



Johnston Heights Secondary



Course outline

Arts 9

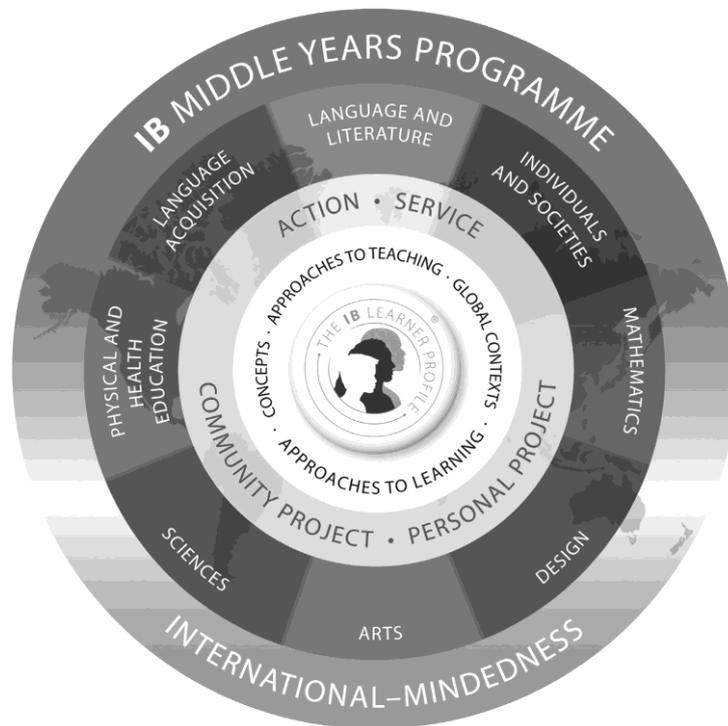
IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Middle Years Programme Model

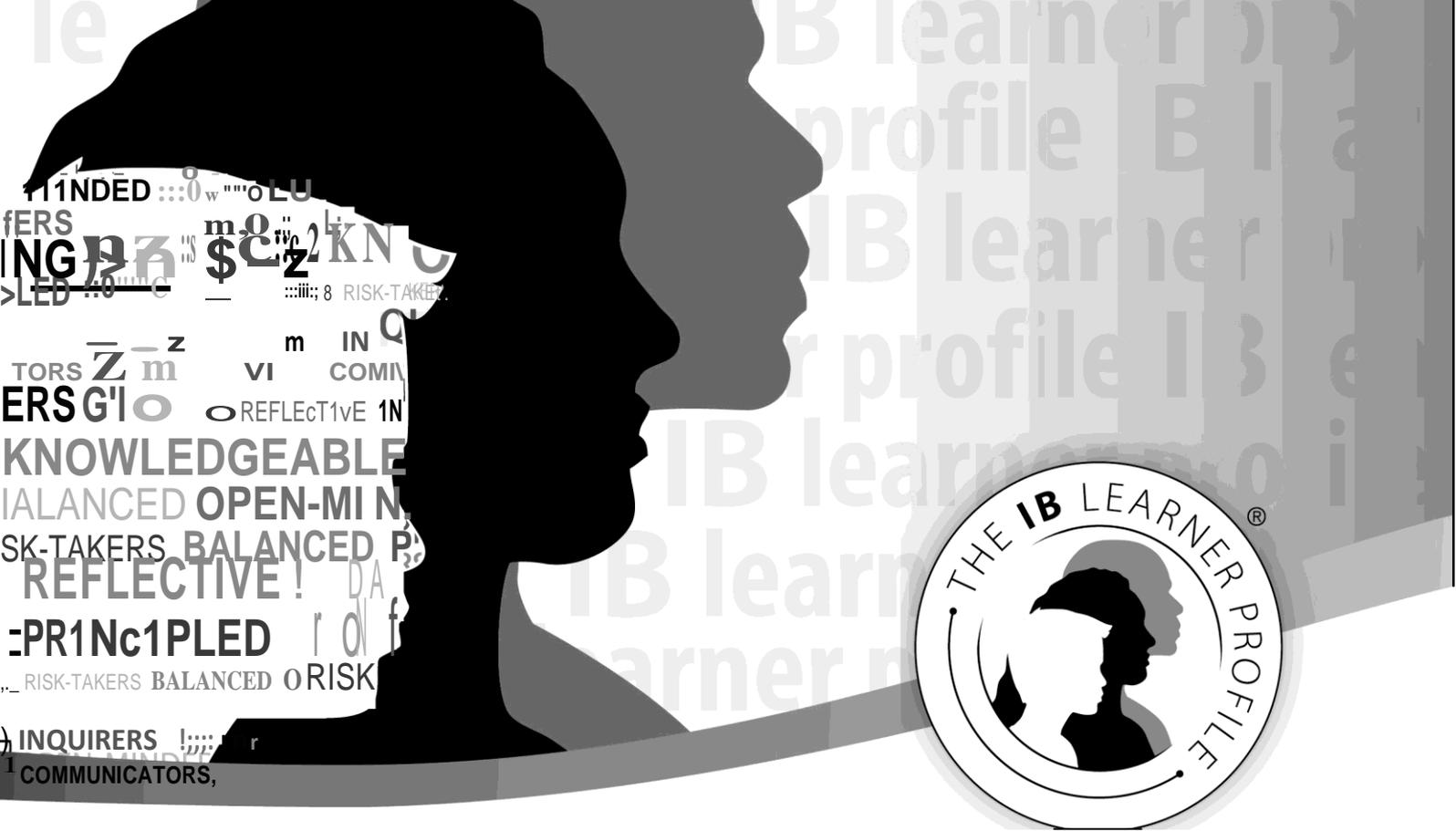


The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes** and **skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of**

learning.



