

Grade Level	Unit 1
	<p><b>Title/Theme:</b> Silent nature</p> <p><b>Content, Standard:</b> Understand and apply media, mechanisms and processes. Uses two</p> <p><b># of weeks:</b> 9weeks</p> <p><b>Key Concept(s):</b> Identity</p> <p><b>Related Concept(s):</b> Style - Configuration</p> <p><b>Global Context:</b> Hobbies a</p> <p><b>Statement of Inquiry:</b> The p skills gained .</p> <p><b>MYP Objectives:</b> <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>B. Developing skills:</b></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 principles of art and 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

**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 discusses the various color and color 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)**

	<b>Title/Theme:</b> Drawing and coloring on glass
2D- and three-dimensional modes to communicate ideas,	<b>Content, Standard:</b> the artwork. The artist considers media and process
	<b># of weeks:</b> 9weeks
	<b>Key Concept(s):</b> Aesthetics
	<b>Related Concept(s):</b> Configuration and type
and Relationships (Make up identity, self-esteem, status and roles)	<b>Global Context:</b> and beauty ).
process of artistic creativity in good configuration shows the style and	<b>Statement of Inquiry:</b> good expressio
<b>Thinking creatively:</b>  A. show the acquisition and development of the  r presentation of the artwork.	<b>MYP Objectives :</b> 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><b>ATL Skills:</b> Focus on the process of innovation by following the world</p> <p><b>Social skills</b> Encourage others to contribute.</p>
<p>in which he expresses his / her knowledge and understanding of the art and culture through the ages through works by international artists</p>	<p><b>Assessment Task With Criteria:</b> - The implementation of student and his / her style of handling raw material .</p>
<p><b>B. Developing skills:</b> 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><b>Assessment Task With Criteria:</b><b>B. Developing skills:</b> A- Identifying excellent links between artistic forms, art, and learning. B- Excellent realization that the world contains inspiration C- Evaluation of specific elements or principles of the art</p>
	<p><b>Title/Theme:</b> Clay modeling</p>

<p>.Select and apply his / her knowledge of the elements</p>	<p><b>Content, Standards :</b></p> <p>.Understand and</p>
	<p><b># of weeks:</b> 9 weeks</p>
	<p><b>Key Concept(s):</b> change</p>
	<p><b>Related Concept(s):</b> Style - Configuration</p>
<p>; philosophy of beliefs; rituals and ways of life; belief systems, rituals</p>	<p><b>Global Context :</b> Orientation in space and time (The Fc time and place ) ☒</p>
<p>and express a particular culture and civilization</p>	<p><b>Statement of Inquiry:</b>Raw materials modeling changes</p>
	<p><b>MYP Objectives</b></p>
<p><b>B. Developing skills</b>  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><b>D. Responding</b>  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><b>ATL Skills:thinking skills</b>  Consider multiple thoughts and perspectives  <b>Self-management skills</b>  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><b>Content, Standards:</b> select and apply his / her know through works of art</p>
	<p><b># of weeks:</b> 9 weeks</p>
	<p><b>Key Concept(s):</b> Aesthetics</p>
	<p><b>Related Concept(s):</b> Visual culture - borders</p>
	<p><b>Global Context:</b> Globalization and Sustainability ( Co</p>
<p>a composition that transcends time and space .</p>	<p><b>Statement of Inquiry:</b> Self-expression in the aesthetic traditions.</p>
<p><b>MYP Objectives</b></p>	
<p><b>B. Developing skills</b>  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><b>D. Responding</b>  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><b>ATL Skills: self-management skills</b>  - 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><b>Assessment Task With Criteria:</b></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>B. Developing skills</b></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><b>D. Responding</b></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><b>Title/Theme :</b> Nottan</p>	

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

<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><b>Assessment Task With Criteria:</b> Producing paintings using a presentation on the art of the Nautans shows their knowledge</p>
<p><b><i>B. Developing skills</i></b></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><b><i>D. Responding</i></b></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><b><i>D. Responding:</i></b>                      ct or art and prior learning.                      nfluence in art.                      work  <b><i>A. Knowing and understanding:</i></b>                      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  
n or influence in art.  
work.

***A. Knowing and understanding:***

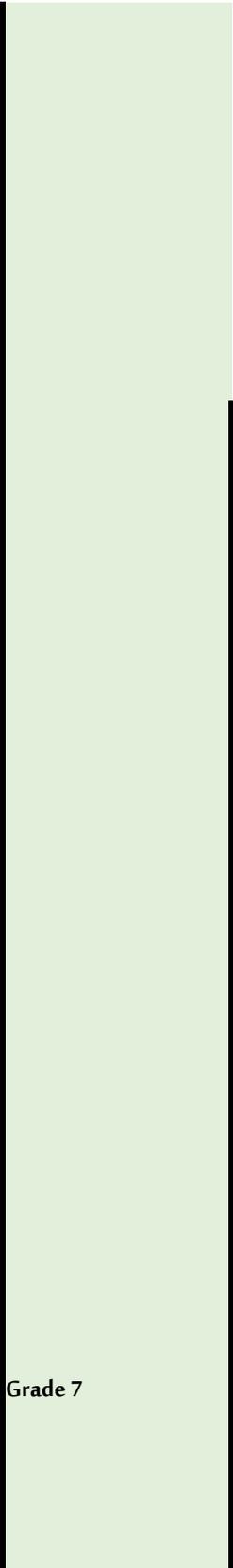
- A- Show excellent understanding of the artistic form they have studied, including the use of the appropriate language
- B- Show excellent awareness of relationship between the artistic form and the context.
- C. Show excellent understanding of the links between knowledge gained and innovative artwork.

.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	<b><i>A. Knowledge and understanding</i></b> 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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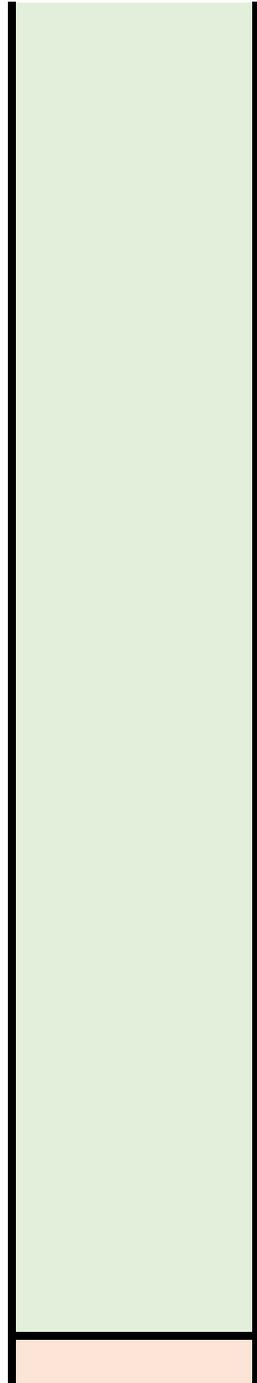
Grade 7

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

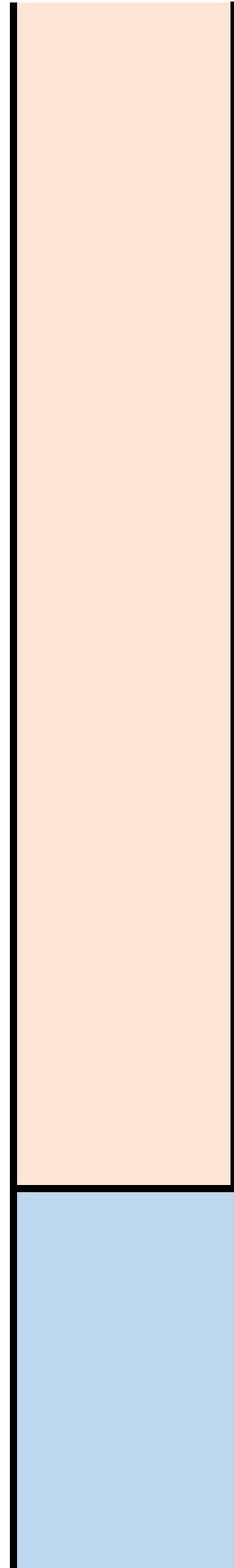
their understanding of the concept of mask art through a presentation containing analysis of artworks of mask art. Links between the search for masks with different their destination according to the evaluation form

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.





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.

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isms, and processes used in artwork

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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.

