

Year 6 (MYP 1) ARTS						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p><b>Creator Space - Creative Positive Change</b></p> <p>20 weeks (34 hours) 3 X 50min lessons per week</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b> Audience Communication</p>	<p><b>Global:</b> Orientation in time and space</p> <p><b>AOE:</b> Artistry for Creation and Beauty</p>	<p><b>SOI:</b> Challenges faced across place and time can cause positive change</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>ATLs:</b><b>C1: When identifying an artistic intention students must SKILLS NEEDED: organise and depict information logically when APPROACH: writing their artistic goals, list suitable materials or techniques, outline artist influences and summarise how the concept will be communicated to their intended audience.</b></p>	<p>Criterion A, B, C &amp; D = Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>Criterion C = 1 artwork/performance to exhibit</p> <p>Criterion D = 1 Artist Statement</p>
<p><b>Creator Space - War on Waste</b></p> <p>20 weeks (34 hours) 3 x 50min lessons per week</p>	<p><b>Key:</b> Connection</p> <p><b>Related:</b> Audience Communication</p>	<p><b>Global:</b> Globalization and sustainability</p> <p><b>AOE:</b> Team-work; collaboration; communication;</p>	<p><b>SOI:</b> Through <b>presentation</b> we can explore the <b>connection</b> between people and their environment and <b>communicate</b> issues around <b>sustainability</b>.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>ATLs:</b> <b>A3 : When using acquired knowledge to inform their artwork</b> students must <b>SKILLS NEEDED: Share ideas with multiple audiences using a variety of digital environments and media</b> when <b>APPROACH: presenting a visual representation of their final artform complete with self and peer analysis of their use</b></p>	<p>Criterion A, B, C &amp; D = Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>Criterion C = 1 artwork/performance to exhibit</p> <p>Criterion D = 1 Artist Statement</p>

of elements and principles, as well as artist influences in their Journal.

MYP 3

Year 7 and Year 8 (MYP 2, 3) Drama

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity YR 7 Semester 1  <b>“World Theatre”</b>  20 Weeks (34 hours)	<b>Key-</b> Identity  <b>Related-</b> Aesthetic Communication	<b>Global:</b> Personal and Cultural Expression  AOE: ?	<b>SOI:</b> Identity can be expressed using a variety of ways.	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	<b>ATLs:</b> Thinking <b>D2:</b> When creating an artistic response inspired by the world around them students must <b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.	(Evidence of all 4 criteria in process journal)

<p>Storytelling YR 7 Semester 2</p> <p><b>Indigenous Theatre</b></p> <p>20 Weeks (34 hours)</p>	<p><b>Key- Relationships</b></p> <p><b>Related-</b> Narrative Audience</p>	<p><b>Global:</b></p>	<p><b>SOI :</b> Relationships with cultures inspires our expression.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>		<p>(Evidence of all 4 criteria in process journal)</p>
<p><b>YR 8 Sem 1</b></p> <p><b>Stage Performance</b></p> <p>SEMESTER 1 - 20 weeks (40 hours) )</p> <p>3 X 50min Lessons per week</p>	<p><b>Key:</b> Communication</p> <p><b>Related:</b> Audience Expression</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b> identity formation, self-esteem, status, roles and role models</p>	<p><b>SOI :</b> Communication is used to express thoughts, ideas and reactions.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>B2: To demonstrate the application of skills and techniques to create, perform and/or present art students must SKILLS NEEDED: practice empathy and manage or resolve conflict when working collaboratively in teams when APPROACH: creating artforms that aim to connect to audiences.</b></p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Performance/ practical work to showcase at ARTiculate</p>

<p><b>YR 8 Sem 2</b></p> <p><b>Performance for Screen</b></p> <p>SEMESTER 2- 20 weeks (40 hours) )</p> <p>3 X 50min Lessons per week</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b> Innovation Interpretation</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>AOE:</b> Team Work: Collaboration, communication, contributing ideas.</p>	<p><b>SOI ;</b> Cultural expression through art and media has changed over time in responses to change in society.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>B2:</b> To demonstrate the application of skills and techniques to create, perform and/or present art students must <b>SKILLS NEEDED:</b> practice empathy and manage or resolve conflict when working collaboratively in teams when <b>APPROACH:</b> creating artforms that aim to connect to audiences.</p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Performance/ practical work to showcase at ARTiculate</p>
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Year 7 and Year 8 (MYP 2, 3) **Music**

