

Subject Group Overview

Performing Arts (MYP 1)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How Arts help define our understanding of the world around us.	Identity	Boundaries, Role, Expression	Identities and relationships Competition and cooperation, Human nature and human dignity, Identity formation, Status, Teams	We will investigate how coming to an understanding of yourself is vital to making sense of where you are going and how creativity can help develop this.	<p>A: Knowing and understanding</p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</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>C: Thinking creatively</p> <p>i. identify an artistic intention</p> <p>iii. demonstrate the exploration of ideas</p> <p>D: Responding</p> <p>ii. recognize that the world contains inspiration or influence for art</p> <p>iii. evaluate certain elements or principles of artwork</p>	<p>Description</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs 	<p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <p>drama: character, time, place, plot, tension, mood, focus, contrast a variety of dramatic forms</p> <p>symbolism and metaphor to explore ideas and perspective</p> <p>personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
What is the role of identity	Identity Time, place and space		Identities and relationships Identity formation, Status, Roles and role models Visual Arts Orientation in space and time Natural and human landscapes and resources, Heritage, Boundaries, Constraints and adaptation, Indigenous understanding	We will explore how, no matter where we come from, our personal narratives, aesthetics, and perspectives help us to identify and communicate who we are.	Arts - Visual Arts B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied	Description Through exploring our identities and communicating who we are as individuals. Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Share ideas with multiple audiences using a variety of digital environments and media	purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony
Interdisciplinary Unit Individuals and societies Visual Arts							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Tell Me a Story	Connections	Boundaries, Composition, Narrative, Play, Role, Audience	Personal and cultural expression Social constructions of reality, Artistry, Creation, Histories of ideas	We will investigate the process by which narrative communicates ideas and expressions of role, reality and relationships between the actor and audience through dramatic composition & creativity.	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 B: Developing skills i. demonstrate the	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for	Developing ideas into a script purposeful application of elements and principles to create meaning in the arts, including but not limited to: dance: body, space, dynamics, time, relationships, form, and movement principles drama: character, time, place, plot, tension, mood, focus, contrast a variety of dramatic forms symbolism and

<p>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> <p>C: Thinking creatively</p> <p>i. identify an artistic intention</p> <p>ii. identify alternatives and perspectives</p> <p>iii. demonstrate the exploration of ideas</p> <p>D: Responding</p> <p>i. identify connections between art forms, art and context, or art and prior learning</p> <p>ii. recognize that the world contains inspiration or influence for art</p> <p>iii. evaluate certain elements or principles of artwork</p>	<p>different purposes and audiences</p> <ul style="list-style-type: none"> • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers and experts using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Write for different purposes • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Bring necessary equipment and supplies to class • IV. Affective skills • Managing state of 	<p>metaphor to explore ideas and perspective</p>
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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Art of Narrative	Communication	Narrative, Play, Presentation, Audience, Role, Boundaries, Expression, Interpretation	<p>Personal and cultural expression</p> <p>Metacognition and abstract thinking, Social constructions of reality, Philosophies and ways of life, Ritual and play, Artistry, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas</p>	We will understand how, through narrative in oral tradition, ideas and information about social constructions of reality can be transferred from generation to generation through creative artistry and play by investigating and retelling stories from different cultures and traditions.	<p>A: Knowing and understanding</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</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>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</p>	<p>mind</p> <ul style="list-style-type: none"> • Mindfulness • Practise strategies to overcome distractions • V. Reflection skills • (Re-)considering the process of learning; choosing and using ATL skills • Develop new skills, techniques and strategies for effective learning • Focus on the process of creating by imitating the work of others • Keep a journal to record reflections <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use intercultural understanding to interpret communication • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Reading, writing and 	<p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>drama: character, time, place, plot, tension, mood, focus, contrast</p> <p>music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</p> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p> <p>choreographic devices</p> <p>drama forms and drama conventions</p> <p>symbolism and</p>

