



Arts teacher support material Example interim objectives

For use with the *Arts guide* (August 2008)

Objectives for years 1, 3 and 5 of the Middle Years Programme

Year 5 objectives

The arts objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in the *Arts guide* (August 2008). This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used for the final assessment of students' work during year 5.

Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible student activities that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.

MYP units of work

Examples of possible student activities are provided in the tables that follow. Each activity is intended to form part of a larger **unit of work** designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on "Planning for teaching and learning" in *MYP: From principles into practice* (August 2008).

Within each unit of work, the context for learning, significant concept(s) and assessment tasks are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students' engagement with the MYP unit question and the aligned objectives.

Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions.

Some of the examples of student activities listed in the tables that follow have an obvious connection to one of the areas of interaction, for example, arranging images and textual elements in response to a design brief for a poster on preventing pollution by car exhausts, using appropriately selected chemicals to enhance print-making in a series of three prints of their advertisement. Other connections may become clear only after a more considered approach but teachers should be able to establish these connections for their own students within each MYP unit of work.

Several examples of student activities listed below also strongly suggest the possibility of planning an interdisciplinary unit in collaboration with other subject teachers, for example, students selecting a historical model and developing a grid technique for reproducing the style, using plaster bases on frames to construct their own personal icon.

Learning experiences

Examples of possible student activities are provided in the tables that follow. Each unit of work should contain varied student activities relevant to the MYP unit question, which offer opportunities for developing and informing the relationship that art practice and concepts have with the world of knowledge.

Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses.

Examples of possible **evidence of learning** for inclusion in the developmental workbook appear in the tables that follow. Each of these examples could be assessed as they are the results of an activity that the student has undertaken. Consequently, the examples of possible **student activities** listed below could be designed as formative or summative assessment tasks, depending on the MYP unit question being explored, while others may simply form part of the learning experience of the student.

Tables of objectives

The following objectives for years 1, 3 and 5 apply to all the art forms: dance, drama, film, music and visual art. However, the examples of possible student activities and evidence of learning following each set of objectives focus mainly on music and visual art, as illustrations of a **performing art** and a **visual art**. Some of these examples could apply to other art forms or be adapted with relative ease.

A Knowledge and understanding

This objective focuses on building knowledge and understanding of both the art form and artistic processes. It should inform the student's practice as a young artist and allow him or her to appraise other artworks. The learning a student experiences will impact on his or her own art-making and expression of personal interpretations in objective B.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> demonstrate an awareness of the art form studied in relation to some of the contexts that influence their current work 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
<ul style="list-style-type: none"> use some basic language, and have a simple understanding of some of the concepts and processes that support their current work 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of some elements of the art form studied, including some specialized language, concepts and processes 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
<ul style="list-style-type: none"> express an opinion of the art form studied in the context of their own work. 	<ul style="list-style-type: none"> demonstrate an informed opinion of the art form studied in the context of their own artwork. 	<ul style="list-style-type: none"> communicate a critical understanding of the art form studied in the context of their own artwork.
Examples of possible student activities		
Students could:	Students could:	Students could:
<ul style="list-style-type: none"> research street signs and symbols and develop a scrapbook of designs, analysing their features and commenting on their effectiveness survey people's voice types and ranges, listen to samples of vocal music and draw up a list of effects. 	<ul style="list-style-type: none"> investigate the nature of icons in the history of art and develop an understanding of religious symbolism in art objects venerated by the culture that produced them investigate music from film soundtracks by describing features, comparing across genres and cultures, and evaluating effectiveness in order to create a soundtrack or theme themselves. 	<ul style="list-style-type: none"> research the techniques and characteristics of an established designer to inform an investigation into an issue of personal concern explore an issue of personal relevance related to music, for example, the role of the conductor/director/musical leader; the effect of music on the brain; music as therapy; performance anxiety; music and mental health.
Examples of possible items that could be included in the developmental workbook		
Students could include:	Students could include:	Students could include:
<ul style="list-style-type: none"> collected information and images research notes into the idea and how it is practised annotated materials, for example, scripts, scores 	<ul style="list-style-type: none"> selected and annotated information and images research findings into the idea and how it is practised research findings into the artistic conventions that may inform their work 	<ul style="list-style-type: none"> a collection of information and images that relate to aspects of their creative work, explaining the relevance of each one case studies and examples research findings into the artistic conventions that will inform their work