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p><b>Identity YR 7 Semester 1</b></p> <p>“Who are you?”</p> <p>20 Weeks (34 hours)</p>	<p><b>Key-</b> Identity</p> <p><b>Related-</b> Aesthetic Communication Culture</p>	<p><b>Global :</b> Personal and Cultural Expression</p> <p><b>AOE :</b> Students will explore Program Music in the form of instrumental scores without words. They will study the elements of music through developing skills on concert band instruments and principles of performing arts, alongside composition techniques using technology.</p>	<p><b>SOI:</b> Identity can be expressed through Instrumental music without words.</p> <p><b>Content:</b></p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>THINKING:</b> D2: When creating an artistic response inspired by the world around them students must</p> <p><b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by</p> <p><b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.</p>	<p>(Evidence of all 4 criteria in process journal)</p>
<p><b>Identity YR 7 Semester 2</b></p> <p>“Can we hear images”</p> <p>20 Weeks (34 hours)</p>	<p><b>Key-</b> Relationships</p> <p><b>Related-</b> Expression Change Context</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>AOE :</b> Composing soundscapes using technology</p>	<p><b>SOI :</b>Artistic expression can change based on relationships between sound and visuals</p> <p><b>Content:</b></p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: D2: When creating an artistic response inspired by the world around them students must</p> <p><b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by</p> <p><b>APPROACH:</b> drawing reasonable conclusions when producing artistic</p>	<p>(Evidence of all 4 criteria in process journal)</p>

					intentions and artist statements in their Journal.	
<p><b>Year 8 Sem 1</b></p> <p><b>“Does Music have a story to tell?”</b></p> <p>SEMESTER 1 - 20 weeks (40 hours) )</p>	<p><b>Key:</b> Communication</p> <p><b>Related:</b> Narrative Expressive</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b> musical themes, compositional devices, performing</p>	<p><b>SOI :</b> Cultural context or features of a story help us to interpret, experience and communicate, the stories of others.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>A1: When demonstrating knowledge of the art form studied, including concepts, processes, and the use of appropriate language students must</b> <b>SKILLS NEEDED:</b> use and interpret a range of discipline specific terms and symbols when <b>APPROACH:</b> communicating their exploration of techniques and conventions, artist practices and representation of cultures, concepts or ideas in their artforms and Journal.</p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Formative Protest Song Rap Lyrics</p> <p>Criterion D ; Analysis of Rap</p> <p>Criterion B &amp; C ; Rock n Roll remix based on 12 bar blues</p> <p>Criterion A, B &amp; C ; Process Journal</p>

<p><b>Year 8 Sem 2</b>  <b>Playing the Game</b>  <b>Score - Video Game</b>  <b>Music</b></p> <p>“Techno Change”</p> <p>SEMESTER 2 - 20  weeks (40 hours )</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b>  Innovation  Interpretation</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b>  Style</p>	<p><b>SOI :</b> Technology has changed our world, ideas and creations.</p> <p>Video games have the potential for global influence and can be a vehicle for change (and innovation)</p>	<p>A: Knowing and understanding  B: Developing skills  C: Thinking critically  D: Responding</p>	<p><b>A2: When demonstrating knowledge of the role of the art form in original or displaced contexts</b>  students must <b>SKILLS NEEDED:</b> use critical literacy skills to analyse and interpret media communications when <b>APPROACH:</b> situating the elements to contextually analyse their own artforms and the artforms of others.</p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Formative  Listening Score  Analysis</p> <p>Criterion A:  Podcast about Video Game Music</p> <p>Criterion B: 8 Bit Game Composition</p> <p>Criterion C and D:  Performance of Video Game Themes - 7 Levels</p>
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Year 7 and Year 8 (MYP 2, 3) Visual Art

