

Understanding how the Middle Years Programme (MYP) for music works within an International School and Expressive Arts Faculty

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Abstract: The following research papers discuss how the Middle Years Programme (MYP) focusses with a strong emphasis on collaboration within the various Expressive Arts Departments including Music, Drama, Art, and Visual Arts and how these are used to conceptualize the learning for students through being natural inquiries within the Baccalaureate programme. How the International Baccalaureate programme is structured with reference to the Middle Years Programme and what provisions should be catered for and adhered to in terms of assessments and the four criteria's, which evaluated twice per year for Knowing, Understanding, Developing Skills, Thinking Creatively and Responding. Concluding that most educators have to incorporate stimulating and interesting lessons for students to follow and conclude their personal projects, which could be a composition, a performance to the wider audience and community through public performances. They can also annotate their work in their project journals and show their progress and understanding over a period of time. Thinking independently and developing these skills contributes to the students emotional and academic needs, which allows them to flourish into responsible life-long learners, understanding how to respond to their own ideas, questions and allowing them to see the bigger picture within a global context. The conclusion that the Middle Years Programme, especially within the Creative Arts Departments, allows students to progress and conclude their International Baccalaureate Programme and encompasses inquiry-based learning. The purpose of these aims is to allow each individual student to flourish and expand their understanding of the importance of Arts programme and how it relates within a Global context whether creating music, performing a drama play or being a genuine human being through exploring their creative talents and expressing themselves.

Keywords: Assessment Criteria, Composition, Creating, Middle Years Programme (MYP) & Performing.

I. INTRODUCTION

The most daunting task for any teacher following a career within an International School setting is being familiar with the with the International Baccalaureate programme and concluding PYP (Primary Years Programme), MYP (Middle Years Programme) and IB Diploma for music. The researcher has worked in an International School in South Africa, England, Thailand, India, and Mexico where he has taught across all three Schools including being responsible for the curriculum in the Early Years, Primary, Middle and Secondary School. Having checked the curriculum outlines and ensuring that schemes of work allowed opportunities for interdisciplinary learning across all the other subjects with the Faculty of Expressive Arts. Music is a form of expression for students in the Middle Years and allows them to be creative through composing music and performing regularly for their peers through an enriched instrumental programme. Ford (2018) reiterate "*Music education opens doors that help children pass from school into the world around them a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music*"(www.wiseoldsayings.com). Having a clear understanding of how the Middle Years Programme is integrated with the IB programme from the beginning is important.

According to the Arts Guide (2014: 2):

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills, and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The MYP curriculum is a continuation from the PYP programme (Primary Years Programme) and prepares students to conclude the IB programme and obtain their Diploma with the International Baccalaureate qualification. Several researchers concluded investigations related to PYP (Primary Years Programme), MYP (Middle Years Programme) and International Baccalaureate (Ateşkan et al. 2015; Perry et al. 2018; Wade, 2011; Wade & Wolanin, 2013, 2015; Walker et al. 2014). Through the research of Wade & Wolanin (2015) who suggest:

This study examines the impact of participation in the Middle Years Programme (MYP) on high school course enrollment and student achievement. The study used data collected in a large, socio-economically diverse school district in the United States. Findings indicated that students previously enrolled in the MYP were 34% more likely to take at least one Advanced Placement (AP) or IB Diploma Programme (DP) exam in high school. Moreover, MYP enrollment significantly increased the likelihood of achieving at least one "college ready" score on a college preparatory exam.

The researcher feels that most teachers, who have not taught in International School around the world will have a disadvantage of not understanding the MYP programme correctly and knowing how to assess and evaluate their students consistently without prior knowledge?

According to the Arts Guide (2014: v) with reference to the IB statement, which states:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The researcher feels that it is relevant to give importance to the development of each student to become life-long learners, through means of inquiry, having a sense of caring attitude towards the other students from other cultural backgrounds and understanding that through education one can improve the living standards and the world through the environment one creates. Preparing them for the 'real world' and making them responsible citizens adding a difference through being accountable and respectful towards each other. Education plays an important role as it embraces and prepares one for that what is still to experience within an international setting and becoming internationally globally minded. Having a broad sense of knowledge and integrity; providing opportunities for people to develop into responsible citizens through the means of teaching them various skills and attributes.

