



Criterion A: Knowing and understanding

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
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.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language and knowledge of processes used ii) demonstrates <b>limited</b> awareness of the relationship between the art form and its original context iii) demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language ii) demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>limited</b> use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology ii) demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>limited</b> use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology ii) demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts iii) demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	The student: i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language and knowledge of processes used ii) demonstrates <b>adequate</b> awareness of the relationship between the art form and its original context iii) demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language ii) demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>adequate</b> use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology ii) demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology ii) demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts iii) demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5-6	The student: i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language and knowledge of processes used ii) demonstrates <b>substantial</b> awareness of the relationship between the art form and its original context iii) demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language ii) demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>substantial</b> use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology ii) demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology ii) demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts iii) demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
7-8	The student: i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language and knowledge of processes used ii) demonstrates <b>excellent</b> awareness of the relationship between the art form and its original context iii) demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language ii) demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>excellent</b> use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology ii) demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts iii) demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology ii) demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts iii) demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.





Criterion C: Thinking creatively

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
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.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. develops a <b>limited</b> artistic intention ii. demonstrates <b>limited</b> alternatives and perspectives iii. demonstrates <b>limited</b> exploration of ideas.	The student: i. develops a <b>limited</b> artistic intention ii. demonstrates <b>limited</b> alternatives and perspectives iii. demonstrates <b>limited</b> exploration of ideas.	The student: i) presents a <b>limited</b> outline of artistic intention, which may lack clarity or feasibility ii) presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions iii) demonstrates <b>limited</b> exploration of ideas through the developmental process to a point of realization.	The student: i) develops a <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative <b>or</b> coherent ii) demonstrates a <b>limited</b> range <b>or</b> depth of creative-thinking behaviours iii) demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization.	The student: i) develops a <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative <b>or</b> coherent ii) demonstrates a <b>limited</b> range <b>or</b> depth of creative-thinking behaviours iii) demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization.
3-4	The student: i. develops an <b>adequate</b> artistic intention ii. demonstrates <b>adequate</b> alternatives and perspectives iii. demonstrates <b>adequate</b> exploration of ideas.	The student: i. develops an <b>adequate</b> artistic intention ii. demonstrates <b>adequate</b> alternatives and perspectives iii. demonstrates <b>adequate</b> exploration of ideas.	The student: i) presents an <b>adequate</b> outline of artistic intention ii) presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions iii) demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.	The student: i) develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent ii) demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviours iii) demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>thorough to</b> a point of realization.	The student: i) develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent ii) demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviours iii) demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>thorough to</b> a point of realization.
5-6	The student: i. develops a <b>substantial</b> artistic intention ii. demonstrates <b>substantial</b> alternatives and perspectives iii. demonstrates <b>substantial</b> exploration of ideas.	The student: i. develops a <b>substantial</b> artistic intention ii. demonstrates <b>substantial</b> alternatives and perspectives iii. demonstrates <b>substantial</b> exploration of ideas.	The student: i) presents a <b>substantial</b> outline of artistic intention ii) presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions iii) demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.	The student: i) develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent ii) demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours iii) demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>thorough to</b> a point of realization.	The student: i) develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent ii) demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours iii) demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>thorough to</b> a point of realization.
7-8	The student: i. develops an <b>excellent</b> artistic intention ii. demonstrates <b>excellent</b> alternatives and perspectives iii. demonstrates <b>excellent</b> exploration of ideas.	The student: i. develops an <b>excellent</b> artistic intention ii. demonstrates <b>excellent</b> alternatives and perspectives iii. demonstrates <b>excellent</b> exploration of ideas.	The student: i) presents an <b>excellent</b> outline of artistic intention ii) presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions iii) demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.	The student: i) develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent ii) demonstrates an <b>excellent</b> range and depth of creative-thinking behaviours iii) demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>thorough to</b> a point of realization.	The student: i) develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent ii) demonstrates an <b>excellent</b> range and depth of creative-thinking behaviours iii) demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>thorough to</b> a point of realization.



Criterion D: Responding

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
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.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art iii. presents a <b>limited</b> evaluation of certain elements of artwork.	The student: i) presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings ii) creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her iii) presents a <b>limited</b> evaluation of the artwork of self and others.	The student: i) presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings ii) creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her iii) presents a <b>limited</b> evaluation of the artwork of self and others.	The student: i) constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings ii) creates a <b>limited</b> response that <b>may</b> reflect or impact on the world around them iii) presents a <b>limited</b> critique of the artwork of self and others.	The student: i) constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings ii) creates a <b>limited</b> response that <b>may</b> reflect or impact on the world around them iii) presents a <b>limited</b> critique of the artwork of self and others.
3-4	The student: i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art iii. presents a <b>adequate</b> evaluation of certain elements of artwork.	The student: i) presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings ii) creates an <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her iii) presents an <b>adequate</b> evaluation of the artwork of self and others.	The student: i) presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings ii) creates an <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her iii) presents an <b>adequate</b> evaluation of the artwork of self and others.	The student: i) constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings ii) creates an <b>adequate</b> response that intends reflect or impact on the world around them iii) presents an <b>adequate</b> critique of the artwork of self and others.	The student: i) constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings ii) creates an <b>adequate</b> response that intends reflect or impact on the world around them iii) presents an <b>adequate</b> critique of the artwork of self and others.
5-6	The student: i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art iii. presents a <b>substantial</b> evaluation of certain elements of artwork.	The student: i) presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings ii) creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her iii) presents a <b>substantial</b> evaluation of the artwork of self and others.	The student: i) presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings ii) creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her iii) presents a <b>substantial</b> evaluation of the artwork of self and others.	The student: i) constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings ii) creates a <b>substantial</b> response that intends reflect or impact on the world around them iii) presents a <b>substantial</b> critique of the artwork of self and others.	The student: i) constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings ii) creates a <b>substantial</b> response that intends reflect or impact on the world around them iii) presents a <b>substantial</b> critique of the artwork of self and others.
7-8	The student: i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.	The student: i) presents an <b>excellent</b> outline of connections <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings ii) creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her iii) presents an <b>excellent</b> evaluation of the artwork of self and others.	The student: i) presents an <b>excellent</b> outline of connections <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings ii) creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her iii) presents an <b>excellent</b> evaluation of the artwork of self and others.	The student: i) constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings ii) creates an <b>excellent</b> response that intends to <b>effectively</b> reflect or impact on the world around them iii) presents an <b>excellent</b> critique of the artwork of self and others.	The student: i) constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings ii) creates an <b>excellent</b> response that intends to <b>effectively</b> reflect or impact on the world around them iii) presents an <b>excellent</b> critique of the artwork of self and others.