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p><b>Year 7 Sem 1</b></p> <p>Unit name :  <b>“Non-Stop Motion”</b></p> <p>20 (30 hours)</p>	<p><b>Key:</b> Identity</p> <p><b>Related:</b>                      Aesthetic                      Communication</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b>                      identity formation, self-esteem, status, roles and role models</p>	<p><b>SOI:</b> Identity can be expressed using signs and symbols.</p>	<p>A: Knowing and understanding                      B: Developing skills                      C: Thinking critically                      D: Responding</p>	<p>Creative Thinking                      Students will create original works and ideas, and use existing works and ideas in new ways by <b>demonstrating awareness of the art form studied, including the use of appropriate language by considering multiple alternatives, including those that might be impossible.</b> by <b>APPROACH: exploring options in their Journal that support them to create artforms to engage audiences.</b></p>	<p>Criterion A, B, C &amp; D = Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>CreationC = 1                      Artwork to exhibit at Articulate Online</p> <p>Criterion D = 1                      Artist Statement</p>



<p><b>Year 7 Sem 2</b></p> <p>Unit name :  <b>“Non-Stop Motion”</b></p> <p>20 (30 hours)</p>	<p><b>Key:</b> Relationships</p> <p><b>Related:</b>  Audience  Communication</p>	<p><b>GLOBAL:</b> Personal and Cultural Expression</p> <p><b>AOE:</b> Who am I?</p>	<p><b>SOI :</b> <i>Creative relationships are expressed through audience and communication</i></p>	<p>A: Knowing and understanding  B: Developing skills  C: Thinking critically  D: Responding</p>	<p><b>ATL :</b>  <b>C3:</b> To demonstrate the exploration of ideas through the developmental process to a point of realization students must <b>SKILLS NEEDED:</b> keep an organised and logical system of information files/ notebooks when <b>APPROACH:</b> keeping thier Journal to log visual and written ideas.</p>	<p>Criterion A, B, C &amp; D = Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>CreationC = 1 Artwork to exhibit at Articulate Online</p> <p>Criterion D = 1 Artist Statement</p>
<p><b>Year 8 Sem 1</b></p> <p><b>“Spray it to SAY IT”</b></p> <p>20 (30 hours)</p> <p>3 X 50mins per wk</p>	<p><b>Key:</b> Communication</p> <p><b>Related:</b>  Audience  Style  Expression  Interpretation</p>	<p><b>Global:</b> Orientation in Space and Time</p> <p><b>Area of exploration:</b>  Local community art, styles and genres</p>	<p><b>SOI ;</b> Cultures communicate social issues by expressing personal opinions that are affected by time, space and beliefs.</p>	<p>A: Knowing and understanding  B: Developing skills  C: Thinking critically  D: Responding</p>	<p><b>ATL: B2:</b> When demonstrating the acquisition and development of the skills and techniques of the art form studied students must <b>SKILLS NEEDED:</b> focus on the process of creating by imitating the work of others when <b>APPROACH:</b> exploring and researching artists or performers in the Journal.</p>	<p>Creation of 1 Artwork to exhibit at Articulate</p> <p>Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>1 Artist Statement</p>

<p><b>Year 8 Sem 2</b></p> <p>“Techno Museum”</p> <p>20 (30 hours)</p> <p>3X 50min per wk</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b> Innovation Interpretation</p>	<p><b>Global:</b> Globalization and Sustainability</p> <p><b>Area of exploration:</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities</p>	<p><b>SOI ;</b> Technology has changed our world, ideas and creations.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>ATL: D1: When outlining connections and transfer learning to new settings</b> students must <b>SKILLS NEEDED:</b> make connections between various sources of information, while understanding intellectual property rights, when <b>APPROACH:</b> being informed and informing others about artforms and artists or performers in their Journal.</p>	<p>Creation of 1 Artwork to exhibit at Articulate</p> <p>Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>1 Artist Statement</p>
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Year 7 and Year 8 (MYP 2, 3) **Creative Industries**

