



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 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 awareness of the art form studied, including limited use of appropriate language and knowledge of processes used ii) demonstrates limited awareness of the relationship between the art form and its original context iii) demonstrates limited awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii) demonstrates limited knowledge of the role of the art form in original or displaced contexts iii) demonstrates limited use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology ii) demonstrates limited knowledge of the role of the art form in original or displaced contexts iii) demonstrates limited use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology ii) demonstrates limited understanding of the role of the art form in original or displaced contexts iii) demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating 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 awareness of the art form studied, including adequate use of appropriate language and knowledge of processes used ii) demonstrates adequate awareness of the relationship between the art form and its original context iii) demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii) demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii) demonstrates adequate use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology ii) demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii) demonstrates adequate use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology ii) demonstrates adequate understanding of the role of the art form in original or displaced contexts iii) demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating 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 awareness of the art form studied, including substantial use of appropriate language and knowledge of processes used ii) demonstrates substantial awareness of the relationship between the art form and its original context iii) demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii) demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii) demonstrates substantial use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology ii) demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii) demonstrates substantial use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology ii) demonstrates substantial understanding of the role of the art form in original or displaced contexts iii) demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions in the process of creating 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 awareness of the art form studied, including excellent use of appropriate language and knowledge of processes used ii) demonstrates excellent awareness of the relationship between the art form and its original context iii) demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	The student: i) demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii) demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii) demonstrates excellent use of acquired knowledge to inform his/her artwork.	The student: i) demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology ii) demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii) demonstrates excellent use of acquired knowledge to purposefully inform his/her artwork.	The student: i) demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology ii) demonstrates excellent understanding of the role of the art form in original or displaced contexts iii) demonstrates excellent 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 limited artistic intention ii. demonstrates limited alternatives and perspectives iii. demonstrates limited exploration of ideas.	The student: i. develops a limited artistic intention ii. demonstrates limited alternatives and perspectives iii. demonstrates limited exploration of ideas.	The student: i) presents a limited outline of artistic intention, which may lack clarity or feasibility ii) presents a limited outline of alternatives, perspectives, and imaginative solutions iii) demonstrates limited exploration of ideas through the developmental process to a point of realization.	The student: i) develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent ii) demonstrates a limited range or depth of creative-thinking behaviours iii) demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.	The student: i) develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent ii) demonstrates a limited range or depth of creative-thinking behaviours iii) demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3-4	The student: i. develops an adequate artistic intention ii. demonstrates adequate alternatives and perspectives iii. demonstrates adequate exploration of ideas.	The student: i. develops an adequate artistic intention ii. demonstrates adequate alternatives and perspectives iii. demonstrates adequate exploration of ideas.	The student: i) presents an adequate outline of artistic intention ii) presents an adequate outline of alternatives, perspectives, and imaginative solutions iii) demonstrates adequate exploration of ideas through the developmental process to a point of realization.	The student: i) develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent ii) demonstrates an adequate range and depth of creative-thinking behaviours iii) demonstrates adequate exploration of ideas to shape artistic intention thorough to a point of realization.	The student: i) develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent ii) demonstrates an adequate range and depth of creative-thinking behaviours iii) demonstrates adequate exploration of ideas to shape artistic intention thorough to a point of realization.
5-6	The student: i. develops a substantial artistic intention ii. demonstrates substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas.	The student: i. develops a substantial artistic intention ii. demonstrates substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas.	The student: i) presents a substantial outline of artistic intention ii) presents a substantial outline of alternatives, perspectives, and imaginative solutions iii) demonstrates substantial exploration of ideas through the developmental process to a point of realization.	The student: i) develops a substantial artistic intention that is often feasible, clear, imaginative and coherent ii) demonstrates a substantial range and depth of creative-thinking behaviours iii) demonstrates substantial exploration of ideas to purposefully shape artistic intention thorough to a point of realization.	The student: i) develops a substantial artistic intention that is often feasible, clear, imaginative and coherent ii) demonstrates a substantial range and depth of creative-thinking behaviours iii) demonstrates substantial exploration of ideas to purposefully shape artistic intention thorough to a point of realization.
