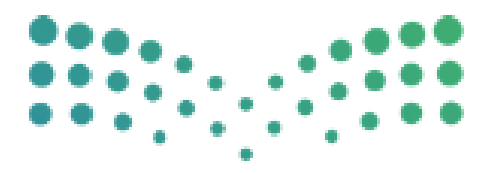




مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعلّمي غير ربحي
A not-for-profit learning community



وزارة التعليم
Ministry of Education

MYP Arts Subject Overview



Subject	Grade Level	Unit 1	Unit 2
Visual Arts Academic Year 2026-2027	Grade 6 MYP 1	Title/Theme: Still Life	Title/Theme: Drawing and Painting on Glass
		Standard: Understands and applies media, techniques, and processes	Standards: The artist considers media and processes as tools for communication.
		Content: • Criterion A (Inquiring): Investigates still-life art history, genres, and contextual movements; critiques model artworks using foundational art vocabulary (line, shape, form, value, space). • Criterion B (Developing): Generates preliminary composition layouts and tonal value sketches in the Arts Process Journal; formulates a clear artistic intention aligned with identity and style. • Criterion C (Creating): Applies two-dimensional painting and drawing techniques to construct a still-life composition; demonstrates skill, care, and safe studio practice. • Criterion D (Evaluating): Evaluates personal still-life artwork against original intention and criteria; reflects on artistic growth and technical skill acquisition.	Content: • Criterion A (Inquiring): Investigates historical and contemporary glass art techniques; critiques sample works considering aesthetics, media properties, and composition. • Criterion B (Developing): Tests reverse-painting and glass application methods in the Arts Process Journal; plans color harmony and layer sequence with clear intention. • Criterion C (Creating): Executes a completed painting/drawing on glass utilizing specialized media and techniques with precision and safety. • Criterion D (Evaluating): Evaluates final artwork on glass against intended artistic goals; reflects on personal learning and adaptation when working with transparent media.
		# of weeks: 6	# of weeks: 6
		Key Concept(s): Identity	Key Concept(s): Aesthetics
		Related Concept(s): Style - Composition	Related Concept(s): Composition and Genre
		Global Context: Personal and Cultural Expression	Global Context: Personal and Cultural Expression
		Statement of Inquiry: Through Personal and Cultural Expression (exploring artistic beauty and personal reflection), artists use composition and unique style to articulate personal identity and communicate heritage.	Statement of Inquiry: Personal and Cultural Expression (artistic craftsmanship and aesthetic creation) allows artists to explore aesthetics across diverse genres by arranging visual elements within transparent compositions.
		MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.	MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.
		Approaches to Learning (ATL) Skills: • Communication Skills (Interactive Communication): - Give and receive meaningful feedback during peer critique sessions on still-life composition and tonal value. - Use discipline-specific visual arts terminology (line, shape, form, value, space) to articulate design choices. • Self-Management Skills (Organization & Reflection): - Maintain a structured Arts Process Journal to document preliminary sketches, value studies, and project timelines. - Keep track of studio tools and maintain a safe, organized workspace during drawing and painting sessions.	Approaches to Learning (ATL) Skills: • Self-Management Skills (Affective Skills & Perseverance): - Practice focus and resilience when experimenting with reverse-painting techniques on glass and transparent surfaces. - Focus on the process of innovation by drawing inspiration from historical glass art traditions. • Social Skills (Collaboration & Support): - Encourage peers during studio work, sharing glass painting techniques and safety protocols. - Give constructive praise and support team members in studio setup and cleanup.
