***Analysing Character Through Art***

|  |  |
| --- | --- |
| **Recommended Grade Level**  Grade 7 (MYP2) | **MYP Criterion Level**  MYP 1 |

|  |  |
| --- | --- |
| **MYP Assessment Criteria**  Criterion A: Analysing  Criterion D: Using language | **MYP Command Terms Used**  create, use, select, identify, explain, justify, outline, describe, compare and contrast, comment |

|  |  |
| --- | --- |
| **MYP Global Context**  Identities and relationships | |
| **MYP Key Concept**  Connections | **MYP Related Concepts**  Character, Self-expression, Style |
| **Statement of Inquiry**  *(Write your statement of inquiry below)* | |

|  |  |
| --- | --- |
| **Key Skills and Topics** | **Prior Knowledge Needed** |
| * Character analysis * Using quotes and examples * Close reading * Analytical and artistic terminology (symbols, shapes, charater traits, etc.) * Using symbols and metaphors to represent abstract ideas * Formal, academic register and style | * Basic knowledge of character development in fiction * Basic skills in quote selection and simple textual analysis * Some exposure to symbolism and color meanings * Basic understanding of artistic media (drawing, collage, digital art, etc.) |

|  |  |
| --- | --- |
| **ATL Skills** | **Scaffolding** |
| * Thinking: Creative thinking skills.   + Make unexpected or unusual connections between objects and/or ideas   + Generate metaphors and analogies | * Sentence starters for written responses * Breakdown of questions with bullet points and graphic organizers * Brainstorming/planning document with prompting questions * Vocabulary lists (colors, symbols, character traits, etc.) |
| **Assessment Description**  In this assessment, students will represent and analyse a selected character from a long-form text by using color, creativity and art.Through a close examination of the text, they will visually and symbolically portrayhow their chosen character has developed, grown and changed over the course of the plot. | |

**Assessment Criterion A:** *Analysing*

|  |  |  |
| --- | --- | --- |
|  | **Achievement Level Descriptor**  **(MYP1)** | **Task Specific Descriptor** |
| **0** | The student **does** **not** reach a standard described by any of the descriptors below. | |
| **1-2** | The student:   1. provides **minimal** identification and comment upon significant aspects of texts 2. provides **minimal** identification and comment upon the creator’s choices 3. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology 4. **identifies few** similarities and differences in features **within and between texts**. | The student:   1. **identifies** a few basic traits of the character with **minimal** commentary on the character’s development (Q1, Q2, Q5) 2. provides **minimal** identification and commentary about their own artistic choices (Q3, Q4) 3. **rarely** justifies their ideas with examples or explanations; uses **little or no** artistic and analytical terminology (all questions) 4. **identifies few** similarities and differences in the character at the beginning vs. end of the story, and **between the two artworks** that represent the character at each stage (Q5). |
| **3-4** | The student:   1. provides **adequate** identification and comment upon significant aspects of texts 2. provides **adequate** identification and comment upon the creator’s choices 3. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology 4. **identifies** **some** similarities and differences in features **within and between texts**. | The student:   1. **adequately** identifies and comments upon significant traits and the development of the character (Q1, Q2, Q5) 2. provides **adequate** identification and commentary about their own artistic choices (Q3, Q4) 3. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** artistic and analytical terminology (all questions) 4. **identifies some** similarities and differences in the character at the beginning vs. the end of the story, and **between** the two artworks that represent the character at each stage (Q5). |
| **5-6** | The student:   1. provides **substantial** identification and comment upon significant aspects of texts 2. provides **substantial** identification and comment upon the creator’s choices 3. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology 4. **describes** **some** similarities and differences in features **within and between texts**. | The student:   1. **substantially** identifies and comments upon significant traits and the development of the character (Q1, Q2, Q5) 2. provides **substantial** identification and commentary about their own artistic choices (Q3, Q4) 3. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate artistic and analytical terminology (all questions) 4. **describes some** similarities and differences in the character at the beginning vs. the end of the story, and **between** the two artworks that represent the character at each stage (Q5). |
| **7-8** | The student:   1. provides **perceptive** identification and comment upon significant aspects of texts 2. provides **perceptive** identification and comment upon the creator’s choices 3. gives **detailed** **justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology 4. **compares and contrasts** features **within** **and** **between** **texts**. | The student:   1. **perceptively** identifies and comments upon significant traits and the development of the character (Q1, Q2, Q5) 2. provides **perceptive** identification and commentary about their own artistic choices (Q3, Q4) 3. gives **detailed justification** of opinions and ideas with examples and explanations; uses **accurate** artistic and analytical terminology (all questions) 4. **compares and contrasts** the character at the beginning vs. the end of the story, and the two artworks that represent the character at each stage (Q5). |