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity Yr 7 20 (34 hours)	<p><b>Key:</b> Identity</p> <p><b>Related:</b> Inspiration, Interpretation</p>	<p><b>Global :</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b> Metacognition and Abstract Thinking</p>	<p><b>SOI:</b> Identity can be expressed using signs and symbols.</p>	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	Thinking D2: When creating an artistic response inspired by the world around them students must <b>SKILLS NEEDED:</b> analyse complex concepts into thier constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.	Evidence of all 4 criteria in process journal)
Year 7 Sem 2 Relationships 20 (34 hours)	<p><b>Key:</b> Relationships</p> <p><b>Related:</b></p>	<p><b>Global :</b></p> <p><b>AOE:</b></p>	<p><b>SOI :</b> Relationships with people, places or things fulfill the human need to belong.</p>	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	ATL: D2: When creating an artistic response inspired by the world around them students must <b>SKILLS NEEDED:</b> analyse complex concepts into thier constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing	(Evidence of all 4 criteria in process journal)

					reasonable conclusions when producing artistic intentions and artist statements in their Journal.	
<p><b>Year 8 Sem 1</b></p> <p><b>“Making it work”</b></p> <p>20 (30 hours)</p> <p>3 X 50mins per wk</p>	<p><b>Key:</b> Relationships</p> <p><b>Related:</b> Audience Style Expression Interpretation</p>	<p><b>Global:</b> Relationships</p> <p><b>Area of exploration:</b> Audience</p>	<p><b>SOI :</b> My interests can link to the world of work.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: <b>B2: When demonstrating the acquisition and development of the skills and techniques of the art form studied</b> students must <b>SKILLS NEEDED:</b> focus on the process of creating by imitating the work of others when <b>APPROACH:</b> exploring and researching artists or performers in the Journal.</p>	<p>Creation of 1 ARTFORM to exhibit at Articulate</p> <p>Journal showing annotations, mind maps, inquiry through research and the process of making one ARTFORM.</p> <p>1 Practitioner Statement</p>
<p>Year 8 Sem 2</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b> Innovation Interpretation</p>	<p><b>Global:</b> Globalization and Sustainability</p> <p><b>Area of exploration:</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities</p>	<p><b>SOI ;</b> Technology has changed our world, ideas and creations.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>D1: When outlining connections and transfer learning to new settings</b> students must <b>SKILLS NEEDED:</b> make connections between various sources of information, while understanding intellectual property rights, when</p>	<p>Creation of 1 Artform to exhibit at Articulate</p> <p>Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>1 Artist Statement</p>

					<b>APPROACH:</b> being informed and informing others about artforms and artists or performers in their Journal.	
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Year 7 and Year 8 (MYP 2, 3) **Dance**

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity Yr 7 20 (34 hours)	<b>Key:</b> Identity  <b>Related:</b> Communication Aesthetics	<b>Global :</b> Personal and Cultural Expression  <b>Area of exploration:</b> Metacognition and Abstract Thinking	<b>SOI:</b> Identity can be expressed in a variety of ways	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	<b>Social skills: Collaborative Skills</b>  When outlining connections and transferring learning to new settings <u>students must</u> listen actively to other perspectives and ideas as well as give and receive meaningful feedback  <b>APPROACH:</b> working in groups to describe and share, review and refine their own artforms or Journal reflections.	Evidence of all 4 criteria in process journal)

<p>Year 7 Sem 2</p> <p>Relationships</p> <p>20 (34 hours)</p>	<p><b>Key: Relationships</b></p> <p>Related: Communication Aesthetics</p>	<p>Global : Personal and Cultural Expression</p> <p>AOE: Metacognition and Abstract Thinking</p>	<p><b>SOI</b> : Relationships with people, places or things fulfill the human need to belong.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Social skills: Collaborative Skills</b></p> <p>When outlining connections and transferring learning to new settings <u>students must</u> listen actively to other perspectives and ideas as well as give and receive meaningful feedback</p> <p><b>APPROACH:</b> working in groups to describe and share, review and refine their own artforms or Journal reflections.</p>	<p>(Evidence of all 4 criteria in process journal)</p>
<p><b>Year 8 Sem 1</b></p> <p><b>“Communicate that genre!”</b></p> <p>20 (30 hours)</p> <p>3 X 50mins per wk</p>	<p><b>Key:</b> Communication</p> <p>Related: Genre Audience</p>	<p><b>Global:</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b> Metacognition and Abstract Thinking</p>	<p><b>SOI</b> : Communication is used to express thoughts, ideas, and reactions</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Social skills: Collaborative Skills</b></p> <p>When outlining connections and transferring learning to new settings <u>students must</u> listen actively to other perspectives and ideas as well as give and receive meaningful feedback</p>	<p>(Evidence of all 4 criteria in process journal)</p>