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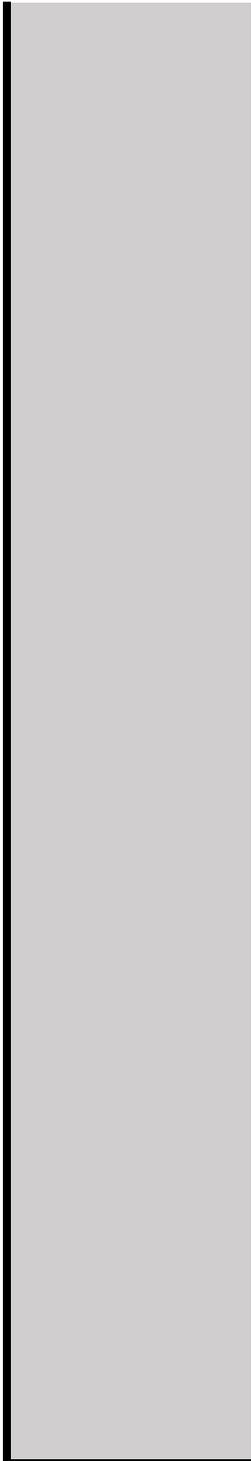
is or influence the world	<b><i>Knowledge and Understanding:</i></b> A- Show of their knowledge of the artistic form they have studied. including concepts, processes and the use of the terms related to the material. B- Show their understanding of the role of the artistic form in the original or substituted 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. ☐

**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 o  
 •How to practice attentive listening and receiving feedback on performances. •Critical reading, gathering and commur  
 •Drama Glossary

**# of weeks:** 9 weeks

**Key Concept(s):** Communication

**Related Concept(s):** Audience, boundries

**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 attitudes l

**MYP Objectives**

<p><b>MYP Objectives:</b></p> <p><b>A. Knowing and understanding</b></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><b>D. Responding</b></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 knowled

**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><b>A. Knowing and understanding</b></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><b>D. Responding</b></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. ☒

<b>CRITERIA.</b>	<b><i>A. knowledging and understanding</i></b>	<b><i>D. Responding</i></b>
	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)**

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

Give and receive	<p><b>ATL skills:</b> <i>Communicative</i></p> <p>Use a variety of media to communicate with a range of audiences.</p> <p><b>Social:</b> Listen actively to other</p>	
<p>communicated throughout time.</p> <p>stages, in your presentation</p> <p>ledge of drama terminology.</p>	<p><b>Assessment Task With Criteria: -</b> <b>Goal:</b> 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><b>Assessment Task With Criteria:</b></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>B. Developing skills:</b></p> <p>ii. demonstrate the application of</p> <p><b>C. T</b></p> <p>inten</p> <p>persp</p> <p>the e.</p>
<p><b>Title/Theme:</b> Characterization</p>		

<p>f staging and performing a communicating information.</p>	<p><b>Content:</b> • 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><b># of weeks:</b> 9 weeks</p>	
	<p><b>Key Concept(s):</b> Identity</p>	
	<p><b>Related Concept(s):</b> Presentation, role</p>	
<p>the good life.</p>	<p><b>Global Context:</b> Personal and Cultural Expression: Social Constructions of reality; phi play</p>	
<p>between them.</p>	<p><b>Statement of Inquiry:</b> Identities can be expressed through presentations , character i</p>	
<p><b>MYP Objectives</b></p>		
<p>ansfer learning to new tic response inspired by the iii. evaluate the</p>	<p><b>MYP Objectives:</b> <b>B. Developing skills</b> 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><b>C. Th</b> i. out and i the e. procc</p>
<p>ge with peers and teachers.</p>	<p><b>ATL Skills:</b> 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><b>Assessment Task With Criteria:-</b></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>B. Developing skills:</b></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><b>Content,</b></p> <ul style="list-style-type: none"> <li>•Theatre games</li> <li>around the room.</li> <li>•Elements of characterization</li> <li>techniques, theatre games.</li> <li>•Interaction with audience</li> <li>•Interacting with other characters</li> <li>•Taking on the role of a character</li> <li>•Elements of drama: role, character and relationships, situation</li> <li>•Drama Glossary</li> </ul>	
	<p><b># of weeks:</b> 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><b>MYP Objectives</b></p>		
<p>ansfer learning to new ic response inspired by the iii. evaluate the</p>	<p><b>B. Developing skills</b></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><b>C. T</b></p> <p>i. out and i the e: proce</p>
<p>edge with peers and</p>	<p><b>ATL Skills:</b></p> <p><b>Self- management:</b> Bring necessary equipment and supplies to class.</p>	

