

Grade Level	Unit 1
	<p>Title/Theme: Silent nature</p> <p>Content, Standard: Understand and apply media, mechanisms and processes. Uses two</p> <p># of weeks: 9weeks</p> <p>Key Concept(s): Identity</p> <p>Related Concept(s): Style - Configuration</p> <p>Global Context: Hobbies a</p> <p>Statement of Inquiry: The p skills gained .</p> <p>MYP Objectives: <i>C. Thi</i></p> <p>A. Determination of artistic intent.</p> <p>B. identify alternatives and perspectives of opinions.</p> <p>C. show ideas exploration.</p> <p>B. Developing skills:</p> <p>skills and techniques of the artistic form studied by the student</p> <p>B. show the application of skills and techniques for the creation, performance and / o</p>

Grade 6

ATL Skill:

communication

Discuss ideas and knowledge with peers and teachers

Research skills

Access to information and to share it with others

Assessment Task With Criteria: The student shall draw a painting of silent nature in foundations and elements of design and the effect of light on objects, influenced by a Paul Cezanne and Pablo Picasso

Assessment Task With Criteria:*C. Thinking creatively:*

- A. Determination of excellent artistic intent.
- B. Identify alternatives and perspectives.
- C. show excellent ideas exploration.

Title/Theme: Mask

Content: , Standards:

and principles of art to communicate his ideas through works of art ,
.Uses knowledge of structures and functions

of weeks: 9 weeks

Key Concept(s): communication

Related Concept(s): limits - representation

Global Context : Personal and cultural expression (Social combinations of reality and amusement)

Statement of Inquiry: The artist chooses creative ways that transcend boundaries ;

MYP Objectives

C. Thinking creatively

A-Summarize Outline clear and meaningful artistic intent.

B -Summarize Outline alternatives, viewpoints and imaginative solutions

C - Show ideas exploration through the process of development until reaching the stage of achieving work.

Grade 7

ATL Skills:communication

Using and interpreting a set of terms and symbols for knowledge branches

self management

Bring necessary equipment and supplies to the classroom

Assessment Task With Criteria :- The implementation of a mask reflects the global mask. By employing the aesthetics of the principles and elements of the design, a spe the mask and uses

C. Thinking creatively:

A-Showing the Outline clear and meaningful artistic intent.

B - Showing the changes with excellent alternatives Outline alternatives, viewpoints and imaginative solutions

C - Showing excellent modification ideas exploration through the process of development until reaching the stage of achieving the work.

Title/Theme :Perspective Drawing

Content, Standards: Describes how the media and mechanisms are used to pi
media, mechanisms and processes .

of weeks: 9 weeks

Key Concept(s): perspective

Related Concept(s): configuration - style

Global Context: Orientation in space and time

Statement of Inquiry: The language of the perspective reflects the expression by a

MYP Objectives

C. Thinking creatively

A-Summarize Outline clear and meaningful artistic intent.

B - Summarize Outline alternatives, viewpoints and imaginative solutions

C - Show ideas exploration through the process of development until reaching the stage of achieving the work.

ATL Skills:research skills

- Seeking a range of perspectives from multiple and diverse sources
- thinking skills
- Use models and simulations to explore complex systems and issues

Grade 8

Assessment Task With Criteria :- Draw a painting from one or two Vanishing Point perspective.

- Presenting the perspective drawing that builds their knowledge of the perspective a

Creative thinking

A- Showing Outline clear and meaningful artistic intent.

B - Showing Outline alternatives, viewpoints and imaginative solutions

C - Showing excellent ideas exploration through the process of development until reaching the stage of achieving the work.

Title/Theme: Silent nature

Content , Standards: selects and applies his knowledge of the elements and prin knowledge of structures and functions

#of week: 9 weeks

Key concept (S): Identity and conformity

Related concept (S): Configuration and style

Global Context: Personal and cultural expression (Artistic skill, craftsmanship, inn

Statement of Inquiry: show identity Different styles and methods of art through of expression

MYP Objectives

C. Thinking creatively

A- development of an artistic purpose that is clear, imaginative and coherent.

B - Show a field and deepen the behaviors of creative thinking

C - Show the presentation of the exploration of ideas to form artistic intent until reaching the stage of achieving the work.

ATL Skills: Social Skills:

Help others succeed

thinking skills

Apply existing knowledge to generate new ideas, products or processes .

Assessment Task With Criteria: - Drawing a painting of silent nature in which he e:
Presenting Fundamentals and design elements and the effect of light on objects on th
understanding of the effect of light on objects and how the art affects and is influence
nature of Picasso, Paul Cezanne, Gerg Park on the global level, Abdel Halim Rizoui, M

C. Thinking creatively

A- Develops an excellent artistic of intent purpose that is clear, imaginative and coherent.

B - Showing a field and deepen the behaviors of creative thinking

C - Showing the presentation of the exploration of ideas to form artistic intent until reaching the stage of achieving the work.

Title / Theme: Visual Deception

Content, Standards: Creativity /Selects and applies his knowledge of the elements of art, Uses knowledge of structures and functions

of weeks: 9 weeks

Key Concept (s): Change

Related Concept (s): Innovation and Boundaries

Global Context: Scientific and technical innovation (Digital life, virtual environments)

Statement of Inquiry: Technological changes and innovation can affect culture and society

MYP Objectives

Creative Thinking

A- The development of an artistic purpose that is clear, imaginative and coherent.

B - Show a field and deepen the behaviors of creative thinking

C - Show the presentation of the exploration of ideas to form artistic intent until reaching the stage of achieving the work.

ATL Skills: Self-Management Skills

Keep a note to record reflections.