<p>techniques to create, perform and/or present art</p>	<p>using language to gather and communicate information</p>	<p>metaphor to explore ideas and perspective ethical considerations and cultural</p>
<p>C: Thinking creatively</p>	<ul style="list-style-type: none"> • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Organize and depict information logically • Structure information in summaries, essays and reports 	<p>appropriation related to the arts purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p>
<p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p>	<p>Social</p>	<p>drama: character, time, place, plot, tension, mood, focus, contrast</p> <p>music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</p>
<p>D: Responding</p>	<ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Delegate and share responsibility for decision-making • Listen actively to other perspectives and ideas • Encourage others to contribute 	<p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p>
<p>i. outline connections and transfer learning to new settings</p> <p>iii. evaluate the artwork of self and others</p>	<p>Research</p>	<p>a variety of dramatic forms symbolism and metaphor to explore ideas and perspective personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment anthropological origins of humans</p>
	<ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Present information in a variety of formats and platforms • Understand and use technology systems 	<p>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources origins, core beliefs,</p>
	<p>Thinking</p>	

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narratives, practices, and influences of religions, including at least one indigenous to the Americas social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas the urbanization and migration of people global poverty and inequality issues, including class structure and gender regional and international conflict

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
It's Show Time! Interdisciplinary Unit Visual Arts Design	Creativity	Arts - Performing Arts Audience, Genre, Narrative, Style Arts - Visual Arts Style, Visual culture, Narrative, Presentation Design - Design Adaptation, Form	Personal and cultural expression Artistry, Creation	We will investigate how we share narratives and ideas through performance, and what creative factors are needed to make a performance come to life.		Description Communication Self-management	

Performing Arts (MYP 2)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How Arts help define our understanding of the world around us.	Identity	Boundaries, Role, Expression	Identities and relationships Competition and cooperation, Human nature and human	We will investigate how coming to an understanding of yourself is vital to making sense of where you are going and how	A: Knowing and understanding i. demonstrate awareness of the art form studied, including the use of appropriate language	Description Social <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Use social media 	purposeful application of elements and principles to create meaning in the arts, including but not limited to: drama: character, time,

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
			dignity, Identity formation, Status, Teams	creativity can help develop this.	ii. demonstrate awareness of the relationship between the art form and its context B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied C: Thinking creatively i. identify an artistic intention iii. demonstrate the exploration of ideas D: Responding ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork	networks appropriately to build and develop relationships <ul style="list-style-type: none"> Practise empathy Delegate and share responsibility for decision-making Help others to succeed Take responsibility for one's own actions Manage and resolve conflict and work collaboratively in teams Build consensus Make fair and equitable decisions Listen actively to other perspectives and ideas Negotiate effectively Encourage others to contribute Exercise leadership and take on a variety of roles within groups Give and receive meaningful feedback Advocate for one's own rights and needs 	place, plot, tension, mood, focus, contrast a variety of dramatic forms symbolism and metaphor to explore ideas and perspective personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
Stimulus - Myths and Legends - Ancient Narratives or Religious Texts?	Communication	Play, Style, Visual culture, Composition	Personal and cultural expression Social constructions of reality, Belief systems, Ritual and play, Artistry, Practice and competency, Creation, Systems and institutions, Histories of	Using common visual language we can play with social constructs of reality and belief systems as part of a complex performance artistry.	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	Description Self-management <ul style="list-style-type: none"> III. Organization skills Managing time and tasks effectively Create plans to prepare for summative assessments (examinations and 	

ideas

or displaced contexts

B: Developing skills

- 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

C: Thinking creatively

- i. outline a clear and feasible artistic intention
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization

D: Responding

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

performances)

- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- Resilience
- Practise “bouncing back” after adversity, mistakes and failures
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Identify strengths

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	Research ATL skills	Content (topics, knowledge, skills)
The Art of Narrative	Communication	Narrative, Play, Presentation, Audience, Role, Boundaries, Expression, Interpretation	<p>Personal and cultural expression</p> <p>Metacognition and abstract thinking, Social constructions of reality, Philosophies and ways of life, Ritual and play, Artistry, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas</p>	We will understand how, through narrative in oral tradition, ideas and information about social constructions of reality can be transferred from generation to generation through creative artistry and play by investigating and retelling stories from different cultures and traditions.	<p>A: Knowing and understanding</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</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>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> <p>C: Thinking creatively</p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p> <p>D: Responding</p>	<p>and weaknesses of personal learning strategies (self-assessment)</p> <p>Research</p> <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences Reading, writing and using language to gather and communicate information Paraphrase accurately and concisely Preview and skim texts to build understanding Organize and depict information logically Structure information in summaries, essays and reports 	<p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>drama: character, time, place, plot, tension, mood, focus, contrast</p> <p>music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</p> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p> <p>choreographic devices</p> <p>drama forms and drama conventions</p> <p>symbolism and metaphor to explore ideas and perspective</p> <p>ethical considerations and cultural appropriation related to the arts</p> <p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <p>drama: character, time, place, plot, tension, mood, focus, contrast</p>