		Assessment Task with Criteria: Summative Task: Still-Life Painting & Arts Process Journal Portfolio Students will investigate, plan, create, and evaluate a two-dimensional still-life painting that demonstrates observational accuracy, composition balance, and tonal value control. Assessment Criteria Breakdown: • Criterion A (Inquiring): Research still-life art movements and critique sample still-life artworks using formal art terminology (line, shape, form, value, visual space). • Criterion B (Developing): Formulate a clear artistic intention and document preliminary composition sketches, value scales, and medium trials in the Arts Process Journal. • Criterion C (Creating): Execute an original still-life painting applying foundational painting/drawing techniques with artistic skill, care, and studio safety. • Criterion D (Evaluating): Write a structured self-evaluation analyzing the final still-life painting against personal goals and reflect on individual artistic skill development.	Assessment Task with Criteria: Summative Task: Reverse Glass Painting & Art Context Presentation Students will research glass art traditions, design and paint an original composition on glass/transparent media, and deliver a visual reflection on their creative work. Assessment Criteria Breakdown: • Criterion A (Inquiring): Investigate historical and modern glass art practices, analyzing how transparency and light influence aesthetic perception. • Criterion B (Developing): Develop design concepts and layer sequence plans in the Arts Process Journal, stating a clear artistic intention linked to personal expression. • Criterion C (Creating): Apply specialized reverse-painting drawing/painting techniques on glass, demonstrating safe tool handling and creative material control. • Criterion D (Evaluating): Present and evaluate the final glass artwork, explaining the relationship between context, personal learning, and technical achievements.



Subject	Grade Level	Unit 1	Unit 2
Visual Arts Academic Year 2026-2027	Grade 7 MYP 2	Title/Theme: The Mask	Title/Theme: Clay Modeling
		Standards:Uses knowledge of structures and functions.	Standards: Understands and applies media, techniques, and processes.
		Content: • Criterion A (Inquiring): Researches mask-making traditions across world civilizations; critiques structural forms, functions, and cultural symbolism. • Criterion B (Developing): Documents design iterations, structural drafts, and material experiments in the Arts Process Journal; outlines an artistic intention connecting masks to global issues. • Criterion C (Creating): Constructs a 3D mask using expressive design principles (balance, emphasis, texture) and selected media to communicate cultural narratives. • Criterion D (Evaluating): Assesses the completed mask against design criteria and cultural context; evaluates personal creative development and problem-solving.	Content: • Criterion A (Inquiring): Researches ceramic art history and modeling methods (pinch, coil, slab); analyzes how form and function interact across historical periods. • Criterion B (Developing): Sketches 3D form designs and plans surface textures in the Arts Process Journal; establishes clear aesthetic goals for clay manipulation. • Criterion C (Creating): Models a ceramic form using appropriate tools, joining techniques, and safety protocols to achieve structural integrity. • Criterion D (Evaluating): Critically assesses structural, aesthetic, and functional outcomes of the ceramic piece; reflects on technical challenges in the Arts Process Journal.
		# of weeks: 6	# of weeks: 6
		Key Concept(s): Communication	Key Concept(s): Change
		Related Concept(s): Boundaries - Representation	Related Concept(s): Style - Composition
		Global Context: Personal and Cultural Expression	Global Context: Orientation in Space and Time
		Statement of Inquiry: Through Personal and Cultural Expression (exploring social structures and ritual traditions), artists communicate cultural identity by pushing stylistic boundaries in 3D rerepresentations such as ceremonial masks. MYP Objectives (Criteria A, B, C, D Evaluated)	Statement of Inquiry: In Orientation in Space and Time (exploring historical eras and civilizations), artistic forms change over time as craftsmen adapt style and composition to reflect evolving cultural landscapes.
		A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre.	MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre.
		B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry.	B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry.
		C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety.	C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety.
		D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.	D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.
		Approaches to Learning (ATL) Skills: • Communication Skills (Language & Symbolism): - Use and interpret a range of visual art terminology and cultural symbols specific to 3D mask design. - Present artistic intentions clearly in the Arts Process Journal connecting mask forms to global issues. • Self-Management Skills (Organization & Preparedness): - Plan time efficiently through multi-step paper-mâché and sculpting processes. - Bring necessary equipment and materials to class consistently to ensure uninterrupted studio workflow.	Approaches to Learning (ATL) Skills: • Thinking Skills (Critical & Creative Thinking): - Consider multiple ideas and perspectives when investigating historical ceramic art forms across civilizations. - Synthesize traditional ceramic techniques (pinch, coil, slab) to create original 3D clay forms. • Self-Management Skills (Mindfulness & Focus): - Practice sustained focus and patience while manipulating clay and managing structural drying rates.