Thinking skills

Analysis of complex concepts and projects into their constituents and structures to create new ideas

Assessment Task With Criteria : Students will present their understanding of the color wheel, which contains a historical profile and contains the most important pioneers of this art. It also includes the various colors and colors to be used in the analysis of works of art from the art of visual design. The destination according to the evaluation form - design of a panel expressing visual design.

C. Thinking creatively

A- Develop an excellent artistic intent that is always useful, clear, imaginative and coherent.

B - Showing an excellent scope and depth in the behaviors of creative thinking

C - Showing an excellent exploration of ideas to make artistic intent effective until reaching the stage of achieving the work.

Visual Art Overview / Vertical Map (MYP 1-5)

	Title/Theme: Drawing and coloring on glass
2D- and three-dimensional modes to communicate ideas,	Content, Standard: the artwork. The artist considers media and process
	# of weeks: 9weeks
	Key Concept(s): Aesthetics
	Related Concept(s): Configuration and type
and Relationships (Make up identity, self-esteem, status and roles)	Global Context: and beauty).
process of artistic creativity in good configuration shows the style and	Statement of Inquiry: good expressio
Thinking creatively: A. show the acquisition and development of the r presentation of the artwork.	MYP Objectives : A- Identifying the links between artistic forms, art, context B- The realization that the world contains inspiration or i C- Evaluation of specific elements or principles of the art A- Show th appropriate language. B- Show their awareness of relations between the artistic C. Show their understanding of the links between knowle

	<p>ATL Skills: Focus on the process of innovation by following the world</p> <p>Social skills Encourage others to contribute.</p>
<p>n which he expresses his / her knowledge and understanding of the art and culture through the ages through works by international artists</p>	<p>Assessment Task With Criteria: - The implementation of student and his / her style of handling raw material .</p>
<p>B. Developing skills: A. show the excellent acquisition and development of the skills and techniques of the artistic form studied by the student B. show the application of skills and techniques for the creation, performance and / or presentation of the artwork.</p>	<p>Assessment Task With Criteria:B. Developing skills: A- Identifying excellent links between artistic forms, art, c learning. B- Excellent realization that the world contains inspiratio C- Evaluation of specific elements or principles of the art</p>
	<p>Title/Theme: Clay modeling</p>

<p>.Select and apply his / her knowledge of the elements</p>	<p>Content, Standards :</p> <p>.Understand and</p>
	<p># of weeks: 9 weeks</p>
	<p>Key Concept(s): change</p>
	<p>Related Concept(s): Style - Configuration</p>
<p>; philosophy of beliefs; rituals and ways of life; belief systems, rituals</p>	<p>Global Context : Orientation in space and time (The Fc time and place) ☒</p>
<p>and express a particular culture and civilization</p>	<p>Statement of Inquiry:Raw materials modeling changes</p>
	<p>MYP Objectives</p>
<p>B. Developing skills A-Show Demonstrate their acquisition and development the skills and techniques of artistic form they were studied B- Show the application of skills and techniques for the creation, performance and / or presentation of the artwork</p>	<p>D. Responding A- summarize the links and transfer learning to new situa B - creation of an artistic response inspired by the world a C- Evaluation of their works and the work of others</p>
	<p>ATL Skills:thinking skills Consider multiple thoughts and perspectives Self-management skills Practice concentration</p>

issue that affected the student, explaining this in the features of the
cial show will be presented illustrating drawing and composition on

Assessment Task With Criteria:- The student is able to
advantage of the elements of nature and developing his /

B. Developing skills:

- A- Showing Demonstrate excellent acquisition and development of the skills and techniques of the artistic form they studied
- B- Showing the application of skills and techniques for the creation, performance and / or presentation of the artwork

D. Responding:

- A- showing the summarize the links and transferring learn
- B - creation of a artistic response inspired by the world ar
- C-Showing Evaluation of their work and the work of othe

Title/Theme: (Art of Mosaic) Applied Arts

<p>roduce two- and three-dimensional works , Understand and apply</p>	<p>Content, Standards: select and apply his / her know through works of art</p>
	<p># of weeks: 9 weeks</p>
	<p>Key Concept(s): Aesthetics</p>
	<p>Related Concept(s): Visual culture - borders</p>
	<p>Global Context: Globalization and Sustainability (Co</p>
<p>a composition that transcends time and space .</p>	<p>Statement of Inquiry: Self-expression in the aesthetic traditions.</p>
<p>MYP Objectives</p>	
<p>B. Developing skills A- Show Demonstrate their acquisition and development of the skills and techniques of the artistic form they studied B- Show the application of skills and techniques for the creation, performance and / or presentation of the artwork</p>	<p>D. Responding A- summarize the links and transfer learning to new situa B - creation of a artistic response inspired by the world ar C- Evaluation of their work and the work of others.</p>
	<p>ATL Skills: self-management skills - How can I share my skills to help my peers who need m thinking skills - Creating original business and ideas; using existing busi</p>

s. Using fonts and colors to create their own artwork and their
nd their ideas for the development of the works of art.

Assessment Task With Criteria:- Students will present historical, aesthetic and artistic values to be used in the a cultures and mental maps. Production of their works and

Skills development

A-Showing Demonstrate excellent acquisition and development of the skills and techniques of the artistic form they studied
B- Showing the application of skills and techniques for the creation, performance and / or presentation of the artwork

Responsiveness

A- summarize the links and transfer learning to new situa
B - creation of a artistic response inspired by the world ar
C- excellent evaluation of their work and the work of oth

principles of art to communicate his ideas through works of art, Uses

Title/Theme : Metal forming

Content, Standards: Selects and uses materials, symbo

of week: 9 weeks

ovation and beauty)

many ways matching between style and personal and cultural

Key Concept (S): Communication

Related Concept (S): Explanation - visual culture

Global Concept (S): Orientation in space and time (F

Statement of Inquiry: People express values by interpre

MYP Objectives

B. Developing skills

A- Show of their acquisition and development of the skills and techniques of the artistic form they studied.