**Assessment Criterion D:** *Using language*

|  |  |  |
| --- | --- | --- |
|  | **Achievement Level Descriptor**  **(MYP1)** | **Task Specific Descriptor** |
| **0** | The student **does** **not** reach a standard described by any of the descriptors below. | |
| **1-2** | The student:   1. uses a **limited** range of appropriate vocabulary and forms of expression 2. writes and speaks in an **inappropriate** register and style that **do** **not** serve the context and intention 3. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication 4. spells/writes and pronounces with **limited** accuracy; errors **often** **hinder** communication 5. makes **limited and/or inappropriate** use of non-verbal communication techniques. | The student:   1. uses a **limited** range of vocabulary and/or incorrectly framed sentence structures to explain the character and their growth 2. writes and speaks in an **inappropriate**, informal register and style that **do not** serve the context and intention of the task 3. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with limited accuracy; errors **often hinder** communication 4. spells/writes (in the written analysis) and pronounces (in the oral reflection) with **limited** accuracy; errors **often hinder** communication 5. makes **limited and/or inappropriate** non-verbal communication techniques (eg. eye contact, facial expressions, fluency, pace, tone, body language, posture) in their oral reflection. |
| **3-4** | The student:   1. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression 2. **sometimes** writes and speaks in a register and style that serve the context and intention 3. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication 4. spells/writes and pronounces with **some** **degree** of accuracy; errors **sometimes** **hinder** communication 5. makes **some** use of appropriate non-verbal communication techniques. | The student:   1. uses an **adequate** range of appropriate vocabulary and some correctly framed sentence structures to explain the character and their growth 2. **sometimes** writes and speaks in a register and style that serve the context and intention of the task 3. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with **some degree** of accuracy; errors **sometimes hinder** communication 4. spells/writes (in the written analysis) and pronounces (in the oral reflection) with **some degree** of accuracy; errors **sometimes hinder** communication 5. makes **some** use of appropriate non-verbal communication techniques (eg. eye contact, facial expressions, pace, fluency, tone, body language, posture) in their oral reflection. |
| **5-6** | The student:   1. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** 2. writes and speaks **competently** in a register and style that serve the context and intention 3. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors **do not hinder** effective communication 4. spells/writes and pronounces with a **considerable** degree of accuracy; errors **do not** **hinder** effective communication 5. makes **sufficient** use of appropriate non-verbal communication techniques. | The student:   1. uses a **varied** **range** of appropriate vocabulary and **competently** framed sentence structures to explain the character and their growth 2. writes and speaks **competently** in a register and style that serve the context and intention of the task 3. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with considerabledegree of accuracy; errors **do not hinder** communication 4. spells/writes (in the written analysis) and pronounces (in the oral reflection) with a **considerable degree** of accuracy; errors **do not hinder** communication 5. makes **sufficient** use of appropriate non-verbal communication techniques (eg. eye contact, facial expressions, pace, fluency, tone, body language, posture) in their oral reflection. |
| **7-8** | The student:   1. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression 2. writes and speaks in a **consistently** **appropriate** register and style that serve the context and intention 3. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** 4. spells/writes and pronounces with a **high** **degree** of accuracy; errors are minor and communication is **effective** 5. makes **effective** use of appropriate non-verbal communication. | The student:   1. **effectively** uses a range of appropriate vocabulary and skillfully framed sentence structures to explain the character and their growth 2. writes and speaks in a **consistently appropriate** in a register and style that serve the context and intention of the task 3. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with a **high degree** of accuracy; errors are minorandcommunication is **effective** 4. spells/writes (in the written analysis) and pronounces (in the oral reflection) with a **high degree** of accuracy; errors are minor and communication is **effective** 5. makes **effective** use of appropriate non-verbal communication techniques (eg. eye contact, facial expressions, pace, fluency, tone, body language, posture) in their oral reflection. |

|  |
| --- |
| **Task-Specific Instructions** |

For this assessment, you will explore **character** and **identity** by using **color, creativity** and **art.** Through a close examination of any long-form text (eg. a novel, play, or film), you will analysehow characters can grow and change from the beginning to the end of the text*.*

