

# **Subject Overviews**

## **Arts**

## **MYP0: Drama**

### **Unit 1: Community Unity: Characterization**

This unit focuses on the acquisition of foundation drama skills and their use as means of expression. Students acquire knowledge of basic drama structures and language to describe drama activities. Through the performing art activities students will create an original drama game with the purpose of creating a sense of community. They will understand that working collaboratively towards a common goal, fosters a sense of community.

**Key Concept:** Identity

**Related Concepts:** Presentation

**Global Context:** Identities and relationships

**Statement of Inquiry:** Different identities, working collaboratively towards a common goal, foster a sense of community and build an ensemble presenting a product based on new relationships.

#### **Main Content Addressed:**

- The way drama operates and functions: Plot and Sub-plot
- Structure: The Five-Brick Plan
- Basic theatre exercises on group and self-awareness
- The drama skills required to create a functioning ensemble role
- Elements of drama: character and relationships, situation, voice, movement, space and time
- Drama Glossary: complication, crisis, enactment, explanation, fictional lens, framing, genre, improvisation, plot, resolution, sub-plot, trigger

**Objectives:** A, B, C, D

#### **ATL skills:**

Social – collaboration skills

Self-management – organization skills

### **Unit 2: Clowning Around**

Through the activities of the Non-verbal communication, Exaggerated emotions, Developing a unique clown Character, Choreography, Costuming, students will realize that through the art of clowning, we are able to reflect on human nature, teach important lessons, and most importantly, laugh. Researching by using cultural and historical information to support improvised and scripted scenes, they will create a live clown performance for a targeted audience. Students apply research from print and non-print sources to script writing, acting, design, and directing choices.

**Key Concept:** Aesthetics

**Related Concepts:** Presentation

**Global Context:** Fairness and development

**Statement of Inquiry:** If an aesthetic is created artificially, the feeling is still genuine.

#### **Main Content Addressed:**

- What is a clown?
- Why are they funny?
- History of Clowns
- Physical Comedy
- Mime and Pantomime
- Creating scenarios
- Structuring a Clown Routine
- Drama Glossary: Antagonist, Protagonist, Physical theatre and movement, Movement and non-verbal communication

**Objectives:** A, B, C, D

**ATL skills:**

Research – information literacy skills

### **Unit 3: Comedy Matters**

Through the activities of developing a comic character and using movement and voice to create comedy, students realize that the comedy we create has a distinct impact on our community and our community has a distinct impact on the comedy we create. Students will research the topics which are comedic to a community, as well as the form that comedic performances take, reflect the society, culture and time in which the work is created. Students explain the knowledge, skills, and discipline needed to pursue careers in theatre. They also analyse the emotional and social impact of dramatic events in their lives, in the community, and in other cultures. At the end of the unit students will be able to explain how culture affects the content and production values of dramatic performances and how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life.

**Key Concept:** Change

**Related Concepts:** Boundaries

**Global Context:** Orientation in space and time

**Statement of Inquiry:** Comedy we create has a distinct impact on our community and our community has a distinct impact on the comedy we create as well as the form that comedic performances take, reflect the society, culture, space and time in which the work is created.

**Main Content Addressed:**

- Identifying and Understanding Elements and Characteristics of Comedy
- Watching and analysing comedy from different time periods
- Improvisation
- Comic Scenes

**Objectives:** A, B, C, D

**ATL skills:**

Thinking – critical thinking skills

# **MYP1: Drama**

## **Unit 1: World of Drama**

When engaging in drama activities and creating dramatic performance students will develop skills in generating ideas, including the use of brainstorming. They will identify elements of drama: language, terminology, actions and vocal expression. Students will be introduced to how to keep a Developmental Workbook/Process Journal. Students will participate in creating a specific rubric. Throughout this unit they will use a Developmental Workbook/Process Journal to collate their research, creative thinking and responding tasks.

**Key Concept:** Change

**Related Concepts:** Interpretation

**Global Context:** Identities and relationships

**Statement of Inquiry:** Interpreting different identities and relationships, we can express ourselves and change each other.

### **Main Content Addressed:**

- Basic theatre exercises on body movements, facial expression, moving around the room
- Characters
- Interacting with other characters
- Taking on the role of a character
- Elements of drama: role, character and relationships, situation
- Drama Glossary: character, content, main character, minor character, role, in role, out of role, scene

**Objectives:** A, B, C, D

### **ATL skills:**

Social – collaboration skills

Communication – communication skills

Self-management – reflection skills

## **Unit 2: Learning through games**

Through Identities and relationships global context, students will reveal that playing together creates a shift in focus from an individual to a group identity.

**Key Concept:** Identity

**Related Concepts:** Play

**Global Context:** Identities and relationships

**Statement of Inquiry:** Playing together creates a shift in focus from an individual to a group identity.

**Main Content Addressed:**

- Introduction to ensemble work – group dynamics

**Objectives:** A, B, C, D

**ATL skills:**

Thinking – creative thinking skills

Social – collaboration skills

Self-management – affective skills

**Unit 3: Page to Stage**

Through the activities of basic script analysis, creating an appropriate character, using voice and body to portray a character, effectively using stage space, and students will realize that by developing a believable character and situation in drama, we can communicate with others. They will create a public performance of a monologue / dialogue using effective communication / acting skills.

