### Explanation of MYP Visual Arts Criteria

<table>
<thead>
<tr>
<th>Criterion A: Knowledge and understanding</th>
<th>0</th>
<th>Minimal</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<td>Students should be able to:</td>
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| - 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. | - The student does not reach a standard described by any of the descriptors. | - The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. 
- The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied. 
- The student is able to communicate a limited critical understanding of the art form studied, in the context of his or her own work. | - The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. 
- The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied. 
- The student is able to communicate satisfactory critical understanding of the art form studied, in the context of his or her own work. | - The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. 
- The student is able to demonstrate good knowledge and understanding of the elements of the art form studied. 
- The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work. | - The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. 
- The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied. 
- The student is able to communicate a well developed critical understanding of the art form studied, in the context of his or her own work. |

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<th>Criterion B: Application</th>
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| - 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. | - The student does not reach a standard described by any of the descriptors. | - There is very limited 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 very limited level of proficiency. 
- The student attempts to apply the artistic processes. | - There is limited 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 limited level of proficiency. 
- The student attempts to apply the artistic processes. | - The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of satisfactory/good expression and communication of artistic intentions. 
- Skills and techniques are applied at a satisfactory/good level of proficiency. 
- The student shows a satisfactory/good ability to apply the artistic processes involved in creating art. | - The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. 
- There is evidence of purposeful expression and effective communication of artistic intentions. 
- Skills and techniques are applied at a high level of proficiency. 
- The student shows an excellent ability to apply the artistic processes involved in creating art. |

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<th>Criterion C: Reflection and Evaluation</th>
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| - 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. | - The student does not reach a standard described by any of the descriptors. | - 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. | - 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. | - 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. | - 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. |

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<th>Criterion D: Personal Engagement</th>
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| - 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. | - The student does not reach a standard described by any of the descriptors. | - The student shows limited commitment in using his or her own artistic processes. 
- The student demonstrates limited curiosity, self-motivation, initiative and a willingness to take informed risks. 
- The student works with his or her peers in a positive way, with encouragement. 
- The student is rarely receptive to art practices and artworks from various cultures, including his or her own. | - The student shows satisfactory commitment in using his or her own artistic processes. 
- The student demonstrates satisfactory 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, with encouragement. 
- The student is occasionally receptive to art practices and artworks from various cultures, including his or her own. | - The student shows good commitment in using his or her own artistic processes. 
- The student generally 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, with little encouragement. 
- The student is generally receptive to art practices and artworks from various cultures, including his or her own. | - The student shows excellent commitment in using his or her own artistic processes. 
- The student actively demonstrates curiosity, self motivation, initiative and a willingness to take informed risks. 
- The student actively supports, encourages and works with his or her peers in a positive way. 
- The student is actively receptive to art practices and artworks from various cultures, including his or her own. |