II. THE AIMS AND SCOPE OF THE RESEARCH

- *To understand the MYP Programme model and importance within an International School setting*
- *Why it is important to think creatively within the Middle Years Programme*
- *The IB Continuum and how it progresses from PYP and MYP leading towards the Diploma Programme*
- *The aims of MYP with the specific MYP Arts Objectives*
- *The various MYP projects, which is available to students?*
- *Understanding the Key concepts and how they relate to MYP?*
- *Understanding the Related concepts and how they integrated within MYP*
- *Understand how it fits within a Global Context?*
- *The requirements to have the MYP programme at your School?*
- *The various approaches to learning and how it is used within MYP*
- *A brief discussion of the Assessment Criteria for the MYP curriculum focusing on the Arts Programme*

III. TO UNDERSTAND THE MIDDLE YEARS PROGRAMME (MYP) MODEL AND IMPORTANCE WITHIN AN INTERNATIONAL SCHOOL SETTING



Figure 1: The Middle Years Programme (Arts Guide, 2014: 2)

The Middle Years programme is designed predominately for students between ages of 11- 16 years of age (see Figure 1). It encourages all students to think critically, reflective and creative thinkers overall in an International School setting. Students must be able to make connections between the real world with reference to their studies in traditional subjects. The emphasis is on skills for communication, intercultural understanding and global engagement, which inevitably allow students to become global leaders.

The MYP:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes, and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages to support students in understanding their own cultures and those of others
- empowers students to participate in service with the community
- helps to prepare students for further education, the workplace and a lifetime of learning (Arts Guide, 2008: 3).

IV. WHY IT IS IMPORTANT TO THINK CREATIVELY WITHIN THE MIDDLE YEARS PROGRAMME

Every student is given the chance to explore their creative side through the music programme, whether they perform practically or compose music this allows a level of individuality. Creativity allows students to express themselves and within MYP students are given ample opportunities to think creatively, which involves:

- questioning—often generating new and unusual further questions from the original question
- responding to ideas, questions, tasks or problems in a surprising way
- challenging conventions and one's own and others' assumptions
- thinking independently
- seeing possibilities, problems and challenges positively

- visualizing alternatives
- using imagination to examine possibilities
- considering other perspectives than one's own
- playing with ideas and experimenting
- responding intuitively and trusting one's intuition
- anticipating and overcoming difficulties, modifying one's ideas in the process
- recognizing when an original idea has value and pursuing it and
- seeking unusual solutions (Arts Guide, 2014: 5).

Thinking independently and developing these skills contributes to the students emotional and academic needs, which allows them to flourish into responsible life-long learners, understanding how to respond to their own ideas, questions and allowing them to see the bigger picture within a global context.

V. THE IB CONTINUUM AND HOW IT PROGRESSES FROM PYP AND MYP LEADING TOWARDS THE DIPLOMA PROGRAMME (IB)

From the start of the learners in the Primary years, they are introduced to the PYP Programme that encompasses inquiry-based learning and directed and progressing their learning journey from the ages 3 to 19 years of age. Through the Arts programme, the students develop their critical skills through promoting creativity and educating the whole child through enhancing social interactions with students from different cultural backgrounds and problem-solving through developing their own values and foremost to engage through an artistic programme. In the Primary Years Programme (PYP) there are several strands, which becomes the fundamentals including "responding" and "creating" The Middle years' Programme continues with the arts programme allows each student to develop their skills further emphasizing inquiry-based learning through various Approaches to Learning (ATL-skills). The MYP course allows students to complete their IB Diploma and study music, theatre, dance, film, visual arts and literature and performance in either Higher (HL) or Standard Levels (SL). See figure 2 that clearly shows the pathways and IB Continuum in the arts programme.