**Key Concept:** Communication

**Related Concepts:** Role

**Global Context:** Personal and cultural expression

**Statement of Inquiry:** A believable role can be used to communicate personal and cultural expression.

**Main Content Addressed:**

- Voice Dynamics
- Movement Dynamics
- Introduction to Stage Space: Stage areas, actor's positions
- Overcoming Public Speaking Anxiety (PSA)
- Characters: Identify Character, Objective, Obstacle and Audience
- Script Work: blocking, script-marking
- Rehearse and perform
- Elements of drama: space and time, language and texts, symbol and metaphor, mood and atmosphere, audience and dramatic tension.
- Drama Glossary: mantle of the expert, mood, out of role, plot, pre-text, process drama, role, scene, significance, tone, gesture
- Introduction to ensemble work –group dynamics

**Objectives:** A, B, C, D

**ATL skills:**

Thinking – creative thinking skills

Social – collaboration skills

Communication – communication skills

Research – information and media literacy skills

## **MYP2: Drama**

### **Unit 1: Improvisation**

Throughout this unit students will participate in a variety of improvisation challenges exploring the relationship between them self and others acting out age appropriate scenes on issues connected with their current daily experiences. They will develop skills in creating novel situation and drama skills through learning a specific language and basic rules of improvisation. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history. Students individually and in groups, create characters, environments, and actions that create tension and suspense. Students refine and record dialogue and action.

**Key Concept:** Change

**Related Concepts:** Expression

**Global Context:** Personal and cultural expression

**Statement of Inquiry:** Unknown situations and cultural expression of others might change personal expression.

#### **Main Content Addressed:**

- Plot and Subplot
- The way the medium of improvisation operates and functions
- Basic theatre exercises on group and self-awareness
- Improvisation challenges: Platform, Offer, Accepting, Extending, Advancing, Blocking, Gagging
- Critical and creative strategies – multiple perspectives
- Drama Glossary: Technical rehearsals, Top and tail, Transitions, Scenography, Flashback, Flash-forward

**Objectives:** A, B, C, D

#### **ATL skills:**

Communication – communication skills

Self-management – reflection skills

### **Unit 2: Magnificent monologues**

Students learn to identify and implement monologue strategies. They will develop skills in informing others including presentation skills using a variety of media.

**Key Concept:** Identity

**Related Concepts:** Audience

**Global Context:** Identities and relationships

**Statement of Inquiry:** Identifying monologues as a form of storytelling can be used to provide a message and evoke an emotion in the relationship with an audience

**Main Content Addressed:**

- Monologue: Interior monologue, Character directed, Direct address
- Language: Mode and Tone
- Monologue strategies
- Higher performance: research, create, rehearse and perform
- Elements of drama: mood and atmosphere, audience and dramatic tension.
- The value of risk-taking in drama
- Drama Glossary: mode, significance, sub-text, teacher in role, tension, text, theme, tone

**Objectives:** A, B, C, D

**ATL skills:**

Self-management – affective skills

Research – information literacy skills

**Unit 3: Ensemble Building**

Students will create an original drama game, targeting specific skills, with the purpose of creating a sense of community. They will reflect on how their experience leading their game, influenced their participation in the other games. By the end of this unit students will have revised the basic skills necessary for drama to take place. Students in an ensemble, interact as the invented characters.

**Key Concept:** Communication

**Related Concepts:** Structure

**Global Context:** Orientation in space and time

**Statement of Inquiry:** In many cultures, how something is communicated is more important than what is communicated.

**Main Content Addressed:**

- Themes
- The skills necessary to build community / ensemble.
- Various exercises to strengthen these skills.
- Concept of importance of commitment and imagination in drama work
- Drama Glossary: Ensemble drama production, Vocal dynamics

**Objectives:** A, B, C, D

**ATL skills:**

Social – collaboration skills

Self-management – organization skills

Research – media literacy skills

Thinking – creative thinking skills

## **MYP3: Drama**

### **Unit 1: Melodrama**

This unit is an exploration of Melodrama. Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture. Students explain the knowledge, skills, and discipline needed to pursue careers in theatre, film, television, and electronic media. Students analyse the emotional and social impact of dramatic events in their lives, in the community, and in other cultures explaining how culture affects the content and production values of dramatic performances. Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life. Ultimately students will present a well-rehearsed performance for an elementary grade level but not before participating in a number of workshops to develop the required skills. Throughout this unit they will use a Developmental Workbook/Process Journal to collate their research, creative thinking and responding tasks.

**Key Concept:** Aesthetics

**Related Concepts:** Genre

**Global Context:** Personal and cultural expression

**Statement of Inquiry:** Theatre genres led to the new aesthetics that shape personal and cultural expression.

#### **Main Content Addressed:**

- Melodrama and Style
- Aside
- Soliloquy
- Narration
- Flashback and flash forward
- Tableaux
- Audience Interaction
- Character Pose

**Objectives:** A, B, C, D

#### **ATL skills:**

Communication – communication skills

Social – collaboration skills

Research – information literacy skills

Thinking – critical thinking skills

Thinking – creative thinking skills

### **Unit 2: The Elements of Drama and Story Telling**

Through the activities of basic script analysis, creating an appropriate character, using voice and body to portray a character, effectively using stage space, students will realize that by developing a believable character and situation in drama, we can communicate with others. Students will demonstrate an awareness of storytelling in relation to some of the contexts that influence on their current work using basic theatrical language. They will

have an understanding of some of the concepts and processes that support their storytelling Unit. They will be able to express an opinion of the story telling Unit in the context of their own stories and of the stories which they have presented. They will create end of unit performance (2 performances – 1 in class and 1 in public) using effective communication / acting skills.