					<p><b>APPROACH:</b> working in groups to describe and share, review and refine their own artforms or Journal reflections.</p>	
Year 8 Sem 2	<p><b>Key:</b> Change</p> <p><b>Related:</b> Innovation Interpretation</p>	<p><b>Global:</b> Globalization and Sustainability</p> <p><b>Area of exploration:</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities</p>	<p><b>SOI ;</b> Technology has changed our world, ideas and creations.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Social skills: Collaborative Skills</b></p> <p>When outlining connections and transferring learning to new settings <u>students must</u> listen actively to other perspectives and ideas as well as give and receive meaningful feedback</p> <p><b>APPROACH:</b> working in groups to describe and share, review and refine their own artforms or Journal reflections.</p>	<p>(Evidence of all 4 criteria in process journal)</p>

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p>Sem 1 Unit name "JAZZHANDS".</p> <p>20 weeks (30 hours)</p>	<p><b>Key:</b> Identity</p> <p><b>Related:</b> Genre / Expression</p>	<p><b>Global :</b> Relationships &amp; Identity</p> <p>Area of exploration:</p>	<p><b>SOI:</b> Different genres can express our identity in visually appealing ways</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Self-Management Skills:</b> <b>Organisation Skills</b></p> <p>To demonstrate the exploration of ideas through the developmental process to a point of realization students must keep an organised and logical system of information files/ notebooks.</p> <p><b>APPROACH:</b> keeping their Journal to log visual and written ideas.</p>	<p>(Evidence of all 4 criteria in process journal)</p>
<p>Sem 2 Contemporary</p> <p>10 weeks (30 hours)</p>	<p><b>Key:</b> Aesthetics</p> <p><b>Related:</b> Identity, Inspiration, Representation</p>	<p><b>Global:</b> Identities and Relationships</p> <p>Area of exploration:</p>	<p><b>SOI:</b> Beauty is a major source of inspiration.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Communication Skills:</b> Exchanging thoughts, messages, and information effectively through interaction When using acquired knowledge to inform their artwork students must share ideas with multiple audiences using a variety of digital environments and media.</p>	<p>Evidence of all 4 criteria in process journal)</p>



					<p><b>APPROACH:</b> Presenting a visual representation of their final artform complete with self and peer analysis of their use of elements and principles, as well as artist influences in their Journal.</p>	
Year 9 (MYP 4) Drama						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p>Sem 1</p> <p>Playbuilding and Elements of Drama 20 weeks (30 hours)</p>	<p><b>Key:</b> Communication</p> <p><b>Related:</b> Audience and Narrative</p>	<p><b>Global :</b> Personal and cultural</p> <p><b>Area of exploration:</b> Social constructions of reality; philosophies and ways of life; belief systems; ritual and play</p>	<p><b>SOI :</b> Non verbal and Verbal communication reveals individuals true identity and their relationship to the world around them.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Self-Management Skills:</b> <b>Organisation Skills</b></p> <p>To demonstrate the exploration of ideas through the developmental process to a point of realization students must keep an organised and logical system of information files/ notebooks.</p> <p><b>APPROACH:</b> keeping their Journal to log visual and written ideas.</p>	<p>(Evidence of all 4 criteria in process journal)</p>

<p>Sem 2</p> <p>Theatre Company</p> <p>20 weeks (30 hours)</p>	<p><b>Key:</b> Aesthetics</p> <p><b>Related:</b> Aesthetics, Expression, Genres</p>	<p><b>Global :</b> Personal and Cultural Expression</p> <p><b>Area of exploration:</b> Metacognition and Abstract Thinking</p>	<p><b>SOI :</b> Aesthetics are determined by the composition and genre, with consideration for artistic expression in a creative work.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: <b>Communication Skills:</b> Exchanging thoughts, messages, and information effectively through interaction</p> <p>When using acquired knowledge to inform their artwork students must share ideas with multiple audiences using a variety of digital environments and media.</p> <p><b>APPROACH:</b> Presenting a visual representation of their final artform complete with self and peer analysis of their use of elements and principles, as well as artist influences in their Journal.</p>	<p>Evidence of all 4 criteria in process journal)</p>
<p>Year 9 (MYP 4) <b>Music</b></p>						
<p>Unit Title, Duration and Hours</p>	<p>Key and Related Concepts</p>	<p>Global Context</p>	<p>Statement of Inquiry</p>	<p>Arts Objectives</p>	<p>Approaches to Learning Skills</p>	<p>Assessment Task(s)</p>