<ul style="list-style-type: none"> collated comments and opinions about artworks or sources that have been observed. 	<ul style="list-style-type: none"> records of events/actions used to develop ideas. 	<ul style="list-style-type: none"> annotated materials, for example, scripts, scores collated comments and opinions about artworks or sources that have been observed records of events/actions used to develop ideas.
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B Application

This objective focuses on the practical application of the student's skills to the creation of artwork. This should be strongly informed by knowledge and understanding developed in relation to objective A.

The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

These processes should allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using the student's knowledge, understanding and skills and may evolve during the course of the student's work.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> use ideas and artistic conventions to create, perform and/or present art 	<ul style="list-style-type: none"> articulate an idea, theme or personal interpretation to a point of realization 	<ul style="list-style-type: none"> develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
<ul style="list-style-type: none"> learn skills and develop the techniques and processes needed to create, perform and/or present art, with the teacher's guidance. 	<ul style="list-style-type: none"> develop skills and apply the techniques and processes involved in creating, performing and/or presenting art. 	<ul style="list-style-type: none"> apply skills, techniques and processes to create, perform and/or present art.
Examples of possible student activities		
Students could: <ul style="list-style-type: none"> use colour and shape to design a set of street signs and location indicators, and make three signs to indicate where they live compose a soundscape that uses voice effects in a descriptive way, using a poem or other piece of text as a stimulus, and make a graphic score of the composition. 	Students could: <ul style="list-style-type: none"> select a historical model and develop a grid technique for reproducing the style, using plaster bases on frames to construct their own personal icon compose a soundtrack for a 30-second film clip using music technology, stating the intended mood, using musical elements and creating effects that complement the style of the film. 	Students could: <ul style="list-style-type: none"> arrange images and textual elements in response to a design brief for a poster on preventing pollution by car exhausts, using appropriately selected chemicals to enhance print-making in a series of three prints of their advertisement plan and develop a musical performance or performance-related project with the goal of achieving an impact on a person's psychological state, for example, to alter mood, mental performance or self-regard.

Examples of possible items that could be included in the developmental workbook		
<p>Students could include:</p> <ul style="list-style-type: none"> • their initial ideas, for example, brainstorming, concept maps, diagrams, lists, charts • examples of exploratory ideas and possibilities • information about planning • a simple record of activities • annotated materials, for example, draft scripts, scores. 	<p>Students could include:</p> <ul style="list-style-type: none"> • identification of the idea that they will develop • their initial ideas, for example, brainstorming, concept maps, diagrams, lists, charts • examples of exploratory ideas and possibilities • information about planning • a record of activities and progress • annotated materials, for example, draft scripts, scores. 	<p>Students could include:</p> <ul style="list-style-type: none"> • an explanation of their intentions and artistic goals • their initial ideas, for example, brainstorming, concept maps, diagrams, lists, charts • examples of exploratory ideas and possibilities • information about planning • an account of the process • annotated materials, for example, draft scripts, scores.

C Reflection and evaluation

This objective focuses on the way that a student gradually comes to feel and think like an artist.

Ongoing reflection should be more than just a record of what was done. Reflecting critically requires the student to question and justify the choices that he or she has made and to develop an objective evaluation of his or her own work. The student should show a growing insight into his or her own artistic development.

The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or her artistic process or intent.