**Key Concept:** Change

**Related Concepts:** Interpretation

**Global Context:** Globalization and sustainability

**Statement of Inquiry:** Interpretation of the stories in a relation to globalization and sustainability influence their adaption for the stage.

**Main Content Addressed:**

- Voice Dynamics
- Movement Dynamics
- Introduction to Stage Space: Stage areas, actor's positions
- Overcoming Public Speaking Anxiety (PSA)
- Identify Character, Objective, Obstacle and Audience
- Script Work: blocking, script-marking
- Rehearse and perform
- Drama Glossary: Clarity, Emphasis, Fluency, Inflection, Modulation, Pace, Pause, Pitch, Rhythm and variety, Tone

**Objectives:** A, B, C, D

**ATL skills:**

Research – media literacy skills

### **Unit 3: Shakespeare – History of Theatre**

Writing and performing is an art. Man is inspired by life and can create art from it. When art is based on the passions of life it endures. What is passion for life? Shakespeare is the father of English theatre and his genius scripts are as applicable now as they were 400 years ago. He is fun and contemporary, and passionate about life. Students will be able to place Shakespeare's work into historical context, and be able to identify his themes that are common to today's film and theatre industry. Students will identify the element of dramatic tension in his plays. They will be given the opportunity to perform excerpts from various Shakespearean plays and through their performance they will demonstrate their understanding of dramatic tension and they will identify the themes of passion. Students will reflect on the process and the performance in their process journals. Students will also receive and give feedback to their peers. Comparing and incorporating art forms by analysing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms, students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts. Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes expressing and comparing personal reactions to several art forms.

**Key Concept:** Identity

**Related Concepts:** Play

**Global Context:** Identities and relationships

**Statement of Inquiry:** When play identifies the passions of life and real life relationships, it endures.

**Main Content Addressed:**

- Shakespeare, an introduction
- Presentation of Henry the 8<sup>th</sup>
- The Globe, Elizabethan thinking, and Shakespeare's life.
- Extracts from R &J, Julius Caesar, Macbeth, Much ado about nothing, Midsummer Night's Dream, Hamlet and Othello, Taming of the Shrew, identify the passion in each
- Extracts from Elizabeth, and Shakespeare in Love

**Objectives:** A, B, C, D

**ATL skills:**

Thinking – transfer skills

# **MYP0: MUSIC**

## **Unit 1: Elements of Music**

Through the activities of singing, composing, improvising, performing, listening and appraising, students will understand what features make a satisfying melody. They will be able to compose their own basic melodies. Students will apply their knowledge and understandings of the elements of music to each of these activities.

**KEY CONCEPT:** Form

**RELATED CONCEPTS:** Composition, Expression

**GLOBAL CONTEXT:** Globalization and sustainability

**STATEMENT OF INQUIRY:** Artistic expression through the form can influence the world.

### **Main Content Addressed:**

- Active listening and music appreciation of different compositions
- Understand pitch, duration, dynamic, tempo, timbre and texture
- Understand and own 'question and answer' phrases
- Getting familiar with the basic graphic notation
- Explore keyboard and some percussion instruments
- Listen to examples of elements in action.
- Notate rhythms in simple time signatures.
- Understand treble clef.

**Objectives:** A, B, D

### **ATL skills:**

Thinking – creative thinking and transfer skills

Communication – communication skills

Self-management – reflection skills

## **Unit 2: Introduction to String Instruments**

Through the activities of researching, listening and appraising, students begin to broaden their knowledge on four main string instruments. Students will research the development of the string instruments through time.

**KEY CONCEPT:** Communication

**RELATED CONCEPT:** Expression

**GLOBAL CONTEXT:** Identities and relationships

**STATEMENT OF INQUIRY:** Music can communicate everything that is unspoken.

**Main Content Addressed:**

- types of string instruments
- development of string instruments through time
- understanding string instrument basic playing technique

**Objectives:** A, B, C, D

**ATL skills:**

Thinking – transfer skills

Self-management – reflection skills

**Unit 3: The Great Composers**

Students will choose one of the most famous composers and research his/her life and work. By the end of the unit, students will understand the life and character of great composer. Students will identify the life and times of great classical composers, appreciate composers in historical perspective, recognize that composers were influenced by others and impacted on others. Students will get introduced to the basics of composing.

**KEY CONCEPT:** Communication

**RELATED CONCEPT:** Role

**GLOBAL CONTEXT:** Personal and cultural expression

**STATEMENT OF INQUIRY:** Role can affect how one expresses and presents oneself.

**Main Content Addressed:**

- Identify the life and times of great classical composers
- Active listening and music appreciation of different compositions
- Getting familiar with the famous works
- Music score-reading

**Objectives:** A, C

**ATL skills:**

Social – collaboration skills

Research – information literacy skills

# **MYP1: MUSIC**

## **Unit 1: The Human Voice**

Through the activities of researching, ensemble performing, active listening and appraising, students get to know the possibilities of their own voices, various operatic voices, as well as different vocal and vocal-instrumental music examples.

**KEY CONCEPT:** Identity

**RELATED CONCEPT:** Expression

**GLOBAL CONTEXT:** Identities and relationships

### **STATEMENT OF INQUIRY:**

The voice is a powerful tool which reflects our identities and can be used for expression.

### **Main Content Addressed:**

- human voice anatomy
- healthy use of voice
- different sorts of voices
- operatic voices / vocal music
- singing

**Objectives:** A, B, D

### **ATL skills:**

Thinking – transfer and creative thinking skills

Self-management – reflection and organization skills

Research – information literacy skills

## **Unit 2: The Art of Persuasion**

Through the activities of composing, improvising, performing, listening and appraising, students will understand that forms such as sound, language and imagery can be manipulated to have a persuasive effect on an audience. Students will apply their knowledge and understandings of the elements of music to each of these activities.

**KEY CONCEPT:** Communication

**RELATED CONCEPTS:** Audience

**GLOBAL CONTEXT:** Identities and relationships

**STATEMENT OF INQUIRY:** Sound, language and imagery can be manipulated to have a persuasive effect on an audience.

### **Main Content Addressed:**

- Explore role of jingles in advertising;
- musical and non-musical characteristics of an effective jingle;

- learning musical terms and specific language;
- collaboratively composing, planning and performing a jingle

**Objectives:** B, C, D

**ATL skills:**

Thinking – transfer skills

Social – collaboration skills

Communication – communication skills

Self-management – reflection skills

### **Unit 3: Introduction to Keyboard Instruments**

Through the activities of researching, listening and appraising, students begin to broaden their knowledge on keyboard instruments. Students will research the development of the keyboard instruments through time.

**KEY CONCEPT:** Communication

**RELATED CONCEPT:** Expression

**GLOBAL CONTEXT:** Identities and relationships

**STATEMENT OF INQUIRY:** Developing skills in non-verbal communication allows us to build relationships with others more easily.

**Main Content Addressed:**

- types of keyboard instruments
- development of keyboard instruments through time
- understanding keyboard instrument basic playing technique

**Objectives:** A, C

**ATL skills:**

Thinking – transfer skills

Self-management – reflection skills

## **MYP2: MUSIC**

### **Unit 1: Do-It-Yourself Instrument**

Through the activities of designing and producing a DIY musical instrument students will demonstrate knowledge and an understanding of different musical instruments. By the end of unit students should be able to perform a simple musical pattern on the instrument.

**KEY CONCEPT:** Creativity

**RELATED CONCEPT:** Expression, innovation

**GLOBAL CONTEXT:** Scientific and technical innovation

**STATEMENT OF INQUIRY:** Creativity is not just about having new ideas - it is also about using old ideas in new ways.

#### **Main Content Addressed:**

- designing and producing a DIY musical instrument;
- presenting the instrument;
- performing a simple musical pattern on the instrument

**Objectives:** B, C, D

#### **ATL skills:**

Thinking – creative thinking skills

Research – information literacy skills

Self-management – reflection skills

### **Unit 2: Instruments of the Orchestra**

Through the activities of active listening and appraising, improvising and performing, each student will demonstrate knowledge and an understanding of different music instruments. By the end of unit students should be able to differentiate music instruments of a symphonic orchestra acoustically and visually.

**KEY CONCEPT:** Communication

**RELATED CONCEPT:** Expression

**GLOBAL CONTEXT:** Identities and relationships

**STATEMENT OF INQUIRY:** Orchestra is a harmony of acoustic and visual performance which gives us an opportunity to express ourselves and share our impression.

#### **Main Content Addressed:**

- music instruments in Western music tradition
- music instrument families
- characteristics of music instrument sound

- conductor / composer / performer

**Objectives:** A, B, C

**ATL skills:**

Thinking – transfer skills

Self-management – reflection skills

**Unit 3: World Music**

Through the activities of researching, presenting, active listening and appraising, students will get familiar with the world music. Students will research the differences and similarities between world musical cultures. They will understand how the elements of music and expressive devices are used in music from diverse genres and cultures.

**KEY CONCEPT:** Change

**RELATED CONCEPT:** Expression

**GLOBAL CONTEXT:** Personal and cultural expression

**STATEMENT OF INQUIRY:** Communication plays a very important role in intercultural situations where we express our personal and cultural identity.

**Main Content Addressed:**

- world music
- development of world music through time
- comparing different musical cultures
- role of the society in music

**Objectives:** A, B, D

**ATL skills:**

Communication – communication skills

Self-management – reflection skills

Research – information literacy skills

## **MYP3: MUSIC**

### **Unit 1: Opera and Musical Theatre**

Through the activities of listening and appraising, researching and singing, students will get familiar with the most famous excerpts from the operatic and musical theatre literature.

**KEY CONCEPT:** Aesthetics

**RELATED CONCEPT:** Interpretation

**GLOBAL CONTEXT:** Personal and cultural expression

**STATEMENT OF INQUIRY:** Terminology helps us communicate our interpretations and understand the importance of aesthetics in theatre world.

#### **Main Content Addressed:**

- Active listening and music appreciation of different compositions
- Understanding specific musical vocabulary
- Getting familiar with the most famous operatic titles
- Getting familiar with the most famous musical theatre titles
- Singing melodies from the most famous world musicals

**Objectives:** A, B, D

#### **ATL skills:**

Communication – communication skills

Research – information literacy skills

Self-management – reflection skills

### **Unit 2: Ballet and Social Dances**

Through the activities of researching, listening and appraising, as well as dancing, students begin to broaden their knowledge on different sorts of social and theatre dances.