		Assessment Task with Criteria: Summative Task: 3D Cultural Mask Sculpture & Process Journal Students will design and construct a three-dimensional ceremonial mask that visually communicates a contemporary global or cultural issue.	Assessment Task with Criteria: Summative Task: Ceramic Art Modeling Project & Analytical Presentation Students will research ceramic history, model a functional/decorative ceramic vessel using traditional clay techniques, and present their findings.
		• Criterion B (Developing): Document design iterations, structural plans, and material tests in the Arts Process Journal, establishing a clear artistic intention.	Assessment Criteria Breakdown: • Criterion B (Developing): Design ceramic form options, surface patterns, and glaze/texture plans in the Arts Process Journal aligned with artistic intentions.
		• Criterion C (Creating): Sculpt a 3D mask using paper-mâché/clay/mixed media, applying principles of design (emphasis, balance, texture) with craftsmanship.	• Criterion C (Creating): Model a ceramic piece using hand-building techniques (pinch, coil, slab) with structural integrity and safe studio practices.
		• Criterion D (Evaluating): Critically assess the completed mask against the intended cultural narrative and reflect on personal growth during 3D sculpture creation.	• Criterion D (Evaluating): Evaluate the finished ceramic work's functional, aesthetic, and structural outcomes, reflecting on technical challenges solved.



Subject	Grade Level	Unit 1	Unit 2
Visual Arts Academic Year 2026-2027	Grade 8 MYP 3	Title/Theme: Perspective Drawing	Title/Theme: Make learning fun
		Standards: Understands and applies technical principles of spatial representation, scale, and linear perspective.	Standards: The artist considers media, pattern, and tactile processes as tools for cultural communication and aesthetic expression.
		Content: • Criterion A (Inquiring): Investigates spatial representation and perspective history in visual art; analyzes how artists manipulate horizon line and vanishing points. • Criterion B (Developing): Applies technical drawing principles (1-point and 2-point linear perspective) through draft thumbnail sketches in the Arts Process Journal; formulates narrative intentions. • Criterion C (Creating): Constructs an original perspective composition demonstrating precise spatial depth, line work, scale, and tonal value contrast. • Criterion D (Evaluating): Evaluates spatial accuracy and visual impact of the perspective artwork; reflects on technical mastery and individual artistic growth.	Content: • Criterion A (Inquiring): Investigates mosaic art across ancient and contemporary cultures; critiques color interaction, tesserae arrangement, and visual culture. • Criterion B (Developing): Designs mosaic patterns, color schemes, and material arrangements in the Arts Process Journal; defines clear artistic goals. • Criterion C (Creating): Assembles an original mosaic artwork using applied arts techniques, ensuring precise craftsmanship and structural durability. • Criterion D (Evaluating): Evaluates the final mosaic piece, detailing how color, pattern, and texture convey cultural traditions; reflects on peer feedback.
		# of weeks: 6	# of weeks: 6
		Key Concept(s): Perspective	Key Concept(s): Aesthetics
		Related Concept(s): Composition - Style	Related Concept(s): Visual Culture - Boundaries
		Global Context: Orientation in Space and Time	Global Context: Globalization and Sustainability
		Statement of Inquiry: Through Orientation in Space and Time (exploring spatial perception and historical developments), the visual language of perspective enables artists to create compositions that transcend physical boundaries across eras.	Statement of Inquiry: In Globalization and Sustainability (exploring cultural heritage and environmental consciousness), the aesthetics of mosaic art push creative boundaries to preserve visual culture and community traditions.A
		MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.	MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.
