

Arts - Subject Group Overview

Unit Name	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Content	MYP Objectives	Approaches to Learning
Performing Arts							
Veteran's Day Performance	Identity	<ul style="list-style-type: none"> Narrative Interpretation 	Identities and relationships	Understanding a persons narrative, creates an identity of human nature and human dignity.	Students will students rehearse and perform music for a formal ceremony. Students understand a story of a current or past veteran. Students will be learning they key of A flat Major, 2/4 time signature, and balance and blend techniques for performing in an ensemble. Through study in the arts, we learn about and honor others and the worlds in which they live(d).	<p>Year 3 Objectives</p> <p>Objective A: Knowing and understanding B.i. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>Objective B: Developing skills B.i. demonstrate the acquisition and development of the skills and techniques of the art form studied B.ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective C: Thinking creatively B.i. outline a clear and feasible artistic intention B.ii. demonstrate the exploration of ideas through the developmental process to a point of realization.</p> <p>Objective D: Responding B.i. outline connections and transfer learning to new settings</p>	<p>Reflection skills</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of personal learning strategies (self-assessment) Consider personal learning strategies <p>Critical-thinking skills</p> <ul style="list-style-type: none"> Recognize unstated assumptions and bias
Veterans Program	Identity	<ul style="list-style-type: none"> Interpretation Narrative 	Identities and relationships	Interpretation of music helps to express a narrative which creates an identity of human nature and human dignity.	Students will students rehearse and perform music for a formal ceremony. Students understand a story of a current or past veteran. Students will be learning a medley with various key changes, and time signatures, as well as applying dynamics.	<p>Year 3 Objectives</p> <p>Objective A: Knowing and understanding B.i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>Objective B: Developing skills B.i. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective C: Thinking creatively B.i. demonstrate the exploration of ideas through the developmental process to a point of realization.</p>	<p>Reflection skills</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of personal learning strategies (self-assessment) Consider personal learning strategies <p>Critical-thinking skills</p> <ul style="list-style-type: none"> Recognize unstated assumptions and bias
Vocal Fundamentals	Development, Communication	<ul style="list-style-type: none"> Expression Interpretation 	Personal and cultural expression	Based on prior knowledge and experiences with artistry/creation enables the enhancement of communication skills to develop connections and to solidify individual expression and interpretation.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision making skills, is central to artistic growth. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	<p>Year 3 Objectives</p> <p>Objective A: Knowing and understanding B.i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language B.ii. use acquired knowledge to inform their artwork.</p> <p>Objective B: Developing skills B.i. demonstrate the application of skills and techniques to create, perform and/or present art.</p>	<p>Communication skills</p> <ul style="list-style-type: none"> Give and receive meaningful feedback Use intercultural understanding to interpret communication <p>Collaboration skills</p> <ul style="list-style-type: none"> Help others to succeed Manage and resolve conflict and work collaboratively in teams Listen actively to other perspectives and ideas Encourage others to contribute <p>Creative-thinking skills</p> <ul style="list-style-type: none"> Make unexpected or unusual connections between objects and/or ideas
Visual Arts							
Outdoor Art Landscaping	Change	<ul style="list-style-type: none"> Innovation Boundaries 	Globalization and sustainability	Artists convey human impact on the environment as a way of showing boundaries that change an object into an innovative work of art.	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes. Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process. Create artwork requiring sequentially ordered procedures and specified media to achieve intended results. Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each. Demonstrate understanding of safety protocols for media, tools, processes, and techniques.	<p>Year 3 Objectives</p> <p>Objective A: Knowing and understanding B.i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language B.ii. demonstrate knowledge of the role of the art form in original or displaced contexts B.iii. use acquired knowledge to inform their artwork.</p> <p>Objective B: Developing skills B.i. demonstrate the acquisition and development of the skills and techniques of the art form studied B.ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective C: Thinking creatively B.i. outline a clear and feasible artistic intention B.ii. outline alternatives, perspectives, and imaginative solutions B.iii. demonstrate the exploration of ideas through the developmental process to a point of realization.</p> <p>Objective D: Responding B.i. outline connections and transfer learning to new settings B.ii. create an artistic response inspired by the world around them B.iii. evaluate the artwork of self and others.</p>	<p>Organization skills</p> <ul style="list-style-type: none"> Plan short- and long-term assignments; meet deadlines Plan strategies and take action to achieve personal and academic goals Use appropriate strategies for organizing complex information <p>Affective skills</p> <ul style="list-style-type: none"> Understand and use sensory learning preferences (learning styles) <p>Reflection skills</p> <ul style="list-style-type: none"> Demonstrate persistence and perseverance <p>Transfer skills</p> <ul style="list-style-type: none"> Consider ethical, cultural and environmental implications Apply skills and knowledge in unfamiliar situations
Historical Connections: Looking at the Brightside	Communication	<ul style="list-style-type: none"> Representation Audience 	Personal and cultural expression	Audiences can often understand the communication of belief systems by representation of artistry.	The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	<p>Year 3 Objectives</p> <p>Objective A: Knowing and understanding B.ii. use acquired knowledge to inform their artwork.</p> <p>Objective B: Developing skills B.i. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective C: Thinking creatively B.i. outline a clear and feasible artistic intention B.ii. outline alternatives, perspectives, and imaginative solutions B.iii. demonstrate the exploration of ideas through the developmental process to a point of realization.</p> <p>Objective D: Responding B.i. create an artistic response inspired by the world around them B.ii. evaluate the artwork of self and others.</p>	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding <p>Creative-thinking skills</p> <ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways