

## MYP5 Unit 2 - Artists Make a Difference

### Artistic Intention (Ci)

Your task is to write a statement of Artistic Intention for [your Task Three performance](#) .

**Part One** is formative preparation, and is a group statement. You will complete this as a 45 minute group activity [using the group planning sheet](#).

**Part Two** is the summative assessed individual statement. You will complete this in a time period of 90 minutes, [using this document](#).

This [example](#) will help you to draft and refine your work.

## 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), **substantial** (5-6) and **excellent** (7-8). These keywords are important.

The IBO have defined each as follows for Ci:

### Criterion C – Thinking creatively

#### Strand i: develop a feasible, clear, imaginative and coherent artistic intention

The artistic intention must be linked to the art form studied in line with the statement of inquiry and global context.

The development of the artistic intention must be included as part of the student's process journal included for assessment.

– **Artistic intention:** the intended outcome(s) for an artwork; a statement of artistic intention might be written, visual, recorded or in the form of an annotated plan – and should be consistent with the realized artwork

Level	Descriptor	Task-specific clarification
1-2	develop a feasible, clear, imaginative and coherent artistic intention	<b>limited:</b> <i>brief account of the intended outcome(s) for an artwork</i>
3-4		<b>adequate:</b> <i>detailed description of the intended outcome(s) for an artwork, which is sometimes feasible, clear, imaginative or coherent</i>
5-6		<b>substantial:</b> <i>detailed explanation of the intended outcome(s) for an artwork, which is often feasible, clear, imaginative and coherent</i>
7-8		<b>excellent:</b> <i>detailed explanation of the intended outcome(s) for an artwork, which is reliably feasible, clear, imaginative and coherent</i>

**Ci - Develops a feasible, clear, imaginative and coherent artistic intention**

1-2	Ci) develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent	<p>You provide a brief account of the intended outcomes for your performance.          This account is often unclear/lacks imagination and creativity, or is unfeasible.          You make a very limited links with the Statement of Inquiry and/or Global Context for the unit in your Artistic Intention.</p>
3-4	Ci) develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent	<p>You provide a detailed description of the intended outcomes for your performance.          This account is sometimes clear, feasible, imaginative or coherent          You make adequate link with the Statement of Inquiry and/or Global Context for the unit in your Artistic Intention.</p>
5-6	Ci) develops a substantial artistic intention that is often feasible, clear, imaginative and coherent	<p>You provide a detailed explanation of the intended outcomes for your performance.          This account is often clear, feasible, imaginative or coherent          You make a substantial link with the Statement of Inquiry and/or Global Context for the unit in your Artistic Intention.</p>
7-8	i) develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent	<p>You provide a detailed explanation of the intended outcomes for your performance.          This account is reliably clear, feasible, imaginative or coherent          You make an excellent link with the Statement of Inquiry and/or Global Context for the unit in your Artistic Intention.</p>