		Approaches to Learning (ATL) Skills: • Research Skills (Information Literacy): - Seek a range of perspectives from multiple and diverse art historical sources regarding linear perspective. - Analyze how Renaissance and contemporary artists utilize vanishing points to construct depth. • Thinking Skills (Critical Thinking & Transfer): - Use geometric grid models and vanishing point simulations to solve complex spatial drawing problems. - Apply mathematical principles of 1-point and 2-point perspective to visual artwork.	Approaches to Learning (ATL) Skills: • Thinking Skills (Creative Thinking): - Create original mosaic compositions; adapt existing visual motifs and patterns in innovative ways. - Combine diverse materials and color harmonies to communicate sustainable cultural themes. • Self-Management Skills (Peer Mentorship & Service): - Share specialized mosaic assembly skills to assist peers requiring guidance with tile cutting and setting.
		Assessment Task with Criteria: Summative Task: Spatial Linear Perspective Composition & Process Journal Students will research spatial depth techniques, plan, and create an architectural/environmental artwork using 1-point or 2-point linear perspective. Assessment Criteria Breakdown: • Criterion A (Inquiring): Investigate the history of linear perspective in visual arts and critique spatial depth in historical and contemporary artworks. • Criterion B (Developing): Construct perspective grid drafts, vanishing point trials, and compositional layouts in the Arts Process Journal with clear artistic intent. • Criterion C (Creating): Execute a refined 2D perspective artwork demonstrating precise line work, scale proportion, vanishing point accuracy, and tonal depth. • Criterion D (Evaluating): Evaluate the technical accuracy and spatial impact of the finished artwork, reflecting on personal mastery of perspective principles.	Assessment Task with Criteria: Summative Task: Mosaic Cultural Design & Comparative Research Portfolio Students will investigate historical mosaic art, design an original mosaic tile, and present a comparative reflection on visual culture and craftsmanship. Assessment Criteria Breakdown: • Criterion A (Inquiring): Research ancient and modern mosaic art traditions, delivering a presentation on cultural symbolism, color interaction, and tile arrangement. • Criterion B (Developing): Plan tesserae layouts, color harmonies, and motif variations in the Arts Process Journal with explicit artistic intentions. • Criterion C (Creating): Assemble an original mosaic piece using applied art techniques, ensuring precise craftsmanship, durability, and visual rhythm. • Criterion D (Evaluating): Evaluate personal mosaic artwork and critique peer works, reflecting on cultural heritage connections and skill evolution.



Subject	Grade Level	Unit 1	Unit 2
Visual Arts Academic Year 2026-2027	Grade 9 MYP 4	Title/Theme: Still Life	Title/Theme: Metal Forming (Etan/Repoussé)
		Standards: Uses knowledge of structures and functions.	Standards: Selects and evaluates a range of themes, symbols, and ideas.
		Content: • Criterion A (Inquiring): Investigates advanced still-life traditions and light study in art history; critiques masterworks regarding chiaroscuro, proportion, and scale. • Criterion B (Developing): Formulates a complex artistic statement exploring identity through light, shadow, and scale; documents composition options in the Arts Process Journal. • Criterion C (Creating): Produces a refined still-life painting using advanced rendering techniques, demonstrating mastery over light falloff and spatial balance. • Criterion D (Evaluating): Evaluates the painting's technical precision and emotional resonance; reflects critically on artistic proaress and skill refinement.	Content: • Criterion A (Inquiring): Conducts comparative research on historical repoussé metalwork across global cultures; analyzes material constraints and relief techniques. • Criterion B (Developing): Drafts relief patterns and plans metal chasing/embossing workflows in the Arts Process Journal; sets clear artistic intentions. • Criterion C (Creating): Executes a metal repoussé piece utilizing specialized tools and surface treatments safely and skillfully to communicate chosen concepts. • Criterion D (Evaluating): Critically analyzes finished metal artwork against personal and cultural criteria; evaluates the integration of symbols and craftsmanship.
		# of weeks: 9	# of weeks: 9
		Key Concept(s): Identity and Similarity	Key Concept(s): Communication
		Related Concept(s): Composition - Style	Related Concept(s): Interpretation - Visual Culture
		Global Context: Personal and Cultural Expression	Global Context: Orientation in Space and Time
		Statement of Inquiry: Through Personal and Cultural Expression (exploring personal beliefs, style, and identity), artists communicate personal identity and similarity by mastering dramatic chiaroscuro compositions and refined technique. MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.	Statement of Inquiry: In Orientation in Space and Time (exploring historical contexts and visual legacies), artists enhance visual communication by interpreting visual culture across different eras and global traditions. MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.
		Approaches to Learning (ATL) Skills: • Thinking Skills (Creative Application & Transfer): - Apply prior knowledge of light falloff and scale to generate complex, emotionally resonant still-life paintings. - Evaluate alternative composition layouts in the Arts Process Journal before final execution. • Social Skills (Collaboration & Empathy): - Help others succeed by offering constructive critiques during studio painting sessions. - Model active listening during group discussions on masterwork art analysis.	Approaches to Learning (ATL) Skills: • Research Skills (Media & Information Literacy): - Make informed aesthetic choices based on personal viewing and historical research of metal repoussé art. - Compare relief techniques across ancient Mediterranean and Islamic civilizations. • Thinking Skills (Synthesis & Problem Solving): - Combine research knowledge, technical drawing, and metal embossing skills to construct relief artworks.
		Assessment Task with Criteria: Summative Task: Advanced Chiaroscuro Still-Life & Conceptual Process Journal Students will research master light techniques, design a complex composition, and produce an advanced painting exploring proportion, scale, and dramatic light. Assessment Criteria Breakdown: • Criterion A (Inquiring): Conduct a formal visual investigation of classical and modern chiaroscuro masterworks, analyzing light falloff, shadow, and proportion. • Criterion B (Developing): Formulate a refined artistic statement and document composition studies, value gradients, and medium tests in the Arts Process Journal. • Criterion C (Creating): Produce a high-level still-life painting demonstrating precise rendering of light/shadow, unity, scale contrast, and paint application. • Criterion D (Evaluating): Critically evaluate the technical precision, emotional depth, and conceptual execution of the final artwork against original goals.	Assessment Task with Criteria: Summative Task: Metal Repoussé Relief Sculpture & Visual Art Research Students will research traditional metal forming (repoussé/chasing), design a relief panel reflecting cultural heritage, and present their research and product. Assessment Criteria Breakdown: • Criterion A (Inquiring): Deliver an in-depth research presentation on historical metal forming across global cultures, examining techniques and symbolism. • Criterion B (Developing): Draft relief motifs, depth layers, and metal embossing workflows in the Arts Process Journal, stating clear artistic intentions. • Criterion C (Creating): Execute a metal repoussé artwork using specialized embossing tools and surface patinas with precision and safety. • Criterion D (Evaluating): Critically evaluate the finished relief sculpture's aesthetic balance, surface texture, and cultural communication.



Subject	Grade Level	Unit 1	Unit 2
Visual Arts Academic Year 2026-2027	Grade 10 MYP 5	Title/Theme: Optical Illusion	Title/Theme: Notan
		Standards: Uses knowledge of structures and functions.	Standards: Understands and applies media, techniques, and processes.
		Content: • Criterion A (Inquiring): Researches Op-Art movements, optical science, and key pioneers (e.g., Victor Vasarely, Bridget Riley); critiques visual perception mechanics. • Criterion B (Developing): Synthesizes mathematical precision with artistic expression in the Arts Process Journal; plans geometric patterns and contrast systems to induce optical motion. • Criterion C (Creating): Executes an Op-Art composition demonstrating extreme line precision, high contrast, and effective color relationships to manipulate viewer perception. • Criterion D (Evaluating): Evaluates optical illusion effectiveness and aesthetic impact; reflects comprehensively on individual growth as a senior MYP artist.	Content: • Criterion A (Inquiring): Investigates the Japanese concept of Notan (light/dark balance) in historic and modern graphic design; critiques negative/positive spatial structures. • Criterion B (Developing): Explores positive and negative space cut-outs, balance configurations, and thematic motifs in the Arts Process Journal; establishes clear artistic intent. • Criterion C (Creating): Constructs a precise Notan artwork demonstrating flawless cut-out craftsmanship, contrast balance, and spatial unity. • Criterion D (Evaluating): Evaluates positive/negative spatial balance and visual impact of the final artwork; reflects on conceptual understanding of balance and harmony.
		# of weeks: 9	# of weeks: 9
		Key Concept(s): Change	Key Concept(s): Aesthetics – Identity
		Related Concept(s): Innovation and Audience	Related Concept(s): Innovation – Boundaries
		Global Context: Scientific and Technical Innovation	Global Context: Globalization and Sustainability
		Statement of Inquiry: Through Scientific and Technical Innovation (exploring optical science, perception, and digital tools), technological change and mathematical innovation transform how artists engage audiences through optical art.	Statement of Inquiry: In Globalization and Sustainability (exploring visual harmony, balance, and resourcefulness), aesthetic balance transcends artistic boundaries when artists innovate with positive and negative space (Notan) to convey identity.
		MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.	MYP Objectives (Criteria A, B, C, D Evaluated) A) Inquiring: i. Investigate a movement or genre in visual arts. ii. Critique artwork from the chosen movement or genre. B) Developing: i. Explore ideas practically to enrich the development of an artwork. ii. Present a clear artistic intention in alignment with the statement of inquiry. C) Creating / Performing: i. Create or perform an artwork demonstrating technical skills and safety. D) Evaluating: i. Evaluate their artwork or performance. ii. Reflect on their development as an artist.
		Approaches to Learning (ATL) Skills: • Thinking Skills (Critical Analysis & Synthesis): - Break down complex optical illusion mechanics into geometric components and synthesize them into dynamic Op-Art. - Analyze visual perception theories (Gestalt principles) to induce perceived motion. • Self-Management Skills (Reflection & Journaling): - Maintain an exhaustive Arts Process Journal to systematically record trial compositions, visual reflections, and progress.	Approaches to Learning (ATL) Skills: • Self-Management Skills (Resilience & Mindset): - Practice 'learning from failure' through iterative trial cuts when balancing high-contrast paper compositions. - Demonstrate discipline and exactitude in precision cut-out craftsmanship. • Social Skills (Responsibility & Leadership): - Take full responsibility for personal studio practice, cleanup, and collaborative critique leadership.
		Assessment Task with Criteria: Summative Task: Op-Art Illusion Creation & Visual Perception Investigation Students will research optical art pioneers, analyze visual perception mechanics, and construct a precision Op-Art composition inducing perceived motion. Assessment Criteria Breakdown: • Criterion A (Inquiring): Produce a comparative research presentation on Op-Art pioneers (e.g., Vasarely, Riley), analyzing optical physics and Gestalt principles. • Criterion B (Developing): Conduct mathematical pattern trials, contrast testing, and composition layouts in the Arts Process Journal with clear artistic intent. • Criterion C (Creating): Design and paint/draw an advanced optical illusion artwork demonstrating extreme line precision, spatial tension, and contrast. • Criterion D (Evaluating): Evaluates optical movement effectiveness, aesthetic impact, and overall success in meeting senior MYP Visual Arts standards.	Assessment Task with Criteria: Summative Task: Notan Positive/Negative Space Artwork & Design Presentation Students will research the Japanese concept of Notan, explore positive and negative space balance, and create a high-contrast cut-out composition. Assessment Criteria Breakdown: • Criterion A (Inquiring): Investigate the origins, philosophy, and cultural influence of Notan in historic and modern design through an analytical presentation. • Criterion B (Developing): Experiment with symmetry, asymmetry, and cut-out expansion in the Arts Process Journal, articulating a clear artistic intention. • Criterion C (Creating): Construct a high-contrast Notan artwork demonstrating flawless knife cutting, spatial expansion, and precise balance. • Criterion D (Evaluating): Critically evaluate the visual unity, contrast balance, and craftsmanship of the artwork, reflecting on learning from design trials.



Subject	Grade Level	Unit 1	Unit 2
Music Academic Year 2025-2026	Grade 6 MYP 1	Title/Theme: Everybody Makes Music	Title/Theme: Let's Make Music
		Standards: - Understands and applies musical elements (rhythm, melody, tempo, dynamics) and basic theory. - Demonstrates foundational instrumental techniques and awareness of folk music traditions across cultures.	Standards: - Demonstrates understanding of theme music, leitmotifs, and compositional techniques using major/minor scales. - Applies performance decorum and musical elements in group and individual performances.
