

Curriculum Map GIS 2018-19	Qualifications: MYP and/or BTEC
Subject: Arts	Subject Leaders: Liz Lewitt & Nathan Hutchings
Key Concepts: Aesthetics, Change, Communication, Identity	Global Context (Main): Personal and Cultural Expression
Related Concepts: Audience, Expression, Interpretation, Representation, Boundaries, Genre, Narrative, Style, Composition, Innovation, Presentation, Visual Culture.	ATL: Thinking skills, Social skills, Communication skills, Self-management skills, Research Skills.
<p>Aims</p> <p>The aims of MYP arts are to encourage and enable students to:</p> <ul style="list-style-type: none"> • create and present art • develop skills specific to the discipline • engage in a process of creative exploration and (self-)discovery • make purposeful connections between investigation and practice • understand the relationship between art and its contexts • respond to and reflect on art • deepen their understanding of the world. 	<p>Objectives</p> <p>A. Knowing and understanding</p> <p>Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. <p>B. Developing skills</p> <p>The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. <p>C. Thinking creatively</p> <p>The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking</p>

	<p>creatively enables students to discover their personal signature and realize their artistic identity.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. <p>D. Responding</p> <p>Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world around them iii. critique the artwork of self and others.
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Arts 1	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 1	<p>Communication skills & Improvisation</p> <p>KC: Communication RC: Expression Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D</p>	<p>Communication skills & Improvisation</p> <p>KC: Communication RC: Expression Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D</p>	<p>Communication skills & Improvisation</p> <p>KC: Communication RC: Expression Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D</p>	<p>Communication skills & Improvisation</p> <p>KC: Communication RC: Expression Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D</p>	<p>Communication skills & Improvisation</p> <p>KC: Communication RC: Expression Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D</p>
Unit 2	<p>Exploring Space - from Process Journals to knowing what we like</p> <p>KC: Aesthetics RC: Interpretation Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C</p>	<p>Exploring Space - from Process Journals to knowing what we like</p> <p>KC: Aesthetics RC: Interpretation Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C</p>	<p>Exploring Space - from Process Journals to knowing what we like</p> <p>KC: Aesthetics RC: Interpretation Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C</p>	<p>Exploring Space - from Process Journals to knowing what we like</p> <p>KC: Aesthetics RC: Interpretation Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C</p>	<p>Exploring Space - from Process Journals to knowing what we like</p> <p>KC: Aesthetics RC: Interpretation Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C</p>
Unit 3	<p>Music – from 'Garageband' to 'Drama Characterisation'</p>	<p>Music – from 'Garageband' to 'Drama Characterisation'</p>	<p>Partnership - How can duologues keep the imaginative, exciting and</p>	<p>Partnerships - How can duologues keep the imaginative, exciting and</p>	<p>Partnerships - How can duologues keep the imaginative, exciting and</p>

	KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: B and C	KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: B and C	innovative alive in our performances? KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: B and C	innovative alive in our performances? KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: B and C	innovative alive in our performances? KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: B and C
Unit 4	Drama Mask Work KC: Identity RC: Expression Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Drama Mask Work KC: Identity RC: Expression Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Music: Open mic global classroom KC: Communication RC: Expression Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Music: Open mic global classroom KC: Communication RC: Expression Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Music: Open mic global classroom KC: Communication RC: Expression Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D
Unit 5	Drama Styles: An introduction to drama styles KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Drama Styles: An introduction to drama styles KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Drama Physical Theatre KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Drama Physical Theatre KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Drama Physical Theatre KC: Communication RC: Expression Style GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B
Unit 6	Music and Drama - Performance KC: Communication RC: Presentation Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Music and Drama - Performance KC: Communication RC: Presentation Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Music and Drama - Performance KC: Communication RC: Presentation Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Drama Stanislavski: An introduction KC: Communication RC: Presentation Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Drama Stanislavski: An introduction KC: Communication RC: Presentation Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B

Arts2	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 1	Illustration KC: Communication RC: Representation Composition GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Illustration KC: Communication RC: Representation Composition GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Illustration KC: Communication RC: Representation Composition GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Looking at Landscapes KC: Communication RC: Composition Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B	Looking at Landscapes KC: Communication RC: Composition Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and B
Unit 2	Reflection on Art KC: Communication RC: Style Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and D	Reflection on Art KC: Communication RC: Style Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and D	Realism — Portraiture Biro drawings KC: Aesthetics RC: Style Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and D	Realism — Portraiture Biro drawings KC: Aesthetics RC: Style Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and D	Painting Techniques KC: v RC: Style Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: A and D
Unit 3	Materials & Techniques KC: Aesthetics	Materials & Techniques KC: Aesthetics	Creativity — Pictures of People KC: Aesthetics	Creativity — Pictures of People KC: Aesthetics	Basics of Photography KC: Aesthetics

	RC: Genre Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	RC: Genre Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	RC: Style Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	RC: Style Innovation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D
Unit 4	Materials & Techniques KC: Aesthetics RC: Genre Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Materials & Techniques KC: Aesthetics RC: Genre Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Decoration KC: Aesthetics RC: Genre Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Decoration KC: Aesthetics RC: Genre Interpretation GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	A Study of Photography KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D
Unit 5	Line, Form, Shape and Colour KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Line, Form, Shape and Colour KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Themed Print Making KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Themed Print Making KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D	Independent Investigation of Visual Art History KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: B and D
Unit 6	Line, Form, Shape and Colour KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C	Line, Form, Shape and Colour KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C	The Art of Other Cultures KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C	The Art of Other Cultures KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C	Independent Investigation of Visual Art History KC: Aesthetics RC: Composition Audience GC: P&CE ATL: Thinking skills, Communication skills MYP: A and C

Assessment

Assessment for physical and health education courses in all years programme is criterion-related, based on four equally weighted assessment criteria:

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