Objective C is concerned **solely** with the student's reflections and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> • describe the progress they have made so far and identify areas that have been particularly easy or challenging 	<ul style="list-style-type: none"> • give an informed description of the progress they have made so far and identify strategies to develop and improve their artistic processes 	<ul style="list-style-type: none"> • reflect critically on their own artistic development and processes at different stages of their work
<ul style="list-style-type: none"> • identify strengths and weaknesses in their work 	<ul style="list-style-type: none"> • evaluate their work 	<ul style="list-style-type: none"> • evaluate their work
<ul style="list-style-type: none"> • receive feedback constructively. 	<ul style="list-style-type: none"> • consider feedback when identifying strategies to develop and improve. 	<ul style="list-style-type: none"> • use feedback to inform their own artistic development and processes.
Examples of possible student activities		
<p>Students could:</p> <ul style="list-style-type: none"> • make comments in their developmental workbook during or after lessons, referring to progress and the work in process • initiate informal feedback sessions in class during development of the work and participate in formal feedback sessions 	<p>Students could:</p> <ul style="list-style-type: none"> • make comments in their developmental workbook during or after lessons, referring to progress and the work in process • initiate informal feedback sessions in class during development of the work and participate in formal feedback sessions 	<p>Students could:</p> <ul style="list-style-type: none"> • make comments in their developmental workbook during or after lessons, referring to progress and the work in process • initiate informal feedback sessions in class during development of the work and participate in formal feedback sessions

<ul style="list-style-type: none"> • assess their own work using criteria that have been devised for the task. 	<ul style="list-style-type: none"> • assess their own work using criteria that have been devised for the task • reflect on and evaluate their work at specific intervals, during or on completion of their work, writing up the results in a formal manner. 	<ul style="list-style-type: none"> • solicit feedback from varied audiences • assess their own work using criteria that have been devised for the task • reflect on and evaluate their work at specific intervals, during or on completion of their work, writing up the results in a formal manner.
<p>Examples of possible items that could be included in the developmental workbook</p>		
<p>Students could include:</p> <ul style="list-style-type: none"> • journal-type entries and reflective writing • logs that track and comment on progress • notes on student–teacher or student–student meetings. 	<p>Students could include:</p> <ul style="list-style-type: none"> • journal-type entries and reflective writing • logs that track and comment on progress • notes on student–teacher or student–student meetings • detailed assessments of their own work using criteria and/or rubrics that have been developed either by themselves or by their teacher • comments on the peer evaluation and feedback they have received. 	<p>Students could include:</p> <ul style="list-style-type: none"> • journal-type entries and reflective writing • logs that track and comment on progress • notes on formal and/or informal student–teacher or student–student meetings • detailed assessments of their own work using criteria and/or rubrics that have been developed either by themselves or by their teacher • comments on the peer evaluation and feedback they have received • formal accounts describing the results of their own reflection and evaluation.

D Personal engagement

The main focus of this objective is the development of the attitudes essential to engage with the artistic processes and the art form studied.

The student should develop the personal and interpersonal skills that will enable him/her to initiate, to explore, to negotiate with others and to take informed risks during his/her artistic experience.

The student should develop his/her ability to interact with other students in a supportive and sensitive way

It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> • show commitment in using artistic processes 	<ul style="list-style-type: none"> • show commitment in developing their own artistic processes 	<ul style="list-style-type: none"> • show commitment in using their own artistic processes
<ul style="list-style-type: none"> • demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> • demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> • demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
<ul style="list-style-type: none"> • support, encourage and work with their peers in a positive way 	<ul style="list-style-type: none"> • support, encourage and work with their peers in a positive way 	<ul style="list-style-type: none"> • support, encourage and work with their peers in a positive way

<ul style="list-style-type: none"> • recognize that art practices and artworks vary from culture to culture. 	<ul style="list-style-type: none"> • be receptive to the various ways in which art practices and artworks present themselves from culture to culture. 	<ul style="list-style-type: none"> • be receptive to art practices and artworks from various cultures, including their own.
<p>Examples of possible student activities</p>		
<p>For objective D, it is not possible to list examples of possible student activities. Personal engagement is a factor in all learning experiences and therefore cannot be considered in isolation.</p>		
<p>Examples of possible items that could be included in the developmental workbook</p>		
<p>Evidence of learning can be seen in:</p> <ul style="list-style-type: none"> • student behaviour, both in class and in subject-related activities that occur outside the classroom • student communication and engagement with other students, teachers and people they meet during the course • the attitudes and effort that are evident in student work, such as written reflections or realized work • student responses to stimulus, for example, artworks provided for student viewing or listening • the care and safe use of the workplace and materials shown by students • the care and respect shown by students for their own work and the work of others. 		