		Content: 1- Folk Music : traditional music and instruments categories 2-Music elements: Rhythm, melody, tempo and dynamics 3-Theory level 1 4-Instrumental practice 5-Music terminology	Content: 1- Theme music and Leitmotif 2-Music Elements: Rhythm, melody, tempo and dynamics 3- Music composition with major and minor scales 4- Instrumental practice 5- Music terminology 6- Music performance decorum
		# of weeks: 6	# of weeks: 6
		Key Concept: Identity	Key Concept: Aesthetics
		Related Concept(s): Expression-Role	Related Concept(s): Communication- Audience
		Global Context: Personal and cultural expression: Artistry,craft, creation, beauty	Global Context: Personal and Cultural Expression: Artistry,craft, creation and beauty
		Statement of Inquiry: Through personal and cultural expression, individual identity and artistic roles are communicated through musical structure and performance.	Statement of Inquiry: Personal and cultural expression relies on aesthetic craft and intentional communication to present musical ideas effectively to an audience.
		MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).	MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).
		Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
Criterion C: Creating / Performing i. Create or perform an artwork.	Criterion C: Creating / Performing i. Create or perform an artwork.		
Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.	Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.		
ATL skills: Social: Collaboration Self Management: Organization Skills	ATL Skills: Communication: Exchange thoughts, messages and information effectively through interaction with peers and teacher. Creative Thinking Skills: Generate new musical ideas in composing and consider new perspectives.		
Assessment Task With Criteria: Goal: Music and its structure is a way of expression in different cultures. Role: Researcher/ Performer Audience: Peers and teacher Situation: You visited Expo Dubai and saw different countries and cultures presenting their art and music. 1-Choose a song/ performance and analyse its structure and the music elements you can recognize. 2-Perform a traditional song to demonstrate your developing skills. Product: Research A1 A2/ video of performance B1/ portfolio B2 Standards: criteria A1, A2, B1,B2 A. Investigating i.investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii.describe an artwork or performance from the chosen movement or genre. B. Developing: i.practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	Assessment Task With Criteria: Goal: Composing and performing a leitmotif to express a character or an idea through elements of music. Role: Composer Audience:Peers Situation: You are a music composer at an educational children cartoon network ECCN, and you are asked to create music for characters in a show. 1-Choose two characters form the IB Learner Profile and compose music for these characters, using your knowledge in music structure and music elements. 2-Perform the music to your peers Product: Written Composition and performance/ Portfolio Reflections Criteria: C, D1, D2 C.Performing/ Creating: i. create or perform an artwork D.Evaluating: i. appraise their own artwork or performance ii. reflect on their development as an artist.		



Subject	Grade Level	Unit 1	Unit 2
Music Academic Year 2025-2026	Grade 7 MYP 2	Title/Theme: Western Classical Music Telling a Story	Title/Theme: Music Building Blocks
		Standards: - Reads, writes, and interprets standard music notation and orchestral instrument family characteristics. - Analyzes programmatic classical works to understand how musical narrative and emotion are communicated.	Standards: - Identifies and constructs musical textures, including drumbeats, melodies, chords, and basslines. - Compares stylistic features and building blocks across modern genres (Pop, Rock, R&B, Jazz).
		Content: 1-Orchestra and its structure 2-Listening and analysing sounds of classical works and how story is implied through set works. 3- Performing set pieces. 4-Reading and writing music notation (rhythmic and melodic exercises). 5-Theory level 1-2 6 - Performance / Instruments decorum	Content: 1-Building Blocks (Texture): Drumbeat Melody Chords Bassline 2-Music Styles/ Genres: pop, rock, rhythm and blues, jazz 3- Theory 1-2 4-Performance/ Instruments decorum
		# of weeks: 6	# of weeks: 6
		Key Concept: Communication	Key Concept(s): Communication
		Related Concepts: Expression- Structure	Related Concepts: Interpretation- Expression
		Global Context: Personal and Cultural Expression: Artistry, craft, creativity and beauty.	Global Context: Personal and cultural Expression: Artistry, craft, creation and beauty
		Statement of Inquiry: Musical creations in Western classical music convey structured communication, enabling personal and cultural expression across generations.	Statement of Inquiry: Diverse stylistic forms enhance personal and cultural expression by interpreting musical building blocks to communicate with listeners.
		MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).	MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).
		Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
Criterion C: Creating / Performing i. Create or perform an artwork.	Criterion C: Creating / Performing i. Create or perform an artwork.		
Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.	Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.		
ATL Skills: Critical thinking in analysing and evaluating issues and ideas related to music history and styles Communication: Students communicate their musical ideas through performing and evaluating their artwork using musical terminology.	ATL Skills: Communication: Communication Skills: Demonstrate communication through usage of musical terminology in describing styles and genres. Social: Collaborative Skills		
Assessment Task With Criteria : Goal: To investigate western classical music, its forms, the sounds of orchestra, and music notation. Role: researcher Audience: peers Situation: Present a powerpoint presentation about set works and composers describing the sounds you hear in the orchestra. Product: presentation/ piano performance Standards: A1, A2, B1,B2	Assessment Task With Criteria: Goal: To perform music of specific set genre, showing the building blocks used. Role: Performer Audience: Peers Situation: You are performing in a recital that will take place at the school exhibition. Perform the set work on your instrument and record your progress and reflections through in your journal. Product: video recording of the performance and written reflections on your development as a performer with evidence videos taken throughout the process during this task. Standards: criteria C and D1,D2		
CRITERIA A. Investigating i. demonstrate the knowledge of the music genres studied ii. describe a performance from the chosen genre. B. Developing i. practically explore ideas to inform development of performance ii. present a clear artistic intention for the final performance in line with the statement of inquiry	CRITERIA C. Creating/Performing i. Perform an artwork. D. Evaluating i. appraise their own artwork or performance ii. reflect on their development as an artist.		



Subject	Grade Level	Unit 1	Unit 2
Music Academic Year 2025-2026	Grade 8 MYP 3	Title/Theme: Rhythms around the world	Title/Theme:Clocks
		Standards: - Analyzes ostinato, layered rhythms, and structural rhythmic frameworks in global musical traditions. - Performs complex rhythmic patterns with accuracy, steady tempo, and cultural sensitivity.	Standards: - Utilizes digital audio workstations (DAWs), loops, samplers, and multi-track recording tools to arrange music. - Evaluates how technological and artistic innovation transforms musical expression across time.
		Content: 1-Ostinato 2- Complimentary layer 3- structures for rhythm in different cultures. 4- Hands-on rhythmic performances. 5- Theory level 2	Content: 1- Listening and analysis of songs of different epochs 2-Music arrangement: orchestra/ band/ body percussion and experimental bands 2- Hands-on performances and compositions using digital platforms and live performances: Loops/ samplers/ tracks. 3- Theory level 2
		# of weeks: 6	# of weeks: 6
		Key Concept:Identity	Key Concept: Change
		Related Concept(s): Genre, Structure	Related Concept(s): Expression- Innovation
		Global Context: Globalization and sustainability: Commonality, diversity and interconnection.	Global Context: Scientific and technical innovation: Digital life, virtual environments and the information age
		Statement of Inquiry: Shared musical structures reflect global diversity and cultural identity, fostering interconnection through rhythmic genres across the world.	Statement of Inquiry: Scientific and technical innovation transforms artistic expression over time, creating new possibilities for musical arrangement and composition.
		MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).	MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).
		Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
Criterion C: Creating / Performing i. Create or perform an artwork.	Criterion C: Creating / Performing i. Create or perform an artwork.		
Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.	Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.		
ATL Skills: Research: Information Literacy skills Communication: Give and receive meaningful feedback.	ATL Skills: Self Mangement skills: Plan the development of an artwork Communication Skills: Give and receive meaningful feedback		
Assessment Task With Criteria: Goal: Students understand that genres of expression can be identified by their structures Role: Researcher Audience: MYP 3 students