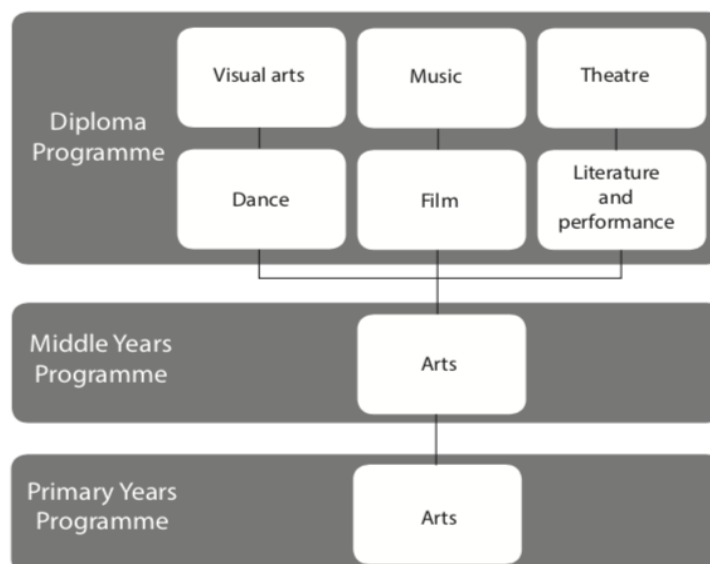


Figure 2: The IB Continuum and Pathways for the MYP Arts Programme (Arts Guide, 2014: 7)

The knowledge gained from this experience is the most meaningful and the foundation for further study and help to prepare students for their future careers in their expected fields of employment. This makes them responsible citizens and ready to take on any challenges that might arise.

VI. THE AIMS OF MYP WITH THE SPECIFIC MYP ARTS OBJECTIVES

The Middle Years Programme (MYP) clearly outlines to each individual teacher the expectations and what the teacher may teach and what learning experience the students will experience. The general aims of the MYP Arts programme are to encourage and allow 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 and
- deepen their understanding of the world (Arts Guide, 2014: 9).

The purpose of these aims is to allow each individual student to flourish and expand their understanding of the importance of Arts programme and how it relates within a Global context whether creating music, performing a drama play or being a genuine human being through exploring their creative talents and expressing themselves. The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn.

VII. THE VARIOUS MYP PROJECTS, WHICH IS AVAILABLE TO STUDENTS?

There are several community projects, which students can be involved with especially in Year 3 and 4 and the MYP personal project, which is usually concluded in their final year of the programme or Year 5. Students are encouraged to research and enable a sustained inquiry within a global context that promotes deeper understanding and new learning whilst becoming principled, confident and lifelong learners. They communicate effectively and accomplish so much more through an understanding of the subject matter. It aims to promote the various approaches to learning (ATL) and enjoyment through completing of Middle Years Programme projects. Their self-management skills are continuously tested as students have to meet deadlines, their creative artistic skills are being motivated and through inspiration excel in the different areas of the arts programme whether students conclude a new composition, compose a repertoire of music through public performances or writing or directing a new drama production through the Faculty of Expressive Arts.

They can also have an art process journal, which is the generic term used to refer to self-maintained records of progress that students have made through the Arts programme. The process and media for documenting can vary from student to student and can be written, visual, audio or a combination of these, which may be both in electronic or paper format. Students will have the opportunity to showcase their evidence regularly through the use of the process journal. Recording their critical and creative thinking, reflecting on their projects and work emphasizing the four arts objectives.

VIII. UNDERSTANDING THE KEY CONCEPTS AND HOW THEY INTEGRATED WITHIN MYP?

The broad curriculum is developed and promoted through the key concepts as they represent the big ideas which are relevant within and across subjects and disciplines. Inquiry-based learning can promote and facilitate connections between and among courses within the arts subject groups (inter-disciplinary learning) and other subjects (interdisciplinary learning). See Table 1, which list the main key concepts explored across the Middle Years Programme (MYP). The main key concepts are:

- Aesthetics
- Change
- Communication and
- Identity.

Table 1: The Middle Years Programme (MYP) Key concepts

<u>Aesthetics</u>	<u>Change</u>	<u>Communication</u>	<u>Communities</u>
Connections	Creativity	Culture	Development
<u>Form</u>	<u>Global interactions</u>	<u>Identity</u>	<u>Logic</u>
Perspective	Relationships	Systems	Time, place and space

According to the Arts Guide (2014: 23) which states:

Aesthetics deals with the characteristics, creation, meaning, and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture, and nature. In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.

Furthermore, according to the Arts Guide (2014: 23) states:

Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences. The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.

With reference to Communication, the Arts Guide (2014: 23) states:

Communication is the exchange or transfer of signals, facts, ideas, and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication, the arts become solely self-expressive.

