

At the end of the course, students should be able to:

- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.

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.

At the end of the course, students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

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 or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience.

The student should develop his or 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.

At the end of the course, students should be able to:

- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

Students must use the developmental workbook throughout the five years of the programme.

Knowledge and understanding

The developmental workbook will:

- contain evidence of how ideas and issues are investigated and developed by the student to become the impetus for producing work that has validity within an arts context
- include references and acknowledgments to sources of information and inspiration
- show the use of specialized language or recording techniques appropriate to the art form studied.

Reflection and evaluation

The developmental workbook will:

- serve as a stimulus for dialogue between the student and others that both fosters and records feedback
- include critical reflections that inform the process of making, and identify discoveries, insights and changes to original intention
- include evaluations on the capacity of the art experience to meet the students' artistic intentions or goals, showing strengths and weaknesses of both the process of making and of completed artwork.

Application

The developmental workbook will:

- include records or evidence of the process of making artwork
- include experiments that test appropriateness of approach regarding techniques and materials
- include work, measures or approaches that allow students to observe their own development of skills across time.

Care must be taken to ensure that the developmental workbook is not just a diary of events but rather an evolving reflection on the artistic process, accomplishments and journey of the student artist. Students could also be encouraged to include notes or artifacts about arts they have experienced out of school, for example, gallery visits, performances and productions they have seen or been part of, all of which contribute to their understanding of the arts subject in its wider context.

Addressing the areas of interaction

The areas of interaction provide contexts through which teachers and students consider teaching and learning, approach the disciplines, and establish connections across disciplines. They are organizing elements that strengthen and extend student awareness and understanding through meaningful exploration of real-life issues. All teachers share the responsibility of using the areas of interaction as a focus for their units of work.

The process of inquiring into the subject content through the different perspectives or contexts of the areas of interaction enables students to develop a deeper understanding of the subject as well as the dimensions of the areas of interaction. Through this inquiry cycle of understanding and awareness, reflection and action, students engage in reflection and metacognition, which can lead them from academic knowledge to thoughtful action, helping to develop positive attitudes and a sense of personal and social responsibility.

Criterion C: Reflection and evaluation

Maximum: 8

Students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student records his or her artistic development and processes with little reflection. The student carries out a limited evaluation of his or her work, with guidance .
3–4	The student reflects on his or her artistic development and processes. The student carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. The student attempts to use feedback in his or her artistic development and processes, with guidance .
5–6	The student reflects critically on his or her artistic development and processes at different stages of his or her work . The student carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. The student uses feedback in his or her artistic development with little guidance , which informs his or her own artistic development and processes.
7–8	The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work . The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made. The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.

Notes

- For moderation and monitoring of assessment requirements, all **three** strands must be met in each task submitted.
- The purpose of this criterion is to focus students' attention on their own creative work and their development in the art form. Students need to be guided in their evaluation of their strengths and weaknesses and their development in the subject. This includes their analysis of the process of working, discussion of themes and issues raised by the work, and responses to feedback from the teacher and from other students. Reflection and evaluation should be an ongoing process in MYP arts, so feedback and responses to it, as well as self-appraisal, need to be recorded in the developmental workbook. When compiling samples for moderation or monitoring of assessment, teachers are asked to include examples of both ongoing and retrospective reflection and evaluation for criterion C.
- Reflections on, appraisals and critiques of the work of other artists should be assessed using criterion A.