B- Show of the application of skills and techniques for the creation, performance and / or presentation of the artwork.

D. Responding

A - Create the art meaning and transfer learning to new si

B. The creation of a artistic response intended to reverse i around them

C - Criticism of their artwork and the work of others.

ATL Skills: Research Skills:

Make informed choices about personal experiences of vi

Combine knowledge, understanding and skills to work v

<p>expresses his knowledge and understanding of the artistic elements. the concept of silent nature art, good composition and his ed through ages and culture. explained by a work of art of the silent Mohamed El Salbam and Abdel Jabbar Al Yahya on the local level.</p>	<p>Assessment Task With Criteria:</p> <p>The implementation of the work of art in several ways, in dealing with raw material</p> <p>Presenting a presentation about the art of the ALAYATAN</p>
<p>B. Developing skills</p> <p>A- Showing an excellent acquisition and development of the skills and techniques of the artistic form they studied.</p> <p>B- Showing of excellent application of skills and techniques for the creation, performance and / or presentation of the artwork.</p>	<p>D. Responding</p> <p>A - Create meaning and transfer learning to new situation</p> <p>B. The creation of a artistic response intended to reverse around them</p> <p>C -Showing Criticism of their artwork and the work of oth</p>
<p>Title/Theme : Nottan</p>	

vents and principles of art to communicate his ideas through works of	Content;, Standards: Defines different media, mechani
	# of weeks: 9 weeks
	Key Concept (s): Aesthetics - Identity.
	Related Concept (s): Innovation and Boundaries
ments and information age)	Global Context: Globalization and Sustainability (T
scientific technology	Statement of Inquiry: Aesthetics is not limited to th
	MYP Objectives
Skills Development A- Show their acquisition and development of the skills and techniques of the artistic form they studied. B- Show the application of skills and techniques for the creation, performance and / or presentation of the artwork.	D. Responding A - Create meaning and transfer learning to new situation B. The creation of a artistic response intended to reverse around them C - Criticism of their artwork and the work of others.
reate new understanding.	ATL Skills: Social skills Take responsibility for the acts Self-management skills - The practice of learning from failure

<p>concept of visual deception through a research and presentation that also contains the technical characteristics and the aesthetic values and visual deception and the production of their artistic work and their perception by different techniques.</p>	<p>Assessment Task With Criteria: Producing paintings using a presentation on the art of the Nautans shows their knowledge</p>
<p><i>B. Developing skills</i></p> <p>A- Showing an excellent acquisition and development of the skills and techniques of the artistic form they studied.</p> <p>B- Showing an excellent application of skills and techniques for the creation, performance and / or presentation of the artwork.</p>	<p><i>D. Responding</i></p> <p>A - creates the meaning in depth and insight and effective situations</p> <p>B) Generates an excellent artistic response intended to reflect the world around them</p> <p>C - Showing excellent criticism for his artwork and the world</p>

MYP Arts Subject Overview/Vertical Map MYP 1-5

Academic Year 2019-2020

Unit 2	Grade Level
<p>Defines the different modes, mechanisms and processes that are used in sses as communication tools.</p>	
<p>Personal and cultural expression (Artistic skill, craftsmanship, innovation</p>	
<p>Different forms of visual art show their aesthetics when diversity and</p>	
<p><i>D. Responding:</i> ct or art and prior learning. nfluence in art. work <i>A. Knowing and understanding:</i> heir understanding of the artistic form they have studied, including the use of the : form and the context. edge gained and innovative artwork</p>	

Self-management skills

k of others.

of a piece of art for drawing and coloring on the plastic according to what suits the

Grade 6

Context or art and prior
knowledge or influence in art.
work.

A. Knowing and understanding:

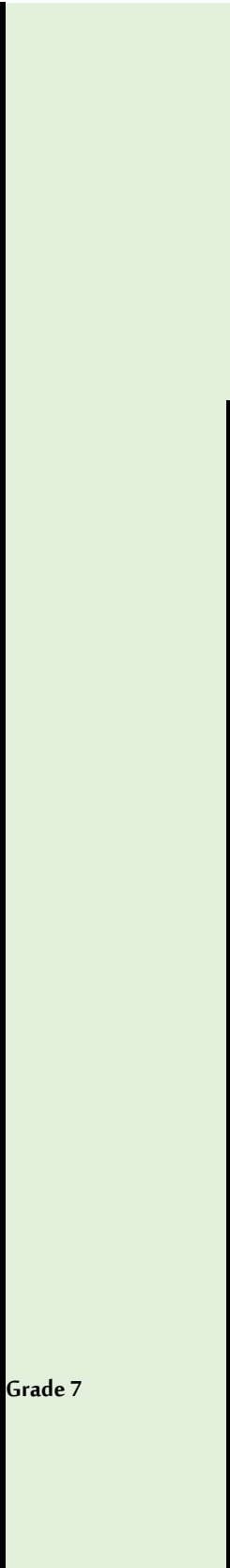
- A- Show excellent understanding of the artistic form they have studied, including the use of the appropriate language
- B- Show excellent awareness of relationship between the artistic form and the context.
- C. Show excellent understanding of the links between knowledge gained and innovative artwork.