Lastly with reference to the Arts Guide, (2014: 23) which states:

Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols, and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences. In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place. Other key concepts can also be important in the arts. Creativity, culture, form, perspective, relationships, as well as time, place and space, are all key concepts easily applied in art units of study.

These key concepts are clearly outlined by the Arts Guide and teachers have to have a good understanding of each concept and discuss this in detail with students in preparing for the Middle Years Programme.

IX. UNDERSTANDING THE RELATED CONCEPTS AND HOW THEY INTEGRATED WITHIN MYP

The following are the related concepts that work in collaboration with key concepts. See Table 2 where each related concepts is outlined. Clear definitions for each related concept is explained in particular detail in Table 3.

Table 2: The related concepts (Arts Guide, 2015: 24)

Related concepts in arts			
Visual arts			
Audience	Expression	Interpretation	Representation
Boundaries	Genre	Narrative	Style
Composition	Innovation	Presentation	Visual culture
Performing arts			
Audience	Expression	Interpretation	Presentation
Boundaries	Genre	Narrative	Role
Composition	Innovation	Play	Structure

Table 3: The related concepts with detailed definitions (Arts Guide, 2014: 54)

Related Concept	Definition
Audience	An individual or group who receive and/or respond to arts. Addressing this concept includes examining strategies for an engaging audience, different types of audiences and how the audience-artist relationship affects and influences the arts.
Boundaries	The parameters that define a personality, a culture, an environment, civil law, a skill set or a belief structure. The concept of boundaries can include themes, issues, and concepts; the imagined or physical boundary between performance space and audience; the subversive or provocative nature of the arts; the dividing line between what is real and what is fictional; private and public space; the relationships between characters.
Composition	The intentional organization or contrast, balance, arrangement or awareness of the elements and principles of art for a particular purpose in the creation of art. These may include tension and release, repetition and variety, unison and harmony, sound and silence, theme and variation, and dynamics and energy.
Expression	The representation of feelings and emotions, ideas, thoughts, beliefs, values, and opinions in the process of visual or physical articulation. It can include signs, symbols, semiotics or any other imagery to capture the artist intention. It is something you do, create or play that shows what you think or feel. Expression facilitates the communication of an idea.
Genre	Different artistic expressions that create a style when grouped by the same use of techniques, in a distinctive manner regarding theme, content or practice.
Innovation	An altered interpretation or the experimentation of ideas, techniques, and media. It ensures originality and creativity by new ways of presenting ideas and unusual use of media. The invention of new functions and ways of working.
Interpretation	The understanding of experiences and events mainly through the reference frame of our own reality and contexts. The understanding of the meaning of an artist's creative work and artistic expressions. An artist's distinctive personal version expressed by stylistic individuality.
Narrative	A spoken, written or visual account of connected events; a story, which may be fictional or non-fictional. The narrative may manipulate the viewpoint of the audience: bias is a persuasive narrative designed to deliver a particular mandate, brief or point of view.
Play	Play can occur in an artistic process or product. In the process, the play is experimentation— playing with ideas, characters, and techniques. This may be structured or free play. Improvisation is a structured approach to play, which often has the elements of a game and may involve particular rules. In product, play can be a collective creation of a theatre piece or a pre-existing piece of theatre that is authored and documented and that is transformed into live action.
Presentation	The choice of medium, tool, and exhibition or performance space that contributes to audience understanding of the meaning or purpose of the art piece.
Representation	The description, depiction or portrayal of a person, group, place or item in a particular way or as being of a certain nature. An image or likeness.
Role	The development, adoption, and portrayal of a character. The performer has to consider how to communicate the character's psychology, emotions, and physicality. This is concerned with examining situations, issues, concepts and texts from the perspective of a role. Different approaches, ideas, and texts can be used to create and portray a character. The individual roles of instruments can be harmonic, rhythmic or melodic.
Structure	This refers to the shape, timing, and organization of the art and the factors that determine how a piece or performance is shaped. It takes into consideration form, function, narrative, melody, harmony, contrast, focus and the construction of smaller parts to create a whole.
Visual Culture	A field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy, and anthropology, by focusing on aspects of culture that rely on visual images.

When you understand the related concepts and the importance within the Expressive Arts Department related them continuously especially when one concludes lesson planning subjects including Drama, Music or Visual Arts.