**KEY CONCEPT:** Communication

**RELATED CONCEPT:** Expression, Composition

**GLOBAL CONTEXT:** Personal and cultural expression

**STATEMENT OF INQUIRY:** Sound can convey a narrative and help define roles.

#### **Main Content Addressed:**

- distinguishing the most famous numbers from the classical ballets
- recognizing the basic social dances
- role of the dance in opera and musical theatre

**Objectives:** A, B, C, D

**ATL skills:**

Social – collaboration skills

Self-management – reflection skills

Thinking – transfer skills

**Unit 3: The 20<sup>th</sup> century music and the music of today**

Through the activities of researching, presenting, active listening and appraising, students will get familiar with the most important genres of the 20<sup>th</sup> century music, as well as the music of today. This is a student-driven unit where students are expected to research the specific genre of music and present the research outcomes.

**KEY CONCEPT:** Change

**RELATED CONCEPT:** Boundaries, Genre

**GLOBAL CONTEXT:** Scientific and technical innovation

**STATEMENT OF INQUIRY:** Music genre is affected by the time we live in.

**Main Content Addressed:**

- Short history of the 20<sup>th</sup> century art
- Developments in the 20<sup>th</sup> century music
- Comparing different genres of music
- Music in the 21<sup>st</sup> century
- Role of the media in music

**Objectives:** A, D

**ATL skills:**

Social – collaboration skills

Thinking – transfer skills

Research – information literacy skills

Communication – communication skills

## **MYP0: VISUAL ART**

### **Unit 1: DRAWING AND GRAPHIC - Line, 2D Shape and Colour - Arts and game**

Through the activities of actively listening, observing and practicing in different drawing, graphic/printing and/or painting techniques students will understand and develop different drawing, printing and/or painting skills and learn how to use subject specific vocabulary. They will be able to create their own piece of artwork by applying their knowledge of the visual elements (line, shape and colour) as well as drawing, printing and/or skills.

**Key Concept:** CREATIVITY

**Related Concepts:** EXPRESSION

**Global Context:** PERSONAL AND CULTURAL EXPRESSION

**Statement of Inquiry:** *Process art* is all about the *experience* the children have while they're playing and creatively expressing themselves.

#### **Main Content Addressed:**

- learning through experience (creative game)
- observing and exploring visual elements of line, shape and colour in the nature and different pieces of artworks (drawings, prints, paper collage)
- understanding and applying subject specific terminology: line, surface, types of lines, contour/outer line, structural line, contrast of lines, natural and man - made environment, shades, shape, rhythm, static - dynamic, *croquis*, human body, proportion, geometric and free shapes, pattern, ornament
- understanding, applying and developing different drawing, printing techniques and/or painting skills
- creating their own artwork

**OBJECTIVES:** B, C, D

#### **ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer

Communication – communication skills

Self - management - affective, organization, reflection skills

Social – collaboration skills

### **Unit 2: PAINTING - Colour (Chroma, Value, Hue) and 2D Shape - Composition**

Through the activities of actively listening, observing and practicing in different painting techniques students will understand and develop different painting skills and learn how to use subject specific vocabulary. They will be able to create their own piece of artwork by applying their painting skills as well as knowledge of the visual elements (colour, Chroma, value, hue and 2D shape).

**Key Concept:** IDENTITY

**Related Concept:** COMPOSITION

**Global Context:** IDENTITIES AND RELATIONSHIP

**Statement of inquiry:** The process of artistic (painting) creation can lead to self-discovery (identity).

**Main Content Addressed:**

- observing and exploring visual element of colour (Chroma, value, hue) in the nature and in the paintings
- analysing and understanding colour dimensions, contrasts of different colours (chromatic and achromatic tone scale, warm and cold colours, complementary colours)
- understanding subject specific terminology: 2D shape/surface, clear colours, Chroma, value, hue, chromatic and achromatic tone scale, warm and cold colours, complementary colours, arranging colour shapes/surfaces, redefinition of surface, rhythm, symmetry - asymmetry, movement
- creating art in different painting techniques
- responding: reflecting and evaluating on the theme

**OBJECTIVES:** A, B, C

**ATL SKILLS:**

Thinking - critical thinking, creative thinking skills

Communication – communication skills

Self - management – organization skills

### **Unit 3: MODELLING AND BUILDING - Mass/Form and Space - Exploration of various 3D arts, materials and tools**

Through the activities of observing and analysing relationship/contrast between masses and space in sculpture and architecture, students will understand and learn how to use subject specific vocabulary. They will be able to create their own piece of artwork by applying modelling and building skills in different techniques as well as knowledge of the visual elements (mass/form and space). The student should be capable to answer how time and social changes can be related to 3D arts (sculpture and architecture), materials and tools.

**Key Concept:** FORM

**Related Concept:** COMPOSITION

**Global Context:** ORIENTATION IN SPACE AND TIME

**Statement of inquiry:** 3D arts (sculpture and architecture), materials and tools must change along with the times to stay relevant in society.