i. outline connections and transfer learning to new settings	Social	music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
iii. evaluate the artwork of self and others	<ul style="list-style-type: none">• II. Collaboration skills• Working effectively with others• Delegate and share responsibility for decision-making• Listen actively to other perspectives and ideas• Encourage others to contribute Research <ul style="list-style-type: none">• VI. Information literacy skills• Finding, interpreting, judging and creating information• Present information in a variety of formats and platforms• Understand and use technology systems Thinking	processes, materials, movements, technologies, tools, strategies, and techniques to support creative works a variety of dramatic forms symbolism and metaphor to explore ideas and perspective personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment anthropological origins of humans human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas the urbanization and migration of people global poverty and inequality issues,

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Once upon a time in North America	Identity	Genre, Narrative, Presentation, Role, Audience, Composition, Expression	Fairness and development Power and privilege, Imagining a hopeful future, Democracy, Politics, Government and civil society, Inequality, Rights, Civic responsibility and the public sphere, Peace and conflict management, Security and freedom, Ecology and disparate impact	We will investigate the interaction between cultures through the prism of storytelling and devising short film based narratives that reflect the identity and the experiences between communities affected by internal and external ecological impacts and events.	<p>A: Knowing and understanding</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</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>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> <p>C: Thinking creatively</p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p> <p>D: Responding</p> <p>i. outline connections</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Participate in, and contribute to, digital social media networks • Share ideas with multiple audiences using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Write for different purposes • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for 	<p>including class structure and gender regional and international conflict</p> <p>Content (topics, knowledge, skills)</p> <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>drama: character, time, place, plot, tension, mood, focus, contrast</p> <p>music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</p> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p> <p>drama forms and drama conventions</p> <p>image development strategies</p> <p>symbolism and metaphor to explore ideas and perspective</p> <p>ethical considerations and cultural appropriation related to the arts</p> <p>personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>

and transfer learning to new settings
 ii. create an artistic response inspired by the world around them
 iii. evaluate the artwork of self and others

academic writing tasks

Subject specific skills, knowledge and understandings

- XI. Subject specific skills
- Custom ATL skills
- Other

Performing Arts (MYP 3)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How Arts help define our understanding of the world around us.	Identity	Boundaries, Role, Expression	Identities and relationships Competition and cooperation, Human nature and human dignity, Identity formation, Status, Teams	We will investigate how coming to an understanding of yourself is vital to making sense of where you are going and how creativity can help develop this.	<p>A: Knowing and understanding</p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</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>C: Thinking creatively</p> <p>i. identify an artistic intention</p> <p>iii. demonstrate the exploration of ideas</p> <p>D: Responding</p> <p>ii. recognize that the world contains inspiration or influence for art</p> <p>iii. evaluate certain elements or principles of artwork</p>	<p>Description</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to 	<p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <p>drama: character, time, place, plot, tension, mood, focus, contrast a variety of dramatic forms</p> <p>symbolism and metaphor to explore ideas and perspective</p> <p>personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How performance reflects our "plight" ...the human comedy Interdisciplinary Unit Individuals and societies	Communication	Arts - Performing Arts Play, Presentation, Audience, Boundaries, Composition, Genre Individuals and societies - Individuals and societies Power, Processes, Causality (cause and consequence), Choice, Culture, Identity, Perspective	Personal and cultural expression Metacognition and abstract thinking, Belief systems, Ritual and play, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas Individuals and societies	We will discover, through an investigation into comedy how creative thinking produces new ways of imagining, recognising, recounting and presenting stories to an audience, and how what may be seen as divergent thinking by some can profoundly affect the systems and institutions of greater society.	Arts - Performing Arts A: Knowing 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 B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours D: Responding i. construct meaning and transfer learning to new settings iii. critique the artwork of self and others	contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use a variety of media to communicate with a range of audiences • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers and experts using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works contributions of innovative artists from a variety of genres, communities, times, and places the ethics of cultural appropriation and plagiarism the roles of artists and audiences in a variety of contexts traditional and contemporary Aboriginal worldviews and crosscultural perspectives as communicated through visual arts contributions of