.Use media and tools securely and responsibly ,
I apply media, mechanisms and processes

ormation of ores changed by making configurations of artist style with changing by

in the formations of artistic style with the change of time and place

itions around them	<i>A. Knowledge and understanding</i> A- Show their knowledge in the artistic form they have studied, including concepts, processes and the use of appropriate language B- Show their knowledge of the role of the artistic form in the original or substituted contexts; C- use the acquired knowledge to enrich their artistic work;
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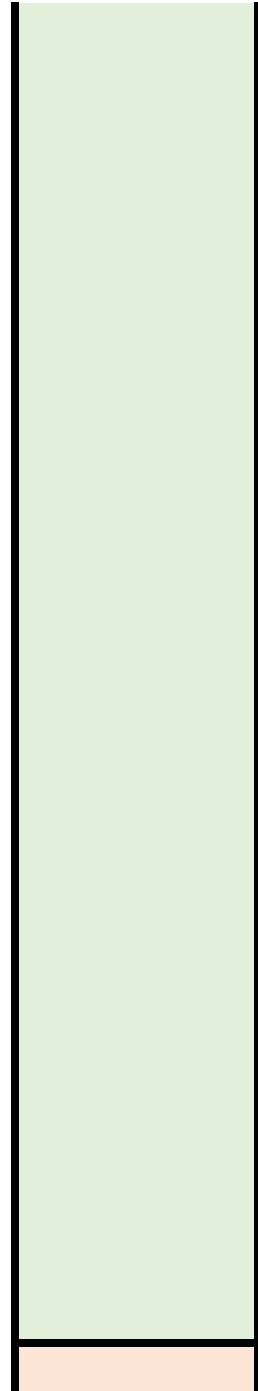
Grade 7

form a piece of ceramics expressing the different Islamic models. Taking
/ her skill for creative artwork

ing to new situations
round them
ers.

A. Knowledge and understanding:

- A- Showing their knowledge in the artistic form they have studied, including concepts and processes excellent use of appropriate language
- B- Showing their knowledge of the role of the artistic form in the original or substituted contexts;
- C- Showing the acquired knowledge to enrich their artistic work;



Knowledge of the elements and principles of art to communicate his / her ideas

Common features, diversity and interdependence)

Art appears in the limits of work and is important in culture, customs and

Applications
around them

A. Knowledge and understanding

A- Show the knowledge in the artistic form concepts and processes from the studied, including concepts, processes and the use of appropriate language

B- Show their knowledge of the role of the artistic form in the original or substituted contexts;

C- use the acquired knowledge to enrich their artistic work;

More practice?

Business and ideas in new ways.

Grade 8

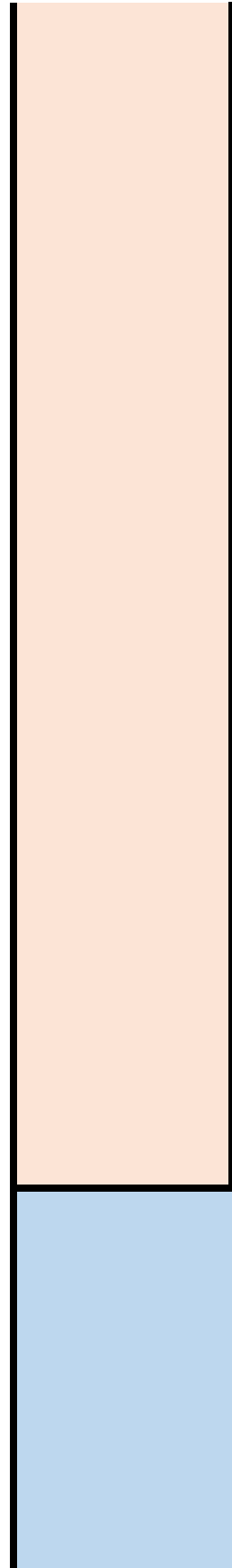
their understanding of the concept of mask art through a presentation containing analysis of artworks of mask art. Links between the search for masks with different their destination according to the evaluation form

itions
ound them
ers

Knowledge and understanding

- A- Showing their knowledge in the artistic form they have studied, including the excellent use of appropriate language
- B- Showing their knowledge of the role of the artistic form in the original or substituted contexts;
- C- use the acquired knowledge to enrich their artistic work;

Is and ideas to convey the idea of artwork.



People express values by interpreting different cultures.)

Understanding different cultures.

<p>Situations that influence the world</p>	<p><i>A. Knowledge and Understanding:</i> A- Show of their knowledge of the artistic form they have studied, including concepts, processes and the use of the Terms related to the material. B- Show Display their understanding of the role of the artistic form in the original or substituted contexts. C- Use of acquired knowledge to enrich artistic decisions in a purposeful way through the creation of artwork.</p>

Learning thinking skills.
with products or develop solutions.

including stereoscopic or flat according to what suits the student and his style in
shows their knowledge of the material used and the methods of dealing.

is
or influence the world
ers.

A. Knowledge and Understanding: Showing an excellent knowledge and understanding of the artistic form they have studied including concepts, processes and using terminologies of material in excellent use.
B- Showing displays excellent understanding of the role of the artistic form in the original contexts or.
C- Showing an excellent use of acquired knowledge to enrich artistic decisions in a purposeful way through the creation of artwork.

isms, and processes used in artwork

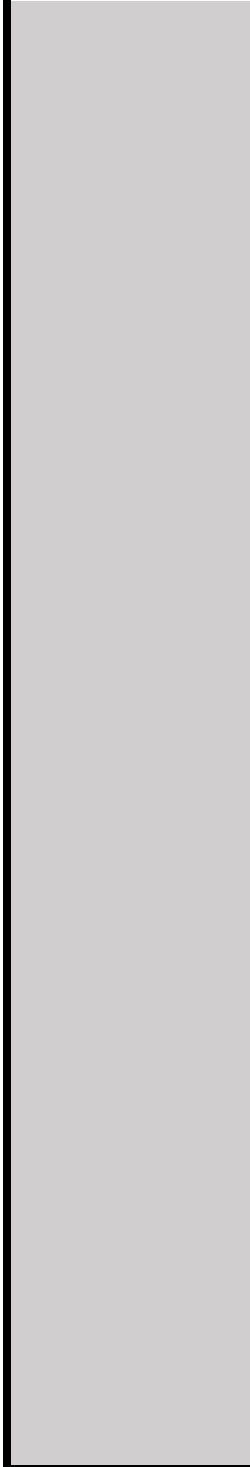
The Beauties doesn't confined within the limit of art and it shows the real identity of in
the limits of art and show the real identity in the creation and sustainability of work.

is or influence the world	<i>Knowledge and Understanding:</i> A- Show of their knowledge of the artistic form they have studied. including concepts, processes and the use of the terms related to the material. B- Show their understanding of the role of the artistic form in the original or substituted contexts. C- Use of acquired knowledge to enrich artistic decisions in a purposeful way through the creation of artwork.
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ing color and colored paper.
nowledge of its origins and the techniques that are used to implement it

ely transfer learning to new
:verse or influence the
ork of others.