**Main Content Addressed:**

- observing and exploring visual elements of mass/3D form and space in the nature and in the sculpture and architecture
- analysing and understanding relationship between mass/volume and space in sculpture and architecture; rhythm of shapes and textures, basic 3D shapes, complex spatial structure and construction in natural and man - man environment, ratio, proportion of 3D shapes
- understanding subject specific terminology: surface, texture, ornament/pattern, rhythm, sculpture, construction, structure, architecture, ratio/proportion; materials, tools
- creating art in different modelling and building techniques (materials and tools)

**OBJECTIVES:** B, C**ATL SKILLS:**

Thinking - critical thinking, creative thinking skills

Self - management - affective, organization skills

Social – collaboration skills

**Unit 4: APPLIED ART, DESIGN AND MEDIA - Line, Shape, Texture, Colour, Value, Mass/Form and Space; Image, Time, Sound, Message*****Interdisciplinary Unit – Design***

Through the activities of observing and analysing relationship/contrast between shape, material and function in one of design academic area (industrial/product design, graphic design, fashion design, textile design, interior design, decorative arts, photography, media, architecture design), students will understand and learn how to use subject specific vocabulary. They will be able to create their own piece of functional product by applying different kind of drawing, painting, modelling and building skills in different types of techniques, materials and media.

**Key Concept:** CULTURE

**Related Concept:** VISUAL CULTURE

**Global Context:** PERSONAL AND CULTURAL EXPRESSION

**Statement of inquiry:** Personal expression in applied art, design and media takes into perspective a cultural and traditional significance of the product.

**Main Content Addressed:**

- understanding differences between design academic areas: industrial/product design, graphic design, fashion design, textile design, interior design, decorative arts, photography, media and architecture design

- analysing and understanding relationship between shape/aesthetics, material and function in one of design academic area; redefinition, surface, 2D and 3D shape, tone scale, valueless of clean colours, proportion
- observing and exploring visual elements of line, shape, texture, colour, value, mass/form and space in applied art, design and media
- understanding subject specific terminology: design areas industrial/product design, graphic design, fashion design, textile design, interior design, decorative arts, photography, media and architecture; redefinition, surface, 2d and 3D shape, tone scale, colour valueless, texture, ornament/pattern, contrast, rhythm, proportion; materials, tools
- designing an idea or/and making a piece of applied art, design or media product
- creating functional product in different drawing, painting, modelling and building techniques, combine techniques, or using digital tools.
- responding: reflecting and evaluating on the theme

**OBJECTIVES:** A, B, D

**ATL SKILLS:**

Thinking - critical thinking, creative thinking skills

Research - media literacy skills

Communication – communication skills

Self - management - organization, reflection skills

Social – collaboration skills

# **MYP1: VISUAL ART**

## **Unit 1: CREATING COMPOSITION - 2D form**

Through the activities of actively listening, observing and using different art techniques and materials (in 2D forms: drawing, painting, printmaking), students will understand the process of making art and learn how to use subject specific vocabulary in their reflection/evaluation. They will be able to create their own artwork composition by applying their knowledge and understandings of the visual elements in 2 D forms.

**Key Concept:** CREATIVITY

**Related Concepts:** VISUAL CULTURE

**Global Context:** PERSONAL AND CULTURAL EXPRESSION

**Statement of Inquiry:** The art composition is created of visual elements which selection is a product of an artist's creativity.

### **Main Content Addressed:**

- active observing different pieces of artworks/academic areas in visual art
- understanding subject specific terminology: 2 D form, surface, types of lines, linear raster, 3D illusion on the surface, shade; colour properties: lightness value, tone; optical colour mixing, symbolic and associative effects of colours; art composition
- understanding and applying painting and print making techniques, and develop painting and print making skills
- still life, portrait, landscape
- creating and evaluating their own artwork

**OBJECTIVES:** A, B, C, D

### **ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Communication – communication skills

Self - management - reflection, affective, organization skills

## **Unit 2: VISUAL ART MATERIALS AND TECHNIQUES - Texture and structure**

Through the activities of observing, investigating/exploring art materials and techniques students get to know the possibilities of making different textures and structures in their own artwork.

**Key Concept:** IDENTITY

**Related Concept:** EXPRESSION

## **Global Context:** IDENTITIES AND RELATIONSHIP

**Statement of inquiry:** Exploration of various art materials and techniques produced different kind of expressions in the art form.

### **Main Content Addressed:**

- observing and exploring textures in the nature and in the artworks
- observing structures in the nature and in the artworks
- types of lines, linear raster, 3D illusion on the surface
- texture/surface
- linear texture and structure
- printing texture
- painting texture
- character of texture and structure
- creating art in different techniques of drawing, printing and painting

**OBJECTIVES:** B, C

### **ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Communication – communication skills

Self - management - reflection, organization skills

## **Unit 3: MASS AND SPACE - 3D shapes and Architecture**

Through the activities of observing and analysing relationship/contrast between masses and space in sculpture and architecture, students will create their own sculpture and better understand and design the architecture, in a context of space and time. Additionally, students will develop 3D drawing and modelling skills in different techniques.

**Key Concept:** CHANGE

**Related Concept:** REPRESENTATION

**Global Context:** ORIENTATION IN SPACE AND TIME

**Statement of inquiry:** The biggest change in a history of visual art that you cannot get away is one that has been happening in a space, especially in architecture.

**Main Content Addressed:**

- explore relationship between mass/volume and space in sculpture
- explore relationship between mass/volume and space in architecture
- relief, different type of reliefs (low, shell and high), ornament
- contrast of masses and space in sculpture
- basic elements in architecture - complex structure and construction
- sculpture and architecture through history of art
- modelling and building techniques and principles
- reflecting on the theme

**OBJECTIVES:** B, C

**ATL SKILLS:**

Thinking - creative thinking skills

Social – collaboration skills

Self - management - organization, affective skills

**Unit 4: SHAPE, MATERIAL AND FUNCTION - Applied art**

Through the activities of observing, exploring, presenting, reflecting and evaluating relationship between shape, material and function in one of design academic area, students begin to broaden their knowledge on different principles of art and design in creating own decorative or/and functional product (applied art).

