

## COURSE OUTLINE – MYP YEAR 3 PERFORMING ARTS

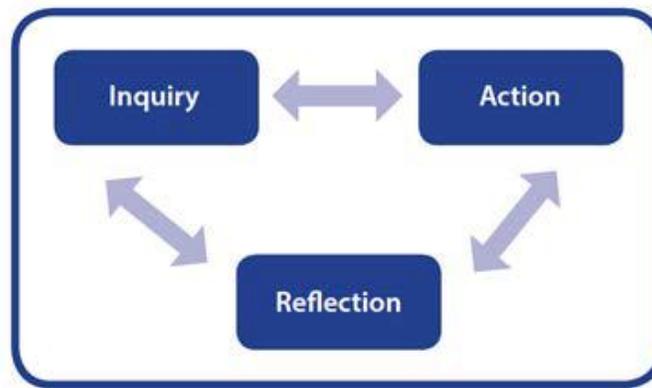
---

*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



**CARSON GRAHAM**  
SECONDARY

**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





**CARSON GRAHAM  
SECONDARY**

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"><li>• demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language</li><li>• demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts</li><li>• demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language</li><li>• demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts</li><li>• demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language</li><li>• demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts</li><li>• demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language</li><li>• demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts</li><li>• demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.</li></ul>

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"><li>• demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li><li>• demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li><li>• demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li><li>• demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li><li>• demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li></ul>





**CARSON GRAHAM  
SECONDARY**

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"><li>• presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</li><li>• presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</li><li>• demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</li><li>• presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</li><li>• demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• presents a <b>substantial</b> outline of a clear and feasible artistic intention</li><li>• presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li><li>• demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• presents an <b>excellent</b> outline of a clear and feasible artistic intention</li><li>• presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li><li>• demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li></ul>

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"><li>• presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li><li>• creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li><li>• presents a <b>limited</b> evaluation of the artwork of self and others.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li><li>• creates an <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her</li><li>• presents an <b>adequate</b> evaluation of the artwork of self and others.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings</li><li>• creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her</li><li>• presents a <b>substantial</b> evaluation of the artwork of self and others.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• presents an <b>excellent</b> outline of connections <b>with depth and insight</b>, and <b>effectively</b> transfers learning to new settings</li><li>• creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her</li><li>• presents an <b>excellent</b> evaluation of the artwork of self and others.</li></ul>





**CARSON GRAHAM**  
SECONDARY