A. Knowledge and Understanding:
A- Showing an excellent knowledge and understanding of the artistic form they have studied, including concepts, processes and the excellent use of the terms of the subject .
B- Showing an excellent understanding of the role of the artistic form in the original or substituted contexts.
C- Showing an excellent use of the acquired knowledge to enrich artistic decisions in a purposeful way through the creation of artwork.



Unit 1

Title/Theme : Introduction to drama

Content:

- knowledge based.
- Greek theatre
- communication techniques.
- How to practice attentive listening
- feedback on performances.
- How to collaborate effectively and practice flexibility in thinking with partners
- Drama Glossary

of weeks: 9

Key Concept(s): Communication

Related Concept(s): Presentation, play

Global Context : Orientation in space and time
points and big history.

Statement of Inquiry: History of performing arts can be communicated through plays and presentations.

MYP Objectives:

A. Knowing and understanding:

- i. Demonstrate awareness of the art form studied, including the use of appropriate language
 - ii. Demonstrate awareness of the relationship between the art form and its context
 - iii. Demonstrate awareness of the links between the knowledge acquired and artwork created.
- D. Responding:
- i. Identify connections between art forms, art and context, or art and prior learning
 - ii. Recognize that the world contains inspiration or influence for art
 - iii. Evaluate certain elements or principle of artwork. 2

ATL Skills:

Communication :

meaningful feedback.

Social: Help others to succeed

Assessment Task With Criteria :

Goal: Showing how the history of arts was comm

Role: You are a researcher

Audience: MYP 1 students

Situation: You are a researcher and you are required to do a research and a presentation on the history of drama and its different you are required to show how modern plays are inspired by Greek theatre.

Product: A presentation

Students will be asked to demonstrate their knowledge of the drama terminology, stage types and elements of drama.

Students will create a meaningful connection between artworks and the world.

Students will explain how the world inspire arts.

Students will be asked to write a simple evaluation of dramatic performances. This evaluation will also demonstrate their knowl

Assessment Task With Criteria:

A. Knowing and understanding:

- i. Demonstrate awareness of the art form studied, including the use of appropriate language
- ii. Demonstrate awareness of the relationship between the art form and its context
- iii. Demonstrate awareness of the links between the knowledge acquired and artwork created. ☒

D. Responding:

- i. Identify connections between art forms, a prior learning
- ii. Recognize that the world contains inspir.
- iii. Evaluate certain elements or principle of artwork. ☒

Title/Theme: Narratives

Content: scene. •Clear communication techniques. •The process of
 •How to practice attentive listening and receiving feedback on performances. •Critical reading, gathering and communication
 •Drama Glossary

of weeks: 9 weeks

Key Concept(s): Communication

Related Concept(s): Audience, boundaries

Global Context: Identities and relationships: Personal efficacy and agency, attitudes, motivation, independence, happiness and well-being

Statement of Inquiry: Communication is an interactive process between audience and performer which may change attitudes and behaviors

MYP Objectives

<p>MYP Objectives:</p> <p>A. Knowing and understanding</p> <p>i. demonstrates knowledge of the art form studied, including concepts.</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts.</p> <p>iii. use acquired knowledge to inform their artwork.</p>	<p>D. Responding</p> <p>i. presents an outline of connections and relationships between settings and the world around them</p> <p>ii. create an artist artwork of self and others.</p>
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ATL Skills:
 Communication: Use a variety of speaking techniques to communicate with a variety of audiences, negotiate ideas and knowledge

Assessment Task With Criteria:

Goal: Showing how the history of arts was com

Role: You are a researcher

Audience: MYP 1 students

Situation: You are a researcher and you are required to do a research and a presentation on the history of drama and its different you are required to show how modern plays are inspired by Greek theatre.

Product: A presentation

Students will be asked to demonstrate their knowledge of the drama terminology, stage types and elements of drama

Students will create a meaningful connection between artworks and the world.

Students will explain how the world inspire arts.

Students will be asked to write a simple evaluation of dramatic performances.

This evaluation will also d

knowledge of drama terminology.

A. Knowing and understanding:

- i. Demonstrate awareness of the art form studied, including the use of appropriate language
- ii. Demonstrate awareness of the relationship between the art form and its context
- iii. Demonstrate awareness of the links between the knowledge acquired and artwork created. ☑

D. Responding:

- i. Identify connections between art forms, a prior learning
- ii. Recognize that the world contains inspir.
- iii. Evaluate certain elements or principle of artwork. ☑

Title/Theme: Narratives

Content:

- Clear communication techniques.
- The process of staging and performing a scene.
- Listening and receiving feedback on performances.
- Critical reading, gathering and communicating information.
- Drama Glossary

of weeks: 9 weeks

Key Concept(s): Communication

Related Concept(s): Audience, boundaries

Global Context: Identities and relationships: Personal efficacy and agency, attitudes, motivation, independence, happiness and

Statement of Inquiry: Communication is an interactive process between audience and performer which may change attitude

MYP Objectives

<p>A. Knowing and understanding</p> <p>i. demonstrates knowledge of the art form studied, including concepts.</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts.</p> <p>iii. use acquired knowledge to inform their artwork. 2</p>	<p>D. Responding</p> <p>i. presents an outline of connections and tr settings</p> <p>ii. create an artist world around them artwork of self and others.</p>
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ATL Skills:

Communication: Use a variety of speaking techniques to communicate with a variety of audiences, negotiate ideas and knowle teachers.