7-8	The student: i. develops an excellent artistic intention ii. demonstrates excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas.	The student: i. develops an excellent artistic intention ii. demonstrates excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas.	The student: i) presents an excellent outline of artistic intention ii) presents an excellent outline of alternatives, perspectives, and imaginative solutions iii) demonstrates excellent exploration of ideas through the developmental process to a point of realization.	The student: i) develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ii) demonstrates an excellent range and depth of creative-thinking behaviours iii) demonstrates excellent exploration of ideas to effectively shape artistic intention thorough to a point of realization.	The student: i) develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ii) demonstrates an excellent range and depth of creative-thinking behaviours iii) demonstrates excellent exploration of ideas to effectively shape artistic intention thorough to 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 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.	The student: i) presents a limited outline of connections and may transfer learning to new settings ii) creates a limited artistic response that is possibly inspired by the world around him or her iii) presents a limited evaluation of the artwork of self and others.	The student: i) presents a limited outline of connections and may transfer learning to new settings ii) creates a limited artistic response that is possibly inspired by the world around him or her iii) presents a limited evaluation of the artwork of self and others.	The student: i) constructs limited meaning and may transfer learning to new settings ii) creates a limited response that may reflect or impact on the world around them iii) presents a limited critique of the artwork of self and others.	The student: i) constructs limited meaning and may transfer learning to new settings ii) creates a limited response that may reflect or impact on the world around them iii) presents a limited critique of the artwork of self and others.
3-4	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 a adequate evaluation of certain elements of artwork.	The student: i) presents an adequate outline of connections and occasionally transfers learning to new settings ii) creates an adequate artistic response that is occasionally inspired by the world around him or her iii) presents an adequate evaluation of the artwork of self and others.	The student: i) presents an adequate outline of connections and occasionally transfers learning to new settings ii) creates an adequate artistic response that is occasionally inspired by the world around him or her iii) presents an adequate evaluation of the artwork of self and others.	The student: i) constructs adequate meaning and occasionally transfers learning to new settings ii) creates an adequate response that intends reflect or impact on the world around them iii) presents an adequate critique of the artwork of self and others.	The student: i) constructs adequate meaning and occasionally transfers learning to new settings ii) creates an adequate response that intends reflect or impact on the world around them iii) presents an adequate critique of the artwork of self and others.
5-6	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.	The student: i) presents a substantial outline of connections and regularly transfers learning to new settings ii) creates a substantial artistic response that is regularly inspired by the world around him or her iii) presents a substantial evaluation of the artwork of self and others.	The student: i) presents a substantial outline of connections and regularly transfers learning to new settings ii) creates a substantial artistic response that is regularly inspired by the world around him or her iii) presents a substantial evaluation of the artwork of self and others.	The student: i) constructs appropriate meaning and regularly transfers learning to new settings ii) creates a substantial response that intends reflect or impact on the world around them iii) presents a substantial critique of the artwork of self and others.	The student: i) constructs appropriate meaning and regularly transfers learning to new settings ii) creates a substantial response that intends reflect or impact on the world around them iii) presents a substantial critique of the artwork of self and others.
7-8	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.	The student: i) presents an excellent outline of connections with depth and insight and effectively transfers learning to new settings ii) creates an excellent artistic response that is effectively inspired by the world around him or her iii) presents an excellent evaluation of the artwork of self and others.	The student: i) presents an excellent outline of connections with depth and insight and effectively transfers learning to new settings ii) creates an excellent artistic response that is effectively inspired by the world around him or her iii) presents an excellent evaluation of the artwork of self and others.	The student: i) constructs meaning with depth and insight and effectively transfers learning to new settings ii) creates an excellent response that intends to effectively reflect or impact on the world around them iii) presents an excellent critique of the artwork of self and others.	The student: i) constructs meaning with depth and insight and effectively transfers learning to new settings ii) creates an excellent response that intends to effectively reflect or impact on the world around them iii) presents an excellent critique of the artwork of self and others.