

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

- Character analysis
- Using quotes and examples
- Close reading
- Analytical and artistic terminology (symbols, shapes, character traits, etc.)
- Using symbols and metaphors to represent abstract ideas
- Formal, academic register and style

Prior Knowledge Needed

- 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

- Thinking: Creative thinking skills.
 - Make unexpected or unusual connections between objects and/or ideas
 - Generate metaphors and analogies

Scaffolding

- 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 portray how 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: i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts .	The student: i. identifies a few basic traits of the character with minimal commentary on the character's development (Q1, Q2, Q5) ii. provides minimal identification and commentary about their own artistic choices (Q3, Q4) iii. rarely justifies their ideas with examples or explanations; uses little or no artistic and analytical terminology (all questions) iv. 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: i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts .	The student: i. adequately identifies and comments upon significant traits and the development of the character (Q1, Q2, Q5) ii. provides adequate identification and commentary about their own artistic choices (Q3, Q4) iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some artistic and analytical terminology (all questions) iv. 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: i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. describes some similarities and differences in features within and between texts .	The student: i. substantially identifies and comments upon significant traits and the development of the character (Q1, Q2, Q5) ii. provides substantial identification and commentary about their own artistic choices (Q3, Q4) iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate artistic and analytical terminology (all questions) iv. 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: i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts .	The student: i. perceptively identifies and comments upon significant traits and the development of the character (Q1, Q2, Q5) ii. provides perceptive identification and commentary about their own artistic choices (Q3, Q4) iii. gives detailed justification of opinions and ideas with examples and explanations; uses accurate artistic and analytical terminology (all questions) iv. 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	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques. 	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of vocabulary and/or incorrectly framed sentence structures to explain the character and their growth ii. writes and speaks in an inappropriate, informal register and style that do not serve the context and intention of the task iii. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with limited accuracy; errors often hinder communication iv. spells/writes (in the written analysis) and pronounces (in the oral reflection) with limited accuracy; errors often hinder communication v. 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	<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques. 	<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary and some correctly framed sentence structures to explain the character and their growth ii. sometimes writes and speaks in a register and style that serve the context and intention of the task iii. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with some degree of accuracy; errors sometimes hinder communication iv. spells/writes (in the written analysis) and pronounces (in the oral reflection) with some degree of accuracy; errors sometimes hinder communication v. 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	<p>The student:</p> <ul style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques. 	<p>The student:</p> <ul style="list-style-type: none"> i. uses a varied range of appropriate vocabulary and competently framed sentence structures to explain the character and their growth ii. writes and speaks competently in a register and style that serve the context and intention of the task iii. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with considerable degree of accuracy; errors do not hinder communication iv. spells/writes (in the written analysis) and pronounces (in the oral reflection) with a considerable degree of accuracy; errors do not hinder communication v. 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	<p>The student:</p> <ul style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication. 	<p>The student:</p> <ul style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary and skillfully framed sentence structures to explain the character and their growth ii. writes and speaks in a consistently appropriate in a register and style that serve the context and intention of the task iii. uses grammar (articles, tenses, parts of speech, singular & plural verbs, and verb tenses) with a high degree of accuracy; errors are minor and communication is effective iv. 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 v. 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 analyse how 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's personality 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** to show **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 combination of **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.