Individuals and societies - Individuals and societies

A: Knowing and understanding

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B: Investigating

- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

C: Communicating

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- iii. document sources of information using a recognized convention

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iv. interpret different

sources for information and for pleasure

- Make inferences and draw conclusions
- Preview and skim texts to build understanding
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Keep and use a

innovative artists from a variety of styles, genres, contexts, and movements the ethics of cultural appropriation and plagiarism

perspectives and their implications

weekly planner for assignments

- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- Emotional management
- Resilience
- Practise “failing well”
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider personal learning strategies

- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?
- Consider ethical, cultural and environmental implications

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Use critical literacy skills to analyse and interpret media communications
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize,

analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

- Seek a range of perspectives from multiple and varied sources

Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)	
The Art of Staging.	Communication	Role, Representation, Style, Audience, Genre, Narrative, Play	Identities and relationships Personal efficacy and agency, Happiness and the good life, Health and well-being, Human nature and human dignity, Consciousness and mind, Identity formation, Self-esteem, Status, Roles and role models, Teams, Attitudes, Motivation	We will investigate the communication of ideas information and meaning through the dramatic process to find out if has the power to engage audiences in serious debate by developing and articulating ideas on ethical & moral questions and dilemmas.	A: Knowing 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 artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of	unfamiliar situations • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Transfer current knowledge to learning of new technologies Subject specific skills, knowledge and understandings	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Negotiate ideas and knowledge with peers and teachers • Participate in, and	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works contributions of innovative artists from a variety of genres, communities, times, and places personal and social

the art form studied
 ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively

ii. demonstrate a range and depth of creative-thinking behaviours

D: Responding

i. construct meaning and transfer learning to new settings

iii. critique the artwork of self and others

contribute to, digital social media networks

- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Make inferences and draw conclusions
- Write for different purposes
- Paraphrase accurately and concisely
- Make effective summary notes for studying

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class

responsibility associated with creating, performing, and responding in the arts
 the ethics of cultural appropriation and plagiarism
 manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
 dance: body, space, dynamics, time, relationships, form, and movement principles
 drama: character, time, place, plot, tension, mood, focus, contrast, balance
 music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
 visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
 processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
 choreographic devices

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
And Waddya Know... You Gotta Show!!	Aesthetics	Expression, Presentation, Visual culture, Audience	Personal and cultural expression Artistry, Craft, Creation, Beauty, Practice and competency	We will investigate how we critically and appreciate and analyse perceptions of culture through the development of a live school-wide/ online staged showcase of talents, competences and creativity, looking at how to present and express ideas in a visual and crafted fashion.	A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork	<ul style="list-style-type: none"> IV. Affective skills Managing state of mind Perseverance Demonstrate persistence and perseverance Emotional management Practise strategies to reduce stress and anxiety Self-motivation Practise positive thinking Resilience Practise “bouncing back” after adversity, mistakes and failures V. Reflection skills (Re-)considering the process of learning; choosing and using ATL skills Demonstrate flexibility in the selection and use of learning strategies 	drama forms and drama conventions image development strategies symbolism and metaphor to explore ideas and perspective ethical considerations and cultural appropriation related to the arts personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
						Description Self-management <ul style="list-style-type: none"> III. Organization skills Managing time and tasks effectively Plan short- and long-term assignments; meet deadlines Plan strategies and take action to achieve personal and academic goals Use appropriate strategies for 	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts contributions of innovative artists from a variety of genres,

B: Developing skills

- 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

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

D: Responding

- i. construct meaning and transfer learning to new settings
- iii. critique the artwork of self and others

organizing complex information

- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise strategies to develop mental focus
- Perseverance
- Practise delaying gratification
- Emotional management
- Practise strategies to reduce stress and anxiety
- Resilience
- Practise dealing with disappointment and unmet expectations
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?

communities, times, and places
 personal and social responsibility associated with creating, performing, and responding in the arts
 manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
 dance: body, space, dynamics, time, relationships, form, and movement principles
 drama: character, time, place, plot, tension, mood, focus, contrast, balance
 music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
 choreographic devices
 drama forms and drama conventions
 notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions
 ethical considerations and cultural appropriation related to the arts

