

## Task 4 – Commentary (Di, Diii)

### Submission of the ePortfolio

Table 7 details the maximum submission time and/or page limits for MYP arts ePortfolios. Examiners will not read, watch or listen to student work that exceeds these limits. IB-validated grades are based only on student work presented within the maximum submission limits.

Submission maximum limits for the entire MYP arts ePortfolio		
Audio/visual evidence		Text/image evidence
0 minutes		30 A4 pages
3 minutes	and	24 A4 pages
6 minutes	and	18 A4 pages
9 minutes	and	12 A4 pages
12 minutes	and	6 A4 pages
15 minutes		0 pages

Table 7  
Maximum ePortfolio submission limits for arts

<p><b>Task 4 – Commentary (Criterion D)</b> A commentary that includes:</p> <ul style="list-style-type: none"> <li>Evidence of the student’s ability to construct meaning and transfer learning into their artwork.</li> <li>A critique of the student’s own artwork including its ability to <b>highlight a world issue, provoke thought and/or raise awareness.</b></li> <li></li> </ul>	<p>The <b>commentary</b> will enable students to:</p> <ul style="list-style-type: none"> <li>Construct meaningful connections between their outcome and the statement of inquiry. (Di)</li> <li>Critically analyse their own artwork including its ability to <b>highlight a world issue, provoke thought and/or raise awareness.</b> (Diii)</li> </ul>
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## A: Constructing Meaning and Transferring Learning

### MYP Definition:

**Construct meaning:** create an understanding about something; to infer and interpret facts, an opinion, an idea or an event that has been read, viewed or heard

**In order to reach the top-level descriptor for strand Di, candidates need to make *detailed, meaningful and creative connections* between their process, product and the unit's statement of inquiry / global context.**

**Unit title: 'Artists make a Difference'.**

**Global Context: Fairness and Development**

**Statement of Inquiry: Art has the Power to Impact the World**

**Key Concept: Change**

**Related Concept: Expression**

*Answer the following questions. Use examples, quotes, images etc to evidence and support your points, ideas and opinions.*

**Required:**

- *In your personal opinion, did Boal, 'make a difference?' Explain.*
- *What were some of the 'big questions' (personal inquiries) you had, and how did you find the answers?*
- *'What is your understanding of the Global Context and how did you use it to **develop and guide** your process and performance?*
- *What is your understanding of the Statement of Inquiry and how did you use it to **develop and guide** your process and performance?*
- *How did you **transfer learning** (from research, class tasks, other knowledge) to your process and performance work?*

**Optional: (recommended for E-Portfolio students)**

- *The Key Concept for the unit is Change. How did Boal's work promote Change and how did you use the concept of Change to guide and develop your process and performance work?*
  - *A Conceptual Inquiry Question is, 'To what extent does art motivate society from thinking into doing?'. Discuss with relation to Boal and your own process and performance work.*
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## B: Critique

In this section you should critique your **final performance**.

You **MUST** use **direct quotes/other data from your post performance talkback/questionnaire** to evidence your points.

These responses must be cited intext as well as in a bibliography, along with any other sources you used in sections A and/or B of this task.

Your responses should focus primarily on **your individual performance**, rather than a general evaluation of the group work. Try to avoid using, 'we' unless necessary.

Required:

- Did you **meet your artistic intention**, both *as an individual* and as a group?
- How effective was *your* communication of themes related to **Fairness and Development** through performance?
- Did *your* performance, '**Make an Impact**'. How?
- Was the audience inspired to **make a change** in some way after watching your performance?
- How effectively were *you* able to use **specific Boal techniques** (e.g. Image Theatre) in meeting your AI, promoting the GC/Sol etc. How did you use these to **help fight oppression**?
- What have *you* **learned from this experience**? This could include, 'bigger picture' learning such as new understandings about Fairness and Development or subject specific learning.
- What were *your* **successes** in performance, and what **improvements** would you make if you were to perform your play again.