Assessment Task With Criteria :

- Goal: Showing out how relationships between

change.

Role: An author and a storyteller

Audience: MYP 2 students

Situation: Your colleague in class are eager to listen to your story and they need to know how you will build or change the relationship
telling your story.

You are required to write and then tell a story.

Product: A personal story told on stage.

Storytelling time (3-5 M).

Use body language and theatre skills.

Include personal narratives characteristics in your storytelling.

Students will explain how storytelling affects individuals and societies.

Students will create an

They will evaluate another dramatic performance.

Students will outline the connection between artwork and the world.

Creative thinking

A. Knowing and understanding

i. demonstrates knowledge of the art form studied, including concepts.

ii. demonstrate knowledge of the role of the art form in original or displaced contexts.

iii. use acquired knowledge to inform their artwork.

D. Responding

i. presents an outline of connections and tr settings

ii. create an artist world around them artwork of self and others. ☑

Title/Theme: Silent nature

Content , Standards:

and principles of art to communicate his ideas through works of art,

- Uses knowledge of structures and functions

-selects and applies his

#of week: 9 weeks

Key Concept(s): Aesthetics

Related Concept(s): Interpretation

Global Context: Orientation in space and time :Civilizations and social histories, heritage, pilgrimage, migration, displacement :

Statement of Inquiry: show identity Different styles and methods of art through of many ways matching between style and p
expression

MYP Objectives

A. Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork. ☐

D. Responding

- i. outline connections and transfer learning
- ii. create an artistic response inspired by the around them
- iii. evaluate the artwork of self and others.

ATL Skills:

Social: Give and meaningful receive feedback to communicate with a variety of audiences.

Communication: Use a vari

Assessment Task With Criteria:

-Goal: Highlighting how rites were perceived dif

and different eras.

Role: Researcher

Audience: Colleagues in the school.

Situation: Students in the school need to know the effect of rituals on individuals and on society. They also need to know the ori
ancient Egypt. They also need to understand that there is no rule for beauty. You are required to do a research and then a present

Product:

- A creative presentation with a visual aide (poster or PowerPoint) that highlights the important points of your research .
- A speech
- An essay

Students will create an artistic response to a play.

They will find connections between the play and the world .

They will give a review of the skills and elements of drama with good use of description and evaluation with rich related termi

A3 is assessed by observation.

A. Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language,
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

D. Responding

- i. outline connections and transfer learning
- ii. create an artistic response inspired by the
- iii. evaluate the artwork of self and others.

Title/Theme: Modern theatre

Content:

- Realistic writers
- Realistic plays.
- receiving feedback on performances
- Drama Glossary

•Art movements

•Elements of Realism

•How to practice &

•How to collaborate effectively and practice flexibility in thinki

of weeks: 9 weeks

Key Concept(s): change

Related Concept(s): Presentation, Genre

Global Context: Personal and cultural expression, philosophies and ways of life

Statement of Inquiry: Different genres of arts can cause change in the philosophy and ways of life.

MYP Objectives

A. knowledge and understanding

- 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 .

D. Responding

- i. construct meaning and transfer learning
- ii. create an artistic response that intends to impact the world around them
- iii. critique the artwork of self and others.

ATL Skills:

Research: Process data and report results.

Self-management: Pra

concentration

Assessment Task With Criteria :

Goal: Highlighting how the transformation b

movements has an effect on the way people think and interpret ideas.

Role: Researcher

Audience: MYP 4 students

Situation: Your colleagues in the school need to know what helps people change the way they think and why they may behave d

You are required to do a research on Realism, and then present your findings in your own way.

Product: A presentation

Students will be aske

response.

Students will write a critique of others' artwork. ☒

CRITERIA.

A. knowledging and understanding

D. Responding

- 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. ☒

- i. construct meaning and transfer learning t
- ii. create an artistic response that intends to world around them
- iii. critique the artwork of self and others.

) Overview / Vertical Map (MYP 1-5)

Unit 2	
	Title/Theme: Puppetry
<ul style="list-style-type: none"> •Clear listening and receiving partners.☐ 	Content: <ul style="list-style-type: none"> •The process of staging and performing a scene. •Pantomime scene techniques. •How to practice performances. •How to collaborate effectively and practice flexibility in drama. •Drama Glossary
	# of weeks: 9
	Key Concept(s): Identity
	Related Concept(s): Audience - Expression
ne: Epochs, eras, turning	Global Context: Personal and cultural expressions
	Statement of Inquiry: The identity of an audience can be shaped or changed by skills and techniques.
	MYP Objectives: <ul style="list-style-type: none"> B. Developing skills and techniques: <ul style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques to create, perform and/or present a scene. ii. demonstrate the application of skills and techniques to create, perform and/or present a scene. C. Thinking creatively: <ul style="list-style-type: none"> generate and develop ideas and perspectives. communicate ideas.

