

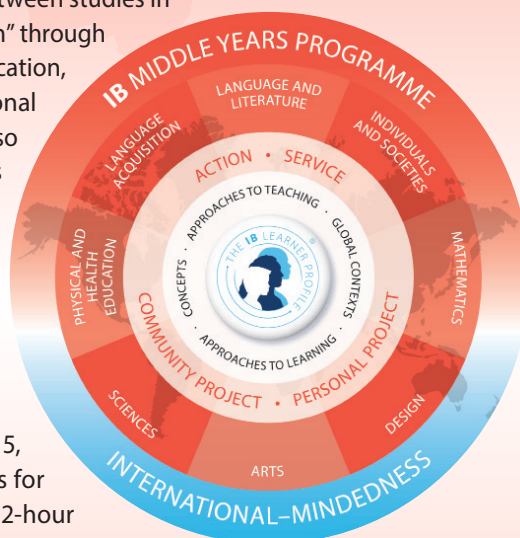
Arts

For use from: September 2022 / January 2023

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics, and interdisciplinary learning. They must also submit an ePortfolio in language acquisition and in one of the following: design, arts, or physical and health education. Finally, they must complete a moderated personal project, and complete school-based expectations for service as action (community service).



I. Course description and aims

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world.

The MYP values the processes of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

The aims of MYP Arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

II. Curriculum model overview

The MYP promotes inquiry in the arts by developing conceptual understanding within global contexts.

Key concepts such as aesthetics, change, communication and identity broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include audience, expression and genre.

Students explore key and related concepts through MYP global contexts

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools the flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based approach explores factual, conceptual and debatable questions in the study of the arts. Student learning may be focused on one or more of the following arts disciplines:

- Dance
- Music
- Theatre
- Media Arts
- Visual Arts

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. This indicates that students must engage in 50 hours of structured learning in the arts in each year of MYP years 1–3. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5. Guidance on how schools can structure their arts courses can be found in the *Arts guide* and *Arts teacher support material*.

III. Assessment criteria

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

Criterion B: Developing

Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/ techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

Criterion C: Creating or performing

The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

Criterion D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

MYP eAssessment

eAssessment in the arts is available at year 5/competent stage.

For each assessment session, the IB publishes a partially completed arts unit planner (including required assessment tasks) that teachers must develop and deliver in their own contexts. The partially completed unit planner provides the summative assessment tasks (which will assess all strands of each criterion) for the session.

The completed assessments are presented as an ePortfolio, which should demonstrate students' achievement of the arts objectives. MYP ePortfolios are marked by the students' classroom teachers against published criteria for MYP year 5/competent stage. In each examination session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP arts summative assessment tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in any of the arts disciplines.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, visit: <https://ibo.org/en/myp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://www.follettibstore.com>.