<p>storytellers and audience</p> <p>relationship with them while</p> <p>artistic response.</p>	<p><b>Assessment Task With Criteria :</b></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>B. Developing skills</b></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><b>Title/Theme :</b> Let's work together</p> <p><b>Content:</b></p> <p>facial expression, gestures and postures.</p> <ul style="list-style-type: none"> <li>•Practice on projecting voice, pace and accent.</li> <li>•Elements of drama: setting, character and relationships, situation</li> </ul> <p>Ensemble drama production</p> <ul style="list-style-type: none"> <li>•Skills necessary to build community ensemble.</li> </ul> <p><b>#of week:</b> 9 weeks</p>
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<p>and exchange</p> <p>ersonal and cultural</p>	<p><b>Key Concept(s):</b> Identity, communication</p> <p><b>Related Concept(s):</b> composition, presentation</p> <p><b>Global Context:</b> Identities and relationships :competition and cooperation, teams aff</p> <p><b>Statement of Inquiry:</b> Different identities can build ensemble by communicating effe</p>
<p><b>MYP Objectives</b></p>	
<p>; to new settings</p> <p>e world</p>	<p><b>B. Developing skills</b></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><b>ATL Skills:</b></p> <p><b>Communication:</b> 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><b>Assessment Task With Criteria :</b></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</p> <p>Students will be asked to outline a feasible artistic intention.</p> <p>solutions.</p>
<p>g to new settings,</p> <p>e world around them,</p>	<p><b>B. Developing skills</b></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><b>Title/Theme :</b> Silent acting</p>

attentive listening and ing with partners.	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>•The way in which silent acting can be produced</li> <li>•The history of silent acting/ miming</li> <li>•Performance techniques.</li> <li>and body techniques, theatre games.</li> <li>•The process of staging and perform</li> </ul>
	<b># of weeks:</b> 9 weeks
	<b>Key Concept(s):</b> Communication
	<b>Related Concept(s):</b> Role
	<b>Global Context:</b> personal and cultural expression, Artistry, craft, creation, beauty
	<p><b>Statement of Inquiry:</b></p> <p>A Character's role can be clearly expressed without any verbal communication.</p>
<b>MYP Objectives</b>	
to new settings ) reflect or impact on the	<p><b>B. Developing skills</b></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><b>ATL Skills:</b></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><b>Assessment Task With Criteria:</b></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>o reflect or impact on the</p>	<p><b>B. Developing skills</b></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.

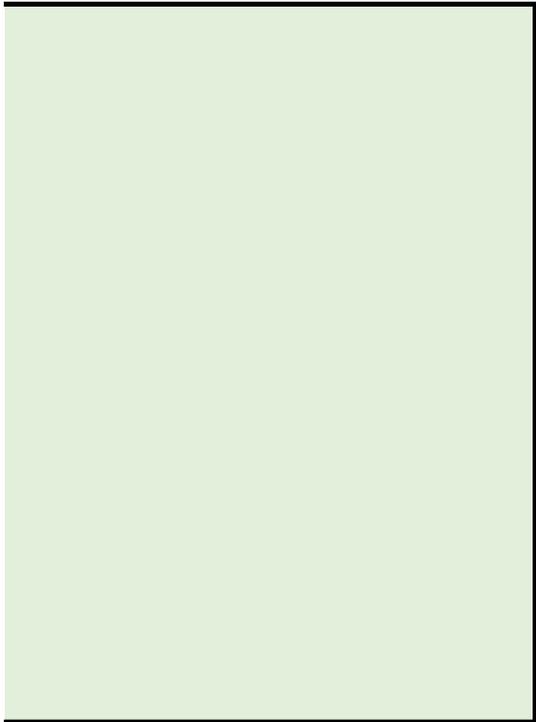
body movements, facial expression, moving around the  
•Voice and body techniques,

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
- tion ii. identify alternatives and perspectives
- iii. demonstrate the

ration 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

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***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.