Give and receive	<p>ATL skills: <i>Communicative</i></p> <p>Use a variety of media to communicate with a range of audiences.</p> <p>Social: Listen actively to other</p>	
<p>unicated throughout time.</p> <p>stages, in your presentation</p> <p>ledge of drama terminology.</p>	<p>Assessment Task With Criteria: - Goal: showing h</p> <p>skilful actors.</p> <p>Role: a group of creative artists</p> <p>Audience: MYP 1 students</p> <p>Situation: you are required to create a meaningful scenario for a short puppet show.</p> <p>Product: a short creative and meaningful puppet show</p> <p>Students will be asked to identify artistic intensions.</p> <p>Students will find an alternative to the other team's play.</p> <p>Criterion B1 is to be assessed by observation.</p>	
<p>art and context, or art and</p> <p>ation or influence for art</p>	<p>Assessment Task With Criteria:</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>skills and techniques to create, perform and/or present art.</p>	<p>B. Developing skills:</p> <p>ii. demonstrate the application of</p> <p>C. T</p> <p>inten</p> <p>persp</p> <p>the e.</p>
<p>Title/Theme: Characterization</p>		

<p>f staging and performing a communicating information.</p>	<p>Content: • room. •Elements of characterization theatre games. •Interaction with audience •Interacting with other characters •Taking on the role of a character •Elements of drama: role, character and relationships, situation •Drama Glossary</p>	<p>Theatre games on bo</p>
	<p># of weeks: 9 weeks</p>	
	<p>Key Concept(s): Identity</p>	
	<p>Related Concept(s): Presentation, role</p>	
<p>the good life.</p>	<p>Global Context: Personal and Cultural Expression: Social Constructions of reality; phi play</p>	
<p>between them.</p>	<p>Statement of Inquiry: Identities can be expressed through presentations , character i</p>	
<p>MYP Objectives</p>		
<p>ansfer learning to new tic response inspired by the iii. evaluate the</p>	<p>MYP Objectives: B. Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied. ii. demonstrate the acquisition and development of the skills and techniques of the art form studied.</p>	<p>C. Th i. out and i the e. procc</p>
<p>ge with peers and teachers.</p>	<p>ATL Skills: Self- management: Bring necessary equipment and supplies to class. Social: Practice</p>	

<p>communicated throughout time.</p> <p>stages, in your presentation</p> <p>demonstrate their</p>	<p>Assessment Task With Criteria:-</p> <p>Goal: showing how can audience identity be influenced by art and skilful actors.</p> <p>Role: a group of creative artists</p> <p>Audience: MYP 1 students</p> <p>Situation: you are required to create a meaningful scenario for a short puppet show.</p> <p>Product: a short creative and meaningful puppet show</p> <p>Students will be asked to identify artistic intensions.</p> <p>Students will find an alternative to the other team’s play.</p> <p>Criterion B1 is to be assessed by observation</p>
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<p>art and context, or art and</p> <p>ation or influence for art</p>	<p>B. Developing skills:</p> <p>development of the skills and techniques of the art form studied</p> <p>demonstrate the application of skills and techniques to create, perform and/or present art.</p>	<p>i. demonstrate the acquisition and</p> <p>ii.</p> <p>C.</p> <p>inten</p> <p>explc</p>
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Title/Theme: Characterization

<p>•How to practice attentive</p>	<p>Content,</p> <ul style="list-style-type: none"> •Theatre games around the room. •Elements of characterization techniques, theatre games. •Interaction with audience •Interacting with other characters •Taking on the role of a character •Elements of drama: role, character and relationships, situation •Drama Glossary 	
	<p># of weeks: 9 weeks</p>	
	<p>Key Concept(s): Identity</p>	
	<p>Related Concept(s): Presentation, role</p>	
<p>the good life.</p>	<p>Global Context: Personal and Cultural Expression: Social Constructions of reality; philc play</p>	
<p>s between them.</p>	<p>Statement of Inquiry: Identities can be expressed through presentations , character rol</p>	
<p>MYP Objectives</p>		
<p>ansfer learning to new ic response inspired by the iii. evaluate the</p>	<p>B. Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied. ii. demonstrate the acquisition and development of the skills and techniques of the art form studied.</p>	<p>C. T</p> <p>i. out and i the e: proce</p>
<p>edge with peers and</p>	<p>ATL Skills:</p> <p>Self- management: Bring necessary equipment and supplies to class.</p>	

<p>storytellers and audience</p> <p>relationship with them while</p> <p>artistic response.</p>	<p>Assessment Task With Criteria :</p> <p>Goal: Expressing identities through presentation, products and social life.</p> <p>Role: A group of creative artists</p> <p>Audience: MYP 2 students</p> <p>Situation: You are required to design creative decoration and write a focused and detailed script.</p> <p>Product: A creative and effective short play that conveys a message.</p> <p>Students will outline artistic intentions.</p> <p>Students will make connections.</p>
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<p>transfer learning to new</p> <p>critical response inspired by the</p> <p>iii. evaluate the</p>	<p>B. Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied, ii. demonstrate the acquisition and development of the skills and techniques of the art form studies</p>
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<p>students' knowledge of the elements</p>	<p>Title/Theme : Let's work together</p> <p>Content:</p> <p>facial expression, gestures and postures.</p> <ul style="list-style-type: none"> •Practice on projecting voice, pace and accent. •Elements of drama: setting, character and relationships, situation <p>Ensemble drama production</p> <ul style="list-style-type: none"> •Skills necessary to build community ensemble. <p>#of week: 9 weeks</p>
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<p>and exchange</p> <p>ersonal and cultural</p>	<p>Key Concept(s): Identity, communication</p> <p>Related Concept(s): composition, presentation</p> <p>Global Context: Identities and relationships :competition and cooperation, teams aff</p> <p>Statement of Inquiry: Different identities can build ensemble by communicating effe</p>
<p>MYP Objectives</p>	
<p>; to new settings</p> <p>e world</p>	<p>B. Developing skills</p> <p>i. demonstrate the acquisition and ii. development of the skills and techniques of the art form studied,</p> <p>iii. demonstrate the application of skills and techniques to create, perform and/or present art.</p>
<p>ety of speaking techniques</p>	<p>ATL Skills:</p> <p>Communication: Give and receive meaningful feedback. topical, conceptual and debatable questions.</p>