Subject Group Overview

Performing Arts (MYP 4)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p>The Ghost Hotel - Short Films based on research / investigation into a location attendant personal narratives</p> <p>Interdisciplinary Unit Individuals and societies Mathematics Visual Arts Design</p>	<p>Creativity Form Identity</p>	<p>Arts - Performing Arts Audience, Expression, Visual culture</p> <p>Arts - Visual Arts Genre, Innovation</p> <p>Design - Design Collaboration</p>	<p>Personal and cultural expression</p> <p>Creation, Metacognition and abstract thinking, Social constructions of reality, Ritual and play, Belief systems, Analysis and argument, Histories of ideas, Practice and competency</p> <p>Individuals and societies, Mathematics, Visual Arts, Design</p>	<p>We will investigate outdoor staging using the landscape and the physical features, through a collaboration with Maths (budgeting and costing) Design (creation of the various scares and use of lighting ext) , Performing and Visual Arts in the form of the use of costume, masks and imagery in the woods, in order to devise and plan the creation of an immersive theatrical experience in a "Haunted Woods", using physical space and and cultural knowledge, including First Nations drumming to deliver an experience for the audience and actors alike!</p>	<p>Arts - Performing Arts A: Knowing and understanding</p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</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> <p>C: Thinking creatively</p> <p>i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>ii. demonstrate a range and depth of creative-</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/ notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology 	<p>for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts the ethics of cultural appropriation and plagiarism</p>

thinking behaviours
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

effectively and productively

Individuals and societies - Individuals and societies

A: Knowing and understanding

i. use a wide range of terminology in context
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B: Investigating

i. formulate a clear and focused research question and justify its relevance
ii. formulate and follow an action plan to investigate a research question
iii. use research methods to collect and record appropriate, varied and relevant information
iv. evaluate the research process and results

C: Communicating

i. communicate information and ideas effectively using an appropriate style for the

audience and purpose
ii. structure information and ideas in a way that is appropriate to the specified format
iii. document sources of information using a recognized convention

Arts - Visual Arts

A: Knowing 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

B: Developing skills

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

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

Design - Design

A: Inquiring and analysing

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research

B: Developing ideas

- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C: Creating the solution

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution,

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How performance reflects our "plight"...the human comedy Interdisciplinary Unit Individuals and societies	Communication	Arts - Performing Arts Play, Presentation, Audience, Boundaries, Composition, Genre Individuals and societies - Individuals and societies Power, Processes, Causality (cause and consequence), Choice, Culture, Identity, Perspective	Personal and cultural expression Metacognition and abstract thinking, Belief systems, Ritual and play, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas Individuals and societies	We will discover, through an investigation into comedy how creative thinking produces new ways of imagining, recognising, recounting and presenting stories to an audience, and how what may be seen as divergent thinking by some can profoundly affect the systems and institutions of greater society.	which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution Arts - Performing Arts A: Knowing 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 B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours D: Responding i. construct meaning and transfer learning to new settings iii. critique the artwork of self and others	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use a variety of media to communicate with a range of audiences • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers and experts using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for information and for	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works contributions of innovative artists from a variety of genres, communities, times, and places the ethics of cultural appropriation and plagiarism the roles of artists and audiences in a variety of contexts traditional and contemporary Aboriginal worldviews and crosscultural perspectives as communicated through visual arts contributions of innovative artists from a variety of styles, genres,

Individuals and societies - Individuals and societies

A: Knowing and understanding

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B: Investigating

- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

C: Communicating

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- iii. document sources of information using a recognized convention

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iv. interpret different

- pleasure
- Make inferences and draw conclusions
- Preview and skim texts to build understanding
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Keep and use a weekly planner for assignments

contexts, and movements the ethics of cultural appropriation and plagiarism

perspectives and their implications

- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- Emotional management
- Resilience
- Practise “failing well”
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider personal learning strategies
- How can I become more flexible in my

choice of learning strategies?

- What factors are important for helping me learn well?
- Consider ethical, cultural and environmental implications

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Use critical literacy skills to analyse and interpret media communications
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and

ethically use information from a variety of sources and media (including digital social media and online networks)