<p>Sem 1</p> <p>Unit name : <b>Is rock plagiarised?</b></p> <p>20 weeks (60 hours)</p>	<p><b>Key:</b> Identity</p> <p><b>Related:</b> Change Context Development</p>	<p><b>Global:</b> Identities and relationships</p> <p><b>Area of exploration:</b> Fairness and Development</p>	<p><b>SOI :</b> Audience and artists identity is crucial when considering what is fair and original in artforms.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: <b>THINKING:</b> D2: When creating an artistic response inspired by the world around them students must <b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.</p>	<p><b>Formative</b> Solo Ensemble 60s &amp; 70s music performances British INvasion SOng Performance &amp; analysis Movie theme solo performance</p> <p><b>Summative;</b> Soundtrack creation Process Journal</p>
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<p>Sem 2</p> <p>UNit Name : <b>Do machines make music?</b></p> <p>20 weeks (30 hours)</p>	<p><b>Key:</b> Aesthetics</p> <p>Related: Presentation, genre</p>	<p><b>Global :</b> Scientific and technical innovation</p> <p><b>Area of exploration:</b> Metacognition and Abstract Thinking</p>	<p><b>SOI :</b> Different genres of music combine technical and aesthetic innovations.</p> <p>Aesthetics are determined by the composition and genre, with consideration for artistic expression in a creative work.</p>	<p>A: Knowing and understanding  B: Developing skills  C: Thinking critically  D: Responding</p>	<p><b>A1: When demonstrating knowledge of the art form studied, including concepts, processes, and the use of appropriate language students must <b>SKILLS NEEDED:</b> use and interpret a range of discipline specific terms and symbols when <b>APPROACH:</b> communicating their exploration of techniques and conventions, artist practices and representation of cultures, concepts or ideas in their artforms and Journal.</b></p>	<p>Evidence of all 4 criteria in process journal)</p>
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**Year 9 (MYP 4) Visual Art**

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
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<p>Sem 1</p> <p><b>Unit Name :</b> Drawing on Identity</p> <p>20 weeks (30 hours)</p>	<p><b>Key:</b> Identity</p> <p><b>Related Concepts :</b> Representation Communication</p>	<p><b>SOI :</b> Identities and Relationships</p> <p><b>Area of exploration:</b> Students will explore way in which we discover and express ideas, nature, culture, belief and values</p>	<p><i>SOI : A person's Identity can be represented by observing their environment.</i></p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>ATL: B1: When demonstrating the acquisition and development of the skills and techniques of the art form studied</b> students must <b>SKILLS NEEDED:</b> apply skills and knowledge in unfamiliar situations when <b>APPROACH:</b> presenting artforms to audiences.</p>	<p>Creation of 1 Artwork to exhibit at Articulate</p> <p>Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>1 Artist Statement</p>
<p><b>Sem 2</b></p> <p><b>Unit Name : Zen Warriors</b></p>	<p><b>Key:</b> Aesthetics</p> <p><b>Related:</b> Form Communication</p>	<p><b>SOI:</b> Personal and cultural expression</p> <p><b>AOE:</b> Students will explore our appreciation of the aesthetic. Artistry, craft, creation and beauty and how these span across cultures.</p>	<p><i>SOI : Aesthetics helps us to communicate, express &amp; represent the beauty in our world.</i></p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>ATL: D2: When creating an artistic response inspired by the world around them</b> students must <b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.</p>	<p>Creation of 1 Artwork to exhibit at Articulate</p> <p>Journal showing annotations, mind maps, inquiry through research and the process of art making.</p> <p>1 Artist Statement</p>