**Key Concept:** COMMUNICATION

**Related Concept:** VISUAL CULTURE

**Global Context:** PERSONAL AND CULTURAL EXPRESSION

**Statement of inquiry:** People around the world express their traditional values and beliefs in a variety of visual cultures.

**Main Content Addressed:**

- analysing, exploring and understanding relationship between shape, material and function in one of design academic area
- shape, material and function in art and design
- making and designing 3D artwork
- reflecting and evaluating on the theme

**OBJECTIVES:** A, B, D

**ATL SKILLS:**

Thinking - critical thinking, creative thinking skills

Research - media literacy skills

Communication – communication skills

Self - management - organization, reflection skills

Social – collaboration skills

## **MYP2: VISUAL ART**

### **Unit 1: GOLDEN RATIO**

Through the activities of observing, active listening, investigating, measuring proportions (golden ratio) in the artworks and natural or manmade environments, student become aware of the ideal proportion. Therefore, they are using their knowledge and experience to create a harmonic proportion and form in the artwork.

**Key concept:** RELATIONSHIPS

**Related concept:** VISUAL CULTURE

**Global context:** IDENTITIES AND RELATIONSHIPS

#### **Statement of inquiry:**

Idealistic proportion/golden ratio is recognized in human body and visual arts, as interrelationship system.

#### **Main Content Addressed:**

- observing, comparing different systems of proportion through history of art
- measuring human figure, human proportions
- active analysing natural shapes and artworks from history of art
- understanding and finding out golden ratio in the work of art
- designing golden square
- designing golden scissors
- creating "golden" art in one of drawing or painting techniques
- reflecting and evaluating the theme

**OBJECTIVES:** A, B, C, D

#### **ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Communication – communication skills

Social – collaboration skills

Self - management - reflection, organization skills

### **Unit 2: VARIOUS FORMS OF FINE ARTS - Visual art themes, methods and techniques**

Through the activities of observing, understanding and applying knowledge of different art techniques and materials (in drawing, print making, painting, modelling, building, applied art and mass media) students will

understand the process of making art and learn how to create their own artworks by applying their knowledge about the principles of design.

**Key concept:** AESTETICS

**Related concept:** COMPOSITION

**Global context:** PERSONAL AND CULTURAL EXPRESSION

**Statement of inquiry:**

Various forms of visual and media arts originate from personal ideas, feelings, expression and cultural valueless.

**Main Content Addressed:**

- active observing different kind of drawings, paintings, sculptures, architecture and media art in the history of art
- understand subject specific terminology/principles of design (composition, contrast, balance, rhythm, symmetry - asymmetry, harmony)
- presenting (in verbal or written form) various forms of arts composition
- creating their own artwork by using one or two principles of designing art
- reflecting on the theme

**OBJECTIVES:** A, B, C

**ATL SKILLS:**

Thinking - critical thinking, creative thinking skills

Communication – communication skills

Social – collaboration skills

**Unit 3: 3D ILLUSION - Modelling principles**

Through the activities of analysing, the principle of tone/value scale in painting and the principle of colour modulation in painting, students are capable to apply their knowledge in creating 3D illusion/volume or space in different drawing and painting techniques.

**Key concept:** FORM

**Related concept:** PRESENTATION

**Global context:** SCIENTIFIC AND TECHNICAL INNOVATION

**Statement of inquiry:** Presentation/illusion of the form/shape depends of a choice of medium, technique, material as well as drawing and painting skills.

**Main Content Addressed:**

- understanding tone scale (grey scale, colour value)

- understanding the principle of colour modulation
- active observing and practicing the principles of making 3 D optical illusion in drawing or painting
- drawing or painting still-life and portrait
- observing and understanding different style/period and painting techniques in history of art (in the motive of still-life or portrait)

**OBJECTIVES:** A, B

**ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Self - management - affective, organization skills

**Unit 4: PERSPECTIVE - Types of perspectives**

Through the activities of active observing and listening, visualisation, measuring, comparing, students begin to broaden their knowledge to make illusion of a space by using linear or colouristic perspective in creating own artwork/perspective.

**Key concept:** PERSPECTIVE

**Related concept:** COMPOSITION

**Global context:** ORIENTATION IN SPACE AND TIME

**Statement of inquiry:** Perspective is the way of showing space in three dimension stipulated by context of time (from renaissance and modern art).

**Main Content Addressed:**

- analyse and understand the renaissance art (geometrical perspective, perspective projection - pyramid)
- analyse and understand modern art, expressionism and fauvism (coloristic perspective,
- illusion of space, spatial plans, geometrical net, linear/geometrical perspective, vanishing point, horizon line
- learning how to draw/use linear/geometrical perspective with one or two vanishing points
- applying linear perspective principle while drawing
- understanding and making illusion of the space/depth by applying warm and cold colour effects, intensity and dynamism of colours
- applying principle of coloristic perspective while painting

**OBJECTIVES:** B, D

**ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Research - media literacy skills

Self - management - organization, reflection skills

Communication – communication skills

## **MYP3: VISUAL ART**

### **Unit 1: COMPOSITION TYPES AND ART STYLE - Traditional or Post-modern style emphasis**

Through the activities of observing, actively listening and analysing different artworks (in drawing, painting, modelling) through history of art, students will understand different composition types art styles and apply their knowledge to create different compositions in particular style and techniques.

**Key concept:** IDENTITY

**Related concept:** STYLE

**Global context:** PERSONAL AND CULTURAL EXPRESSION

**Statement of inquiry:** Artist's style can be expression of internal personal experience or can be manipulated by the external factors like culture and society.

#### **Main Content Addressed**

- active observing different kind of drawings, paintings and sculptures
- understanding subject specific terminology/principles of design (contrast, balance, rhythm, contrast, proportions, harmony/unity)
- understanding composition as the arrangement of visual elements of design in the art work
- distinguish and apply different composition types: vertical, horizontal, central, diagonal, pyramidal, free
- analyse and reflect on particular art style (set by the teacher)
- creating their own composition in particular style

**OBJECTIVES:** A, B

#### **ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Self - management – affective skills

### **Unit 2: THE PRINCIPLES OF DESIGN - Harmonic artwork**

Through the activities of observing/analysing and investigating principles of design (contrast, rhythm and symmetry, balance, domination, proportion, harmony) in drawing, painting or printing, students are capable to apply their knowledge in creating harmonic piece of work, in one art technique.

**Key concept:** AESTETICS

**Related concept:** COMPOSITION

## **Global context: PERSONAL AND CULTURAL EXPRESSION**

**Statement of inquiry:** Principles of designing (rhythm, symmetry) makes artwork composition more harmonic and represents the cornerstones of aesthetics.

### **Main Content Addressed:**

- understanding principles of design: domination, contrast, balance, rhythm, symmetry, proportion, harmony (repetition of the content)
- understand, recognize and apply different types of symmetry and rhythm in visual art
- investigating and analysing the principle of rhythm (repetition, graduation, variation, alternation, graduation); the principle of symmetry (mirror image, translation, rotation)
- understanding the meaning of ornament, figurative and abstract theme
- observing and understanding principles of design in different artworks; painting (collage) or printing techniques/learning about relief printing
- understanding and using printing terms: positive and negative surface, graphic printing techniques (linocut), carving tools, printing plate, brayer, ink tray, press
- sketching ideas (harmonic compositions)
- practicing the principles of design in creating artwork
- understanding and applying painting or linocut technique in creating own harmonic composition
- making many prints from a single plate (actively participating - teamwork)
- reflecting/evaluating the theme

**OBJECTIVES:** A, B, C, D

### **ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Self - management - organization, reflection skills

Communication – communication skills

Social – collaboration skills

## **Unit 3: VISUAL AND DIGITAL MEDIA - The world of comics, animation and film**

Through the activities of actively observing, reading and communicating; investigating, analysing and evaluating comics, animation and film, students will understand the process of making comics, animation clip, video art and learn how to create their own artworks.

**Key concept:** COMMUNICATION

**Related concept:** REPRESENTATION

**Global context:** ORIENTATION IN SPACE AND TIME

**Statement of inquiry:** Visual communication and multimedia reflect relationship between time and space/are influenced by time and space.

**Main Content Addressed:**

- understanding the meaning of subject specific vocabulary: frame, take, plan, composition, comic/strip, video, animation and film
- analysing and comparing different isolated types of plans in the film (total, middle, American, wide, detail), animation the art of film, montage editor, cameraman, actor, film director
- creating own comic, animation clip or video work
- reflecting and evaluating the theme

**OBJECTIVES:** A, B, C

**ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Research - media literacy skills

Communication – communication skills

Social – collaboration skills

**Unit 4: FINE ARTS AND DESIGN - Bauhaus**

Through the activities of observing, visualization, finding *form and function* relationship in design product; comparing different design examples, listening and communicating actively, students begin to broaden their knowledge to make their own design product.

**Key concept:** CHANGE

**Related concept:** BOUNDARIES

**Global context:** SCIENTIFIC AND TECHNICAL INNOVATION (products)

**Statement of inquiry:** Fine arts and designs are bounded together in the moment that happened technological revolution and progress.

**Main Content Addressed:**

- understanding and distinguish different differences between art, crafts and design (industrial/product design, fashion design, textile design, graphic design)
- understanding and researching history of art and carts and design (Bauhaus Scholl)
- understand and apply three basic elements in designing one product: the unity of shape, material and function
- understanding the creative cycle/the process of creating (recycling) one new or redesign artistic object
- making own functional and aesthetic design product

**OBJECTIVES:** A, B

**ATL SKILLS:**

Thinking - critical thinking, creative thinking, transfer skills

Communication – communication skills

**Unit 5: CONCEPTUAL ART - Art Installation/Intervention**

Through the activities of observing, actively listening, discussion, making comparison and finding contrasts, reflecting and evaluating artworks, students will understand, present or perform the concept of Art Installation/Art intervention in a space.

**Key concept:** IDENTITY

**Related concept:** AUDIENCE

**Global context:** ORIENTATION IN SPACE AND TIME

**Statement of inquiry:** Art installation/conceptual art are products of interaction between artist's identity, environments and audience.

**Main Content Addressed:**

- understanding the meaning of conceptual art, art installation/intervention in a space; relationship between mass/volume and space and the main concept/idea
- analysing and comparing different artistic installation/intervention
- reflecting and evaluating own work and work of the peers
- creating own artwork

**OBJECTIVES:** A, B, D

**ATL SKILLS:**

Thinking - critical thinking, creative thinking skills

Communication – communication skills

Social – collaboration skills

Self - management - organization, affective skills