- Seek a range of perspectives from multiple and varied sources

Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations
- Compare conceptual

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Lovers Torn Asunder?	Creativity Perspective	Presentation, Role, Structure, Visual culture, Audience, Interpretation, Narrative	Personal and cultural expression Metacognition and abstract thinking, Ritual and play, Artistry, Critical literacy, Histories of ideas	Universal themes about human nature can transcend the historical and cultural contexts of dramatic and narrative texts, allowing audiences and artists to interpret and communicate their understanding of ideas in a variety of creative ways.	A: Knowing 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 artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the	understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Transfer current knowledge to learning of new technologies Subject specific skills, knowledge and understandings	Developing knowledge and awareness of The History of the theatre The origin of the Play within the Play. The legend of Theseus Understanding of contextual knowledge regarding Shakespeare

application of skills and techniques to create, perform and/or present art

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

D: Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response which intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

peers and teachers

- Collaborate with peers and experts using a variety of digital environments and media

- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Paraphrase accurately and concisely
- Make effective summary notes for studying

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Bring necessary equipment and

- supplies to class
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise focus and concentration
- Practise strategies to overcome distractions
- Perseverance
- Practise delaying gratification
- Emotional management
- Practise strategies to reduce stress and anxiety
- Resilience
- Practise “bouncing back” after adversity, mistakes and failures
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider ATL skills development
- What can I already do?
- What will I work on next?
- Consider personal learning strategies
- What factors are important for helping

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Art of Staging.	Communication	Role, Representation, Style, Audience, Genre, Narrative, Play	Identities and relationships Personal efficacy and agency, Happiness and the good life, Health and well-being, Human nature and human dignity, Consciousness and mind, Identity formation, Self-esteem, Status, Roles and role models, Teams, Attitudes, Motivation	We will investigate the communication of ideas information and meaning through the dramatic process to find out if has the power to engage audiences in serious debate by developing and articulating ideas on ethical & moral questions and dilemmas.	A: Knowing 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 artwork B: Developing skills 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 C: Thinking creatively	me learn well? <ul style="list-style-type: none"> Focus on the process of creating by imitating the work of others Consider ethical, cultural and environmental implications Keep a journal to record reflections Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Negotiate ideas and knowledge with peers and teachers Participate in, and contribute to, digital social media networks Collaborate with peers and experts using a variety of digital environments 	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works contributions of innovative artists from a variety of genres, communities, times, and places personal and social responsibility associated with creating, performing, and responding in the arts the ethics of cultural appropriation and

ii. demonstrate a range and depth of creative-thinking behaviours
D: Responding
 i. construct meaning and transfer learning to new settings
 iii. critique the artwork of self and others

- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Make inferences and draw conclusions
- Write for different purposes
- Paraphrase accurately and concisely
- Make effective summary notes for studying

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- IV. Affective skills
- Managing state of mind
- Perseverance
- Demonstrate persistence and perseverance

plagiarism
 manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
 dance: body, space, dynamics, time, relationships, form, and movement principles
 drama: character, time, place, plot, tension, mood, focus, contrast, balance
 music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
 visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
 processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
 choreographic devices
 drama forms and drama conventions
 image development strategies
 symbolism and metaphor to explore ideas and perspective

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
And Waddya Know... You Gotta Show!!	Aesthetics	Expression, Presentation, Visual culture, Audience	Personal and cultural expression Artistry, Craft, Creation, Beauty, Practice and competency	We will investigate how we critically and appreciate and analyse perceptions of culture through the development of a live school-wide/ online staged showcase of talents, competences and creativity, looking at how to present and express ideas in a visual and crafted fashion.	A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the	<ul style="list-style-type: none"> Emotional management Practise strategies to reduce stress and anxiety Self-motivation Practise positive thinking Resilience Practise “bouncing back” after adversity, mistakes and failures V. Reflection skills (Re-)considering the process of learning; choosing and using ATL skills Demonstrate flexibility in the selection and use of learning strategies 	<ul style="list-style-type: none"> ethical considerations and cultural appropriation related to the arts personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

application of skills and techniques to create, perform and/or present art

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

D: Responding

- i. construct meaning and transfer learning to new settings
- iii. critique the artwork of self and others

- Managing state of mind
- Mindfulness
- Practise strategies to develop mental focus
- Perseverance
- Practise delaying gratification
- Emotional management
- Practise strategies to reduce stress and anxiety
- Resilience
- Practise dealing with disappointment and unmet expectations
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider ATL skills development
- What can I already do?
- How can I share my skills to help peers who need more practice?

arts manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
 dance: body, space, dynamics, time, relationships, form, and movement principles
 drama: character, time, place, plot, tension, mood, focus, contrast, balance
 music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
 choreographic devices
 drama forms and drama conventions
 notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions
 ethical considerations and cultural appropriation related to the arts