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
Sem 1  Making a Musical  20 weeks (60 hours)	<b>Key-</b> Identity  Related- Interpretation Role	<b>Global</b> : Identity and Relationships  <b>Area of exploration:</b> Metacognition and Abstract Thinking	<b>SOI</b> : Roles are interpreted by our identities and relationships to others.	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	ATL: <b>B1:</b> When demonstrating the acquisition and development of the skills and techniques of the art form studied students must <b>SKILLS NEEDED:</b> apply skills and knowledge in unfamiliar situations when <b>APPROACH:</b> presenting artforms to audiences.	Evidence of all 4 criteria in process journal)
Perfecting a Production  20 weeks (60 hours)	<b>Key:</b> Aesthetics  <b>Related:</b> Presentation Audience	<b>Global:</b> Personal and Cultural Expression  <b>AOE:</b> Style, genre, expression	<b>SOI:</b> Audience shape the way personal and cultural expression is communicated and presented.	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	ATL: <b>D2:</b> When creating an artistic response inspired by the world around them students must <b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.	(Evidence of all 4 criteria in process journal)

Year 10 (MYP 5) Creative Arts Performing

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p>Sem 1 Past to Present  20 weeks (60 hours)</p>	<p><b>Key:</b> Change  <b>Related:</b> Audience, Expression</p>	<p><b>Global:</b> Identities and Relationships  <b>Area of exploration:</b> commonality, diversity and interconnection</p>	<p>SOI: Large scale social upheaval causes national and individual cultural identities to change</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: <b>B1: When demonstrating the acquisition and development of the skills and techniques of the art form studied</b> students must <b>SKILLS NEEDED:</b> apply skills and knowledge in unfamiliar situations when <b>APPROACH:</b> presenting artforms to audiences.</p>	<p>(Evidence of all 4 criteria in process journal)</p>
<p>Unit name : The working world of Dance  20 weeks (30 hours)</p>	<p><b>Key:</b> Communication  <b>Related:</b> Creativity, Audience, Ethics, Globalisation, Sustainability</p>	<p><b>Global:</b> Globalisation and sustainability  <b>Area of exploration:</b> markets, commodities and commercialization</p>	<p>SOI: Interests can become income with carefully planned skill development, discipline and dedication.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: <b>D2: When creating an artistic response inspired by the world around them</b> students must <b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by <b>APPROACH:</b> drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.</p>	<p>Evidence of all 4 criteria in process journal)</p>

Year 10 (MYP 5) Drama

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<p>Sem 1 Past to Present</p> <p>20 weeks (60 hours)</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b> Creativity, Culture, Audience, Change Connections, Expression, Identity, Relationships</p>	<p><b>Global:</b> Identities and Relationships</p> <p><b>Area of exploration:</b> commonality, diversity and interconnection</p>	<p>SOI: Social upheaval can lead to change in the way products are created and presented to audiences</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p>ATL: <b>C3:demonstrate the exploration of ideas to shape artistic intention through to a point of realization</b></p> <p>students must <b>SKILLS NEEDED:</b> locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media, including digital social media &amp; online networks, when <b>APPROACH:</b> connecting ideas from their Journal to the creation of their artform.</p>	<p>(Evidence of all 4 criteria in process journal)</p>



<p>Unit name : The working world of Dance</p> <p>20 weeks (30 hours)</p>	<p><b>Key:</b> Communication</p> <p><b>Related:</b> Creativity, Audience, Ethics, Globalisation, Sustainability</p>	<p><b>Global:</b> Globalisation and sustainability</p> <p><b>Area of exploration:</b> markets, commodities and commercialization</p>	<p>SOI: Interests can become income with carefully planned skill development, discipline and dedication.</p>	<p>A: Knowing and understanding  B: Developing skills  C: Thinking critically  D: Responding</p>	<p>ATL: <b>D2: When creating an artistic response that intends to reflect or impact on the world around them</b> students must <b>SKILLS NEEDED:</b> analyse complex concepts into their constituent parts and synthesise them to create new understanding by drawing reasonable conclusions when <b>APPROACH:</b> producing artistic intentions and artist statements in their Journal.</p>	<p>Evidence of all 4 criteria in process journal)</p>
<p>Year 10 (MYP 5) <b>Dance</b></p>						
<p>Unit Title, Duration and Hours</p>	<p>Key and Related Concepts</p>	<p>Global Context</p>	<p>Statement of Inquiry</p>	<p>Arts Objectives</p>	<p>Approaches to Learning Skills</p>	<p>Assessment Task(s)</p>

