



Arts



I. Course description and aims

MYP Arts courses at CGS comprise visual arts (art) and performing arts (music).

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value:

Knowing and understanding; Developing skills; Thinking creatively; Responding.

Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.



II. Curriculum overview

The MYP promotes sustained inquiry in arts by developing conceptual understanding within global contexts.

Key concepts such as *aesthetics*, *change*, *communication* and *identity* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines.

Examples of related concepts in MYP arts include *interpretation*, *narrative*, *boundaries* and *innovation*.



III. Assessment criteria

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Criterion B: Developing skills

Criterion C: Thinking creatively

Criterion D: Responding