X. UNDERSTAND HOW IT FITS WITHIN A GLOBAL CONTEXT?

The Middle Years Programme prepares students to understand the bigger picture and how their learning towards independent and shared inquiry links to humanity and how to protect and preserve the earth. The world as the starting point and to broaden their knowledge and understanding of learning through the following which forms part of their global context:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability and
- fairness and development (Arts Guide, 2014: 24).

Inquiry learning as mentioned before within the arts allows students to focus primarily on their personal and cultural expression. Which allows students to develop their understanding and respect for other cultures through exploring the MYP global contexts in the relationship with the aims and objectives for each subject group. It is imperative for teachers to identify a global context for teaching and learning and assist students to explore and understand the relevance of their inquiry and why it matters. Why is it important and what values should be instilled to ensure that the study is of importance and really matters!

XI. THE REQUIREMENTS TO HAVE THE MYP PROGRAMME AT YOUR SCHOOL

First of all, you have to plan for authorization well in advance with a first initial visit with a consultant if your school is offering the Primary Years Programme (PYP) and DP (International Baccalaureate Diploma) Programme. Your school would then be listed as a “World School” once authorization has been approved through a set of inspectors visiting your Teachers must identify a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters). The programme will expect most schools to make provision for the teaching hours to meet the basic requirements of the MYP arts programme. For students intending to continue with IB Diploma, the MYP results can contribute to awarding the IB MYP Certificate which is completed in either Year 4 and 5 of the programme. Seventy teaching hours is expected in each of the final two years of the programme. The Middle Years Programme would expect at least fifty hours of teaching time for each subject each year of the programme.

As stipulated in the Arts Guide (2014: 18)

All schools must ensure that: In MYP years 1 to 3, arts course structures include a minimum of one visual art discipline and one performing art discipline students studying an art form in year 5 will have engaged in structured learning in the same art form in earlier years of the programme (students transferring from other schools may be exceptions to this requirement); it is advisable that students continue their learning of a selected arts discipline from year 4 into year 5 of the programme for certification students use the arts process journal in all years of the programme to build evidence and support for their learning in all four MYP arts objectives.

Through the Arts courses, students are widely prepared for performances through events of practice and regular rehearsals. Reference is made here particular to practical aspects of music, dance and drama, which needs careful planning always guiding the development of students as they learn new skills and behavior that the artist employs. Schools should regularly review their MYP arts courses in order to promote development and the requirement for each subject group. Schools, however, try to supplement these experiences for students in the Arts Discipline they offering art courses outside the school hours or even staging concerts, exhibitions, and productions. These extra courses do benefit a students' overall experience but do not count towards the minimum required teaching hours unless they are clearly integrated within the MYP arts course.

XII. THE VARIOUS APPROACHES TO LEARNING AND HOW IT IS USED WITH MYP

Through the MYP programme, students are given varied opportunities to develop and practice their Approaches to Learning (ATL) skills. The ATL skills are grouped into five categories, which is consolidated in the classroom and beyond. The following are the most important indicators in the arts. The MYP programme fosters a level of learning through inquiry-based education and these ATL skills support students as they demonstrate their achievements in summative assessments of all the subject group objectives. Formative assessments are important as it provides feedback related to developing these discrete skills.

Table 4: Arts demonstration of Approaches to Learning (ATL) skills (Arts Guide, 2014: 27)

Skill category	Skill indicator
Thinking skills	Map the creative thought process in the art process journal to generate new ideas and questions.
Social skills	Work collaboratively in a production team with assigned roles and responsibilities.
Communication skills	Listen actively and endorse the views or opinions of others.
Self-management skills	Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition.
Research skills	Create mood boards, sketches and/or storyboards, which translate an idea to practice.

XIII. A BRIEF DISCUSSION OF THE ASSESSMENT CRITERIA FOR THE MYP CURRICULUM FOCUSING ON THE ARTS PROGRAMME

Assessment for art courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Table 5: The four assessment criteria for the Middle Years Programme (Arts Guide, 2014: 36)

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

It is important to realize that all subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP. In the MYP, subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement (Arts Guide, 2014: 36).

A. Knowing and understanding:

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate in a specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of the arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork (Arts Guide, 2014: 10).