<p><b>Social Upheaval</b></p> <p>20 weeks (60 hours)</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b> Audience, Composition</p>	<p><b>Global:</b> Orientation in Space and Time</p> <p><b>Area of exploration:</b> Global Interactions, civilizations and social histories, heritage; displacement and exchange.</p>	<p><b>SOI :</b> Social upheaval can lead to change in the way products are created and presented to audiences</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Organisation Skills</b></p> <p>When demonstrating awareness of the relationship between the art form and its context students must use appropriate strategies for organising complex information when keeping ideas in their Journal.</p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Criteria A- Inquiry into changes in Dance and the events that affected these</p> <p>Criteria C - Performance Piece</p>
<p><b>Interest to Income</b></p> <p>20 weeks (60 hours)</p>	<p><b>Key:</b> Communication</p> <p><b>Related:</b> Audience Innovation Presentation</p>	<p>Identities and relationships</p> <p>Area of exploration: personal efficacy and agency; attitudes, motivations &amp; independence.</p>	<p><b>SOI :</b> Through self awareness and skill development an interest can be changed to an income.</p>	<p>A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding</p>	<p><b>Communication Skills:</b> Exchanging thoughts, messages, and information effectively through interaction</p> <p>When using acquired knowledge to inform their artwork students must share ideas with multiple audiences using a variety of digital environments and media.</p> <p><b>APPROACH:</b> Presenting a visual representation of their final artform complete with self and peer analysis of their use of elements and</p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Criteria C - Performance Piece</p>

					principles, as well as artist influences in their Journal.	
<b>Year 10 (MYP 5) Visual Art</b>						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Arts Objectives	Approaches to Learning Skills	Assessment Task(s)
<b>Social Upheaval</b> <b>“Mom and Pop Art”</b> 20 weeks (60 hours)	<b>Key:</b> Culture  <b>Related:</b> Change, Aesthetics	<b>Global:</b> Personal and Cultural Expression  Area of exploration: Global Interactions, civilizations and social histories, heritage; displacement and exchange.	<b>SOI : <i>Cultural change can be observed using appropriation.</i></b>	A: Knowing and understanding B: Developing skills C: Thinking critically D: Responding	ATL : <b>Self-management:</b> Students plan the creation of an artwork within a defined scope of resources, inquiry into different artists and/or artworks and artists and demonstrate the acquisition and development of the skills and techniques of the art form studied students must focus on the process of creating by imitating the work of others. <b>APPROACH:</b> exploring and researching artists or performers in the Journal.	(Evidence of all 4 criteria in process journal)  Criteria C - Performance Piece

<p><b>Interest to Income</b>  <b>"What the f-stop?"</b>  20 weeks (60 hours)</p>	<p><b>Key:</b> Change</p> <p><b>Related:</b>  Composition  Style</p>	<p><b>Global:</b> Scientific and Technical Innovations</p> <p><b>Area of exploration:</b> personal efficacy and agency; attitudes, motivations &amp; independence.</p>	<p><b>SOI :</b>  <b><i>Composition is imminent in communicating change in style and technology through time.</i></b></p>	<p>A: Knowing and understanding  B: Developing skills  C: Thinking critically  D: Responding</p>	<p><b>ATL: Research:</b> find out about photography and art through the investigation of photographic history, portraits and contemporary media (literacy). Investigate photographic making through practical experience with a variety of applications and techniques to <b>demonstrate an understanding of the role of the art form in original or displaced contexts;</b> students <b>must use critical literacy skills to analyse and interpret media communications.</b>  <b>APPROACH:</b>  <b>synthesising the elements to contextually analyse their own artforms and the artforms of others.</b></p>	<p>(Evidence of all 4 criteria in process journal)</p> <p>Criteria C - Performance Piece</p>
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