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Arts 9

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

A. Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

- 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

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

In order to reach the aims of arts, students should be able to:

- 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

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:

- 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

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings.

Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

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

Conceptual understanding

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter, or place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of arts.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the arts (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of arts are **aesthetics, identity, change** and **communication**.

These key concepts provide a framework for arts, informing units of work and helping to organize teaching and learning.

Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.

In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.

Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.

In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).

Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.

Other key concepts can also be important in arts. **Creativity, culture, form, perspective, relationships**, as well as **time, place and space**, are all key concepts easily applied in arts units of study.

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in arts			
Visual arts			
Audience	Expression	Interpretation	Representatio
Boundaries	Genre	Narrative	Style
Composition	Innovation	Presentation	Visual culture
Performing arts			
Audience	Expression	Interpretation	Presentation
Boundaries	Genre	Narrative	Role
Composition	Innovation	Play	Structure

Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP mathematics can develop meaningful explorations of:

- identities and relationships
Who I am? Who are we?
- orientation in space and time
What is the meaning of ‘when’ and ‘where’?
- personal and cultural expression
What is the nature and purpose of creative expression?
- scientific and technical innovation
How do we understand the world in which we live?
- globalization and sustainability
How is everything connected?
- fairness and development
What are the consequences of our common humanity?

Course Content and MYP Units

(See attachments)

Criterion A: Knowing and understanding Year 3

Maximum: 8

At the end of year 3, students should be able to:

- 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3–4	The student: <ol style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5–6	The student: <ol style="list-style-type: none"> i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.
7–8	The student: <ol style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills Year 3

Maximum: 8

At the end of year 3, students should be able to:

- 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. demonstrates limited acquisition and development of the skills and techniques of the art form studiedii. demonstrates limited application of skills and techniques to create, perform and/or present art.
3–4	The student: <ol style="list-style-type: none">i. demonstrates adequate acquisition and development of the skills and techniques of the art form studiedii. demonstrates adequate application of skills and techniques to create, perform and/or present art.
5–6	The student: <ol style="list-style-type: none">i. demonstrates substantial acquisition and development of the skills and techniques of the art form studiedii. demonstrates substantial application of skills and techniques to create, perform and/or present art.
7–8	The student: <ol style="list-style-type: none">i. demonstrates excellent acquisition and development of the skills and techniques of the art form studiedii. demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively Year 3

Maximum: 8

At the end of year 3, students should be able to:

- 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3–4	The student: <ol style="list-style-type: none"> i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5–6	The student: <ol style="list-style-type: none"> i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization.
7–8	The student: <ol style="list-style-type: none"> i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding Year 3

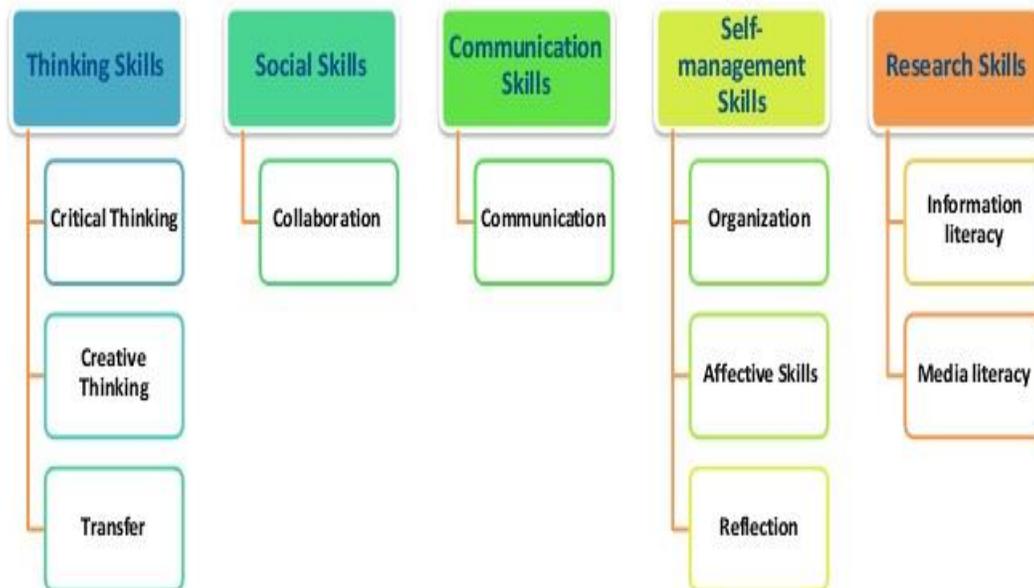
Maximum: 8

At the end of year 3, students should be able to:

- 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. presents a limited outline of connections and may transfer learning to new settings ii. creates a limited artistic response that is possibly inspired by the world around him or her iii. presents a limited evaluation of the artwork of self and others.
3–4	The student: <ol style="list-style-type: none"> i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response that is occasionally inspired by the world around him or her iii. presents an adequate evaluation of the artwork of self and others.
5–6	The student: <ol style="list-style-type: none"> i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response that is regularly inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others.
7–8	The student: <ol style="list-style-type: none"> i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others.

Learning Skills in the MYP – ATL Skills



Think about how the framework above might develop all aspects of skills needed by the 21st century learner!