B. Developing skills:

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

In order to reach the aims of the arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied to demonstrate the application of skills and techniques to create, perform and/or present art.
- Subject groups must address all strands of all four objectives at least twice in each year of the MYP.
- construct meaning and transfer learning to new settings create an artistic response that intends to reflect or impact on the world around them critique the artwork of self and others (Arts Guide, 2014: 10).

C. Thinking creatively:

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes, and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of the arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviors
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization (Arts Guide, 2014: 11).

D. Responding:

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of the arts, students should be able to:

- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them and
- critique the artwork of self and others (Arts Guide, 2014: 11).

Table 6: The four assessment criteria for the Middle Years Programme (Arts Guide, 2014: 36)

Year 1 In order to reach the aims of the arts, students should be able to:	Year 3 In order to reach the aims of the arts, students should be able to:	Year 5 In order to reach the aims of the arts, students should be able to:
Objective A: Knowing and understanding		
<ul style="list-style-type: none"> • demonstrate awareness of the art form studied, including the use of appropriate language • demonstrate awareness of the relationship between the art form and its context • demonstrate awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> • demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language • demonstrate knowledge of the role of the art form in original or displaced contexts • use acquired knowledge to inform their artwork. 	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology • demonstrate an understanding of the role of the art form in original or displaced contexts • use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Objective B: Developing skills		
<ul style="list-style-type: none"> demonstrate the acquisition and development of the skills and techniques of the art form studied demonstrate the application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> demonstrate the acquisition and development of the skills and techniques of the art form studied demonstrate the application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> demonstrate the acquisition and development of the skills and techniques of the art form studied demonstrate the application of skills and techniques to create, perform and/or present art.

These tables would guide the teacher and outlined the progression over the five years of the Middle School Programmes and the teachers will clearly understand how the students will be evaluated with the necessary criteria for the four assessment criteria.

Table 7: Continuation of the Four assessment criteria for the Middle Years Programme (Arts Guide, 2014: 36)

Year 1 In order to reach the aims of the arts, students should be able to:	Year 3 In order to reach the aims of the arts, students should be able to:	Year 5 In order to reach the aims of the arts, students should be able to:
Objective C: Thinking creatively		
<ul style="list-style-type: none"> identify an artistic intention identify alternatives and perspectives demonstrate the exploration of ideas. 	<ul style="list-style-type: none"> outline a clear and feasible artistic intention outline alternatives, perspectives, and imaginative solutions demonstrate the exploration of ideas through the developmental process to a point of realization. 	<ul style="list-style-type: none"> develop a feasible, clear, imaginative and coherent artistic intention demonstrate a range and depth of creative-thinking behaviors demonstrate the exploration of ideas to shape artistic intention through to a point of realization.
Objective D: Responding		
<ul style="list-style-type: none"> identify connections between art forms, art, and context, or art and prior learning recognize that the world contains inspiration or influence for art evaluate certain elements or principles of artwork. 	<ul style="list-style-type: none"> outline connections and transfer learning to new settings create an artistic response inspired by the world around them evaluate the artwork of self and others. 	<ul style="list-style-type: none"> construct meaning and transfer learning to new settings create an artistic response that intends to reflect or impact on the world around them critique the artwork of self and others.

XIV. CONCLUSION

Teaching the Middle Years Programme can be very exciting for the students especially considering that they have been introduced to PYP and that the MYP programme is a continuation of their inquiry-based learning. There are many positives once can conclude through the music and arts programme. Students have the opportunity to be creative thinking critically and having inquiring minds to make connections with the real world and how things work systematically! The MYP programme allows students to express themselves through music and explore different cultures and a solid understanding of tolerance and respect for people from different cultural backgrounds. It fosters a level of appreciation for music and a good foundation for music theory as students explore notation through creative music technology programmes to enhance their learning and understanding and the way they ultimately respond to music from different genres. They enlighten themselves on the history of music and understand that music varies from Medieval to Modern Music. They have a perception of sound works through understanding the science aspect of music is made how it is measured and how developed further. They explore their creative sides by exploring composition and acquiring the correct skills in order to produce high-quality compositions and inserting various articulations and symbols to enhance their music works. They further explore technology by uploading and sharing their compositions and final recordings through a sound cloud and other platforms in order to evaluate through means of peer and self-assessment and realizing how to improve their compositional skills and techniques through feedback from other fellow musicians and students around the globe.

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