You will select **one** character, and use **art** to represent their character development.

This assessment has three components:

**1. Two artworks *(visual metaphors)***

**2. A written analysis**

**3. An individual oral reflection**

**1. Creating Your Two Artworks**

In this assessment, your goal is to show how your chosen character’s **personality changes** from the beginning to the end of the story using **art** and **quotes**.

*Artwork # 1: Beginning of the Story*

1. **Create** a **piece of art***(eg. painting, drawing, collage, origami, digital poster)* that represents your chosen character’spersonality at the **start** of the text.
2. **Use** **colors, symbols or objects** to show their thoughts, goals, emotions, and character traits.
3. **Select** a **quote** from the early sections of the text that shows who they are. Include this quote in your artwork.

*Artwork # 2: End of the Story*

1. **Create** a **second artwork** that represents your character’s personality at the end of the text.
2. **Use** **colors, symbols, or objects** toshow **how they’ve grown or changed.**
3. **Select** a **quote** from the later parts text that shows this change. Include this quote in your artwork.

Artwork Expectations

* You may draw by **hand or digitally**.
* Artistic brilliance is not expected, but your creation should show **effort** and **care**.
* Your art should show that you’ve thought **deeply** about your **creative choices**.
* Include at least **one key quote** in each artwork

Tips for Creating Powerful Visual Metaphors:

* **Use** a combinationof **images and symbols** to create a single artwork
* **Use** a variety of **colors, textures, and materials** to add meaning. This could include:
  + Magazine or newspaper cutouts
  + Feathers, string, cotton, cloth, wrapping paper, cardboard, sequins
  + Toothpicks, chopsticks, aluminium foil, wool, origami, or recycled items

*Be thoughtful about your artistic choices and how they show personality:*

|  |  |
| --- | --- |
| **Color** can show emotions:  Blue = sad White = pure or honest Red = angry or passionate  Green = jealous, or connected to nature  Grey = dull or uncertain | **Lines and shapes** can show personality:  Sharp or jagged lines = stressed or fearful  Smooth, curvy lines = calm or peaceful  Straight lines = controlled or focused  Spirals= confused, emotional  Circles = safe or nurturing |
| **Textures** (how something feels):  Rough = uncomfortable or upset  Soft = safe or gentle  Smooth = calm or clear  Scratchy= nervous or uncomfortable  Layered= complex, thoughtful or deep | **Space and layout** (how things are placed):  Crowded= confusion, chaos or stress Empty space = lonely or quiet Open and balanced = freedom or growth |

**Before you begin creating your artwork, fill out the “Artistic Character Representation: Planning Sheet” to help organize and plan your ideas.**

**2. Written Analysis**

|  |
| --- |
| *Paste a picture of your first artwork here:* |

|  |
| --- |
| *Paste a picture of your first artwork here:* |

**Q1.** Write a paragraph on what the character is like at the beginning of the story.

*In your paragraph:*

* **Identify** and **explain** at least **two character traits** the character shows at the beginning
* Include **at least two examples** or quotes in your paragraph to support your points.

|  |
| --- |
| ***Use these sentence starters:***  At the beginning, the character shows traits such as \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_  This is evident when the narrator/ playwright/ author/ character says/ writes “...”  This is shown in the scene when...  The character’s actions in this part of the story suggest that they feel/value…  A quote that reveals this is, “…” |