## Rubrics and Assessment Criteria

When you look at the assessment criteria you will notice that each band has a specific descriptor; **limited** (1-2), **adequate** (3-4), **appropriate** (5-6) and **with depth and insight** (7-8). These keywords are important.

The IBO have defined each as follows for Di and Diii:

Level	Descriptor	Task-specific clarification
1-2	construct meaning and transfer learning to new settings	<b>limited:</b> <i>little if any response to the unit's statement of inquiry/global context</i>
3-4		<b>adequate:</b> <i>some connection between process and product/outcome and the unit's statement of inquiry/global context</i>
5-6		<b>appropriate:</b> <i>meaningful connections between process and product/outcome and the unit's statement of inquiry/global context</i>
7-8		<b>with depth and insight:</b> <i>detailed, meaningful and creative connections between process and product/outcome and unit's statement of inquiry/global context</i>

Level	Descriptor	Task-specific clarification
1-2	critique the artwork of self and others	<b>limited:</b> <i>description of artwork within the art form studied, including the artwork of either self OR others</i>
3-4		<b>adequate:</b> <i>analysis of artwork within the art form studied, including the artwork of both self and others</i>
5-6		<b>substantial:</b> <i>analysis and evaluation of artwork within the art form studied, balancing the evaluation of one's own artwork and that of others</i>
7-8		<b>excellent:</b> <i>detailed, insightful critique of artwork within the art form studied, evaluating the artwork of self within the context of others' artwork</i>

*Note: You have already completed the critique of the work of 'others' - in Rising.*

<b>Criterion D</b>	
<b>Strand i: construct meaning and transfer learning to new settings</b>	
<b>Strand iii: critique the artwork of self and others</b>	
<b>1-2</b>  i) constructs limited meaning and may transfer learning to new settings	<ul style="list-style-type: none"> <li>You make little or no connections between the Statement of Inquiry and Global Context and your own performance work</li> <li>You list some of the ways in which you transferred learning to your process and performance.</li> </ul>
	<ul style="list-style-type: none"> <li>Your critique is limited.</li> </ul>

<p>iii) presents a limited critique of the artwork of self and others.</p>	<ul style="list-style-type: none"> <li>● You list your reponses to some of the starter questions</li> <li>● There is a limited focus on the AI, Sol and GC.</li> </ul>
<p><b>3-4</b></p> <p>i) constructs adequate meaning and occasionally transfers learning to new settings</p> <p>iii) presents an adequate critique of the artwork of self and others.</p>	<ul style="list-style-type: none"> <li>● You make some adequate connections between your Process and Performance work and the SOi and GC.</li> <li>● You outline two or three ways in which you transferred learning to your process and performance.</li> <li>● Your critique is adequate.</li> <li>● You outline your reponses to <b>all</b> of the starter questions</li> <li>● There is an adequate focus on the AI, Sol and GC.</li> </ul>
<p><b>5-6</b></p> <p>i) constructs appropriate meaning and regularly transfers learning to new settings</p> <p>iii) presents a substantial critique of the artwork of self and others.</p>	<ul style="list-style-type: none"> <li>● You make meaningful and appropriate connections between your Process and Performance work and the SOi and GC.</li> <li>● You describe several ways in which you transferred learning to your process and performance</li> <li>● Your critique is substantial</li> <li>● You describe your reponses to <b>all</b> of the starter questions</li> <li>● There is a substantial focus on the AI, Sol and GC.</li> </ul>
<p><b>7-8</b></p> <p>i) constructs meaning with depth and insight and effectively transfers learning to new settings</p> <p>iii) presents an excellent critique of the artwork of self and others.</p>	<ul style="list-style-type: none"> <li>● You make detailed, meaningful and creative connections between your Process and Performance work and the SOi and GC.</li> <li>● You explain a range of ways in which you transferred learning to your process and performance, responding with depth and insight.</li> <li>● Your critique is excellent</li> <li>● You explain your reponses to <b>all</b> of the starter questions</li> <li>● There is an excellent focus on the AI, Sol and GC.</li> </ul>