<p>ifferently in different cultures</p> <p>gin of rituals and rituals in tation.</p> <p>nology.</p>	<p>Assessment Task With Criteria :</p> <p>Goal: Demonstrating how effective communication can build ensemble and commun</p> <p>Role: A group of creative artists</p> <p>Audience: MYP 3 students</p> <p>Situation: You will create a scenario and perform a play. You are required to design cre script that inform clear artistic intention</p> <p>Product: A creative and effective play that enhances ensemble building and conveys a Students will be asked to outline a feasible artistic intention. solutions.</p>
<p>g to new settings, e world around them,</p>	<p>B. Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied,</p> <p>iii. demonstrate the application of skills and techniques to create, perform and/or present art.</p>
	<p>Title/Theme : Silent acting</p>

attentive listening and ing with partners.	<p>Content:</p> <ul style="list-style-type: none"> •The way in which silent acting can be produced •The history of silent acting/ miming •Performance techniques. and body techniques, theatre games. •The process of staging and perform
	# of weeks: 9 weeks
	Key Concept(s): Communication
	Related Concept(s): Role
	Global Context: personal and cultural expression, Artistry, craft, creation, beauty
	<p>Statement of Inquiry:</p> <p>A Character's role can be clearly expressed without any verbal communication.</p>
MYP Objectives	
to new settings o reflect or impact on the	<p>B. Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied.</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present ar</p>
ctice focus and	<p>ATL Skills:</p> <p>Communication: Interpret and use modes of non-verbal communication techniques e</p> <p>Research: Use critical literacy skills to analyse and interpret media communications</p>

<p>between different art</p> <p>differently from time to time.</p> <p>d to create an artistic</p>	<p>Assessment Task With Criteria:</p> <p>essential role in expressing ideas and feelings.</p> <p>Role: A group of creative artists</p> <p>Audience: grade 10 students</p> <p>Situation: You are required to design creative decoration and write a focused and detailed script.</p> <p>Product: A creative and effective play that conveys a message. S</p> <p>artistic intention.</p>
<p>to new settings</p> <p>to reflect or impact on the</p>	<p>B. Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p>

ne, Stage directions, voice, theatre games.

- Clear communication

e attentive listening and receiving feedback on

n thinking with partners.

sion : Artistry, craft, creation, and beauty.

al performers.

skills:

skills and techniques of the art form studied

esent art.

i. identify an artistic intention

ii. identify alternatives and

iii. demonstrate the exploration of

on:

perspectives and ideas.

How can audience identity be influenced by art and

thinking creatively: i. identify an artistic
tion ii. identify alternatives and
pectives iii. demonstrate
exploration of ideas.

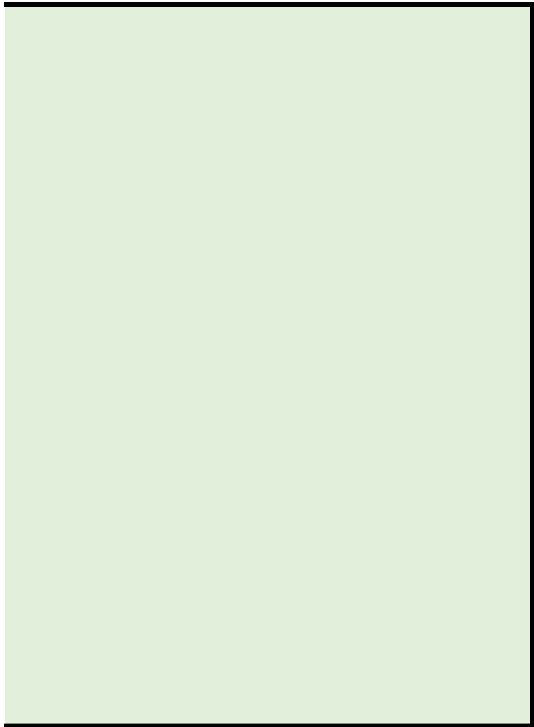
body movements, facial expression, moving around the
•Voice and body techniques,

philosophies and ways of life; belief system; rituals and
roles, products and social constructions.

thinking creatively

define a clear and feasible artistic intention,
ii. outline alternatives, perspectives,
imaginative solutions. iii. demonstrate
exploration of ideas through the developmental
process to a point of realization.

empathy



Thinking creatively:

- i. identify an artistic
vision
- ii. identify alternatives and perspectives
- iii. demonstrate the
generation of ideas.



on body movements, facial expression, moving

•Voice and body

sophies and ways of life; belief system; rituals and

es, products and social constructions.

thinking creatively

line a clear and feasible artistic intention,

ii. outline alternatives, perspectives,

imaginative solutions.

iii. demonstrate

exploration of ideas through the developmental

process to a point of realization.

Social: Practice empathy

ailed script that inform clear artistic intention

They will think of new alternatives

C. Thinking creatively

- i. outline a clear and feasible artistic intention,
 - ii. outline alternatives, perspectives, and imaginative solutions.
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

•Theatre exercises on body movements,

iliation and leadership.

actively and working collaboratively.

C. Thinking creatively

- i. outline a clear and feasible artistic intention,
- ii. outline alternatives, perspectives, and imaginative solutions,
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Thinking: Formulate factual,

ity.

creative decoration and write a focused and detailed

message.

They will find alternatives and imaginative

C. Thinking creatively

- i. outline a clear and feasible artistic intention,
- ii. outline alternatives, perspectives, and imaginative solutions,
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

•Drama structures and terminology.

•A piece of music, Stage directions, voice
ing a scene. clear communication techniques



C. Thinking creatively
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.

ffectively and purposefully.

Goal: exploring how communication plays an

ailed script that inform clear artistic intention
tudents will be asked to create a feasible and clear

C. Thinking creatively

- 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 a point of realization.