**Q2.** Write a paragraph on how the character has changed or developed by the end of the story.

*In your paragraph:*

* **outline** how the two traits mentioned in the first paragraph change by the end of the story.
* **describe** 1-2 big experiences the character goes through, and why it matters.
* **comment** on how the character **feels, acts or thinks differently** at the end vs. the beginning

|  |
| --- |
| ***Use these sentence starters:***  Over the course of the story, the character gradually becomes more \_\_\_\_\_\_\_  One example of how the character has changed is when…  The character’s development is clearly shown when…  A moment that reveals the change in character’s personality is when…  This experience/event/moment is important because it shows the character has learned…  As the story continues, the character begins to think/feel differently about…*(another character, place, event, etc)* |

**Q3.** In the organizer below, **explain** **three** choices you made in **each artwork,** and what these choices reveal about the chosen character.

|  |
| --- |
| ***Use these sentence starters:***  In my artwork, I used \_\_\_\_\_[color] to show…  I chose to use a dark/light background because…  I included a tree/bridge/door [symbol] to represent…  I added sharp lines/curves/wavy lines to express…  I used cotton/cloth/cardboard [material] to create a soft texture that suggests…  I repeated the image/symbol/shape of \_\_\_\_ in two places to suggest…  I used bright/light/dark colors like \_\_\_\_\_\_\_to express…  I drew storm clouds/rain/sunshine [element] in the corner/top/center because…  This suggests that the character is feeling…  The use of this color reveals how the character is starting to learn…  This object or image connects to the moment  when the character…  This shape or texture helps the audience understand that… |

Artwork # 1

|  |  |
| --- | --- |
| Artistic Choice (e.g., color, texture, shape, or symbol). | What this shows or represents about the character: |
| 1. |  |
| 2. |  |
| 3. |  |

Artwork # 2

|  |  |
| --- | --- |
| Artistic Choice (e.g., color, texture, shape, or symbol). | What this shows or represents about the character: |
| 1. |  |
| 2. |  |
| 3. |  |

**Q4.** **Explain** how the two quotes you chose connect to your artworks.

|  |
| --- |
| ***Use these sentence starters:***  The quote in my first artwork is: “\_\_\_\_\_\_” and it connects to the symbol/texture \_\_\_\_\_\_ because…  This quote helps me illustrate how the character is \_\_\_\_\_\_ at the beginning.  The quote in my second artwork is: “\_\_\_\_\_\_” and I matched it with the color/symbol \_\_\_\_\_\_.  One artistic technique/element I used was \_\_\_\_\_\_ to reveal \_\_\_\_\_\_.  These examples and artistic tools help show the character’s mood, growth, and inner world. |

**Q5.** **Compare and contrast** your two artworks:

*In your response:*

* **describe** **2-3 similarities** in the artworks
* **describe** **2-3 differences** in the artworks
* **explain** how the second artwork helps show the **character’s growth/change**

|  |
| --- |
| ***Use these sentence starters:***  One thing that stayed the same in the two artworks is \_\_\_\_\_\_, because…  Another similarity is…  However, my first and second artworks are different in two main ways:  I used … in the first one, but …. in the second.  I showed the character’s personality as \_\_\_\_\_\_ first, but later as \_\_\_\_\_\_.  These changes/differences show the journey my character went through from \_\_\_\_\_\_ to \_\_\_\_\_\_.  If someone saw both artworks, they would understand that the character learned … |

**2. Oral Reflection (Q&A)**

Once you have completed your two artworks and written analysis, you will take part in a short **individual oral reflection** with your teacher. Your teacher will ask you **3–4 questions** about your project. The questions will focus on your understanding of the character and your learning process.

***Tips for a Good Oral Response:***

* **Speak naturally** and **in your own words** to express your ideas clearly and confidently.
* Use **full sentences** and maintain a **formal register** (avoid casual words like “super,” “awesome,” “like,” “cooked,” etc.).
* Give **specific examples** from your artwork and from the text
* Make sure your answers are **relevant** and **respond directly** to the questions.
* **Pronounce words clearly** and speak at a **steady pace**—don’t rush your ideas.
* Sit or stand with **good posture**; avoid slouching, leaning, or fidgeting.
* Keep your hands still and avoid unnecessary gestures or movements.
* Make **eye contact** with your teacher or **look into the camera** if recorded.