

	0	Minimal	Basic	Proficient	Advanced
<b>Leonardo Da Vinci:</b> -3 Page paper -3 works - Last Supper - Mona Lisa - Madonna of Rock <b>Knowledge and Understanding</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Gradation Scales:</b> -Reproduce all 3 Gradations Scales <b>Knowledge and Understanding</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Gradation Shapes:</b> -Reproduce all 9 Gradation Shapes <b>Knowledge and Understanding</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Color Wheel</b> -Colored -Primary, secondary and tertiary identified <b>Knowledge and Understanding</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Facial Features</b> -15 eyes <b>Application</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Facial Features</b> -15 ears <b>Application</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Facial Features</b> -15 noses <b>Application</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Facial Features</b> -15 mouths <b>Application</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Reflection Parabolic Curve</b> -1 page -answer the ?'s <b>Reflection</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced
<b>Reflection on Facial Features and Paper</b> -1 page -answer the ?'s <b>Reflection</b>	Student has not done the assignment.	-did not finish -work is rushed -Minimal achievement or regard toward quality. -very sloppy	Basic	Proficient	Advanced

- Mediocre Craftsmanship      Missing facts      Wrong facts      Slow down and use cleaner penmanship      Your sentences do not make sense      You need paragraphs
- More color      Glue your pictures down completely      You need to put the information you are talking about next to the art work      Not enough information
- Your work needs to become more interesting to look at      The writing rambles and is disconnected      See me more often for help      Work needs improvement
- Work on proportion      Missing pages\_\_\_\_\_      Did not follow the Assignment Instructions      Work needs improvement      Larger bold headlines
- The work appears limited in the addressed specific skill      Your composition needs improvement      The work looks like you are rushing through it
- Stop outlining your work      You need to work on your shading      You didn't do any shading at all      Your reflection had to be 1 page

## Explanation of MYP Visual Arts Criteria

<p><b>Criterion A: Knowledge and understanding</b>  <i>Students should be able to:</i>            -Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts            -Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes            -Communicate a critical understanding of the art form studied in the context of their artwork.</p>	<p>-The student does not reach a standard described by any of the descriptors.</p>	<p>-The student shows <b>limited</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts.            -The student is able to demonstrate <b>limited</b> knowledge and understanding of the elements of the art form studied.            -The student is able to communicate a <b>limited</b> critical understanding of the art form studied, in the context of his or her own work.</p>	<p>-The student is able to demonstrate <b>satisfactory</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts.            -The student is able to demonstrate <b>satisfactory</b> knowledge and understanding of the elements of the art form studied.            -The student is able to communicate <b>satisfactory</b> critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.</p>	<p>-The student is able to demonstrate <b>good</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts.            -The student is able to demonstrate <b>good</b> knowledge and understanding of the elements of the art form studied.            -The student is able to communicate a <b>good level</b> of critical understanding of the art form studied, in the context of his or her own work.</p>	<p>-The student is able to demonstrate <b>excellent</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts.            -The student is able to demonstrate <b>excellent</b> knowledge and understanding of the elements of the art form studied.            -The student is able to communicate a <b>well developed</b> critical understanding of the art form studied, in the context of his or her own work.</p>
<p><b>Criterion B: Application</b>  <i>Students should be able to:</i>            -Develop an idea, a theme or a 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.</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>-There is <b>very limited</b> expression and communication of artistic intentions in the student's work, which may not have reached a point of realization.            -Skills and techniques are applied at a <b>very limited level</b> of proficiency. T            -The student <b>attempts</b> to apply the artistic processes.</p>	<p>-There is <b>limited</b> expression and communication of artistic intentions in the student's work, which has reached a point or partial point of realization.            -Skills and techniques are applied at a <b>limited level</b> of proficiency.            -The student <b>attempts</b> to apply the artistic processes.</p>	<p>-The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of <b>satisfactory/good</b> expression and communication of artistic intentions.            -Skills and techniques are applied at a <b>satisfactory/good level</b> of proficiency.            -The student shows a <b>satisfactory/good</b> ability to apply the artistic processes involved in creating art.</p>	<p>-The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization.            - There is evidence of <b>purposeful</b> expression and <b>effective</b> communication of artistic intentions.            -Skills and techniques are applied at a <b>high level</b> of proficiency.            -The student shows an <b>excellent</b> ability to apply the artistic processes involved in creating art.</p>
<p><b>Criterion C: Reflection and Evaluation</b>  <i>Students should be able to:</i>            -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.</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>-The student records his or her artistic development and processes with <b>little</b> reflection.            -The student carries out a <b>limited</b> evaluation of his or her work, <b>with guidance</b>.</p>	<p>-The student reflects on his or her artistic development and processes.            -The student carries out a <b>satisfactory</b> evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete.            -The student <b>attempts</b> to use feedback in his or her artistic development and processes, <b>with guidance</b>.</p>	<p>-The student reflects critically on his or her artistic development and processes at <b>different stages of his or her work</b>.            -The student carries out a <b>good</b> evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of <b>some</b> areas of improvement.            -The student uses feedback in his or her artistic development <b>with little guidance</b>, which <b>informs</b> his or her own artistic development and processes.</p>	<p>-The student reflects critically and <b>in depth</b> on his or her artistic development and processes <b>at different stages of his or her work</b>.            -The student carries out an <b>excellent</b> evaluation of his or her work. This shows a <b>considered</b> appraisal of the quality of work produced and details of improvements that could be made.            -The student <b>intentionally</b> uses feedback in his or her artistic development, which shows an <b>appropriate consideration</b> of his or her artistic processes.</p>
<p><b>Criterion D: Personal Engagement</b>  <i>Students should be able to:</i>            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.</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>-The student shows <b>limited</b> commitment in using his or her own artistic processes.            -The student demonstrates <b>limited</b> curiosity, self-motivation, initiative and a willingness to take informed risks.            -The student works with his or her peers in a positive way, <b>with encouragement</b>.            -The student is <b>rarely</b> receptive to art practices and artworks from various cultures, including his or her own.</p>	<p>-The student shows <b>satisfactory</b> commitment in using his or her own artistic processes.            -The student demonstrates <b>satisfactory</b> curiosity, self motivation, initiative and a willingness to take informed risks.            -The student supports, encourages and works with his or her peers in a positive way, <b>with encouragement</b>.            -The student is <b>occasionally</b> receptive to art practices and artworks from various cultures, including his or her own.</p>	<p>-The student shows <b>good</b> commitment in using his or her own artistic processes.            -The student <b>generally</b> demonstrates curiosity, self motivation, initiative and a willingness to take informed risks.            -The student supports, encourages and works with his or her peers in a positive way, <b>with little encouragement</b>.            -The student is <b>generally</b> receptive to art practices and artworks from various cultures, including his or her own.</p>	<p>-The student shows <b>excellent</b> commitment in using his or her own artistic processes.            -The student <b>actively</b> demonstrates curiosity, self motivation, initiative and a willingness to take informed risks.            -The student <b>actively</b> supports, encourages and works with his or her peers in a positive way.            -The student is <b>actively</b> receptive to art practices and artworks from various cultures, including his or her own.</p>