

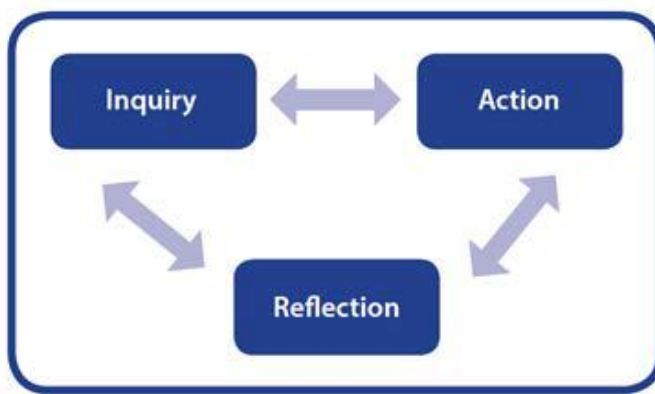
COURSE OUTLINE – MYP YEAR 3 PERFORMING ARTS

At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



(Developing an MYP Unit, 2014)

Performing Arts Key Concepts:

- Aesthetics
- Change
- Identity
- Communication

Performing Arts Related Concepts:

- Audience
- Boundaries
- Composition
- Expression
- Genre
- Innovation
- Interpretation
- Narrative
- Play
- Presentation
- Role
- Structure



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MYP Global Contexts guide classroom inquiries and encourage an international perspectiveIdentities and relationships

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

Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Arts:

Category	Skill indicator
Thinking skills	Map the creative thought process in the arts process journal to generate new ideas and questions.
Social skills	Work collaboratively in a production team with assigned roles and responsibilities.
Communication skills	Listen actively and endorse the views or opinions of others.
Self-management skills	Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition.
Research skills	Create mood boards, sketches and/or storyboards, which translate an idea to practice.

The MYP Arts course will focus on developing skills related to 4 criteria based objectives. All MYP Arts courses will make use of the **Process Journal** and the following objectives will be assessed through the Process Journal.

- Knowing and understanding
- Developing skills
- Thinking creatively
- Responding





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Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language demonstrates limited knowledge of the role of the art form in original or displaced contexts demonstrates limited use of acquired knowledge to inform his or her artwork.
3-4	The student: <ul style="list-style-type: none"> demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language demonstrates adequate knowledge of the role of the art form in original or displaced contexts demonstrates adequate use of acquired knowledge to inform his or her artwork.
5-6	The student: <ul style="list-style-type: none"> demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language demonstrates substantial knowledge of the role of the art form in original or displaced contexts demonstrates substantial use of acquired knowledge to inform his or her artwork.
7-8	The student: <ul style="list-style-type: none"> demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language demonstrates excellent knowledge of the role of the art form in original or displaced contexts demonstrates excellent use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> demonstrates limited acquisition and development of the skills and techniques of the art form studied demonstrates limited application of skills and techniques to create, perform and/or present art.
3-4	The student: <ul style="list-style-type: none"> demonstrates adequate acquisition and development of the skills and techniques of the art form studied demonstrates adequate application of skills and techniques to create, perform and/or present art.
5-6	The student: <ul style="list-style-type: none"> demonstrates substantial acquisition and development of the skills and techniques of the art form studied demonstrates substantial application of skills and techniques to create, perform and/or present art.
7-8	The student: <ul style="list-style-type: none"> demonstrates excellent acquisition and development of the skills and techniques of the art form studied demonstrates excellent application of skills and techniques to create, perform and/or present art.





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Criterion C: Thinking creatively

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">• presents a limited outline of an artistic intention, which may lack clarity or feasibility• presents a limited outline of alternatives, perspectives, and imaginative solutions• demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3-4	The student: <ul style="list-style-type: none">• presents an adequate outline of a clear and/or feasible artistic intention• presents an adequate outline of alternatives, perspectives, and imaginative solutions• demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5-6	The student: <ul style="list-style-type: none">• presents a substantial outline of a clear and feasible artistic intention• presents a substantial outline of alternatives, perspectives, and imaginative solutions• demonstrates substantial exploration of ideas through the developmental process to a point of realization.
7-8	The student: <ul style="list-style-type: none">• presents an excellent outline of a clear and feasible artistic intention• presents an excellent outline of alternatives, perspectives, and imaginative solutions• demonstrates excellent exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">• presents a limited outline of connections and may transfer learning to new settings• creates a limited artistic response that is possibly inspired by the world around him or her• presents a limited evaluation of the artwork of self and others.
3-4	The student: <ul style="list-style-type: none">• presents an adequate outline of connections and occasionally transfers learning to new settings• creates an adequate artistic response that is occasionally inspired by the world around him or her• presents an adequate evaluation of the artwork of self and others.
5-6	The student: <ul style="list-style-type: none">• presents a substantial outline of connections and regularly transfers learning to new settings• creates a substantial artistic response that is regularly inspired by the world around him or her• presents a substantial evaluation of the artwork of self and others.
7-8	The student: <ul style="list-style-type: none">• presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings• creates an excellent artistic response that is effectively inspired by the world around him or her• presents an excellent evaluation of the artwork of self and others.





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