cultures, including his or her own.
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| 7-8 | * The student shows **excellent** commitment in using his or her own artistic processes.
* The student **actively** demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks.
* The student **actively** supports, encourages and works with his or her peers in a positive way.
* The student is **actively** receptive to art practices and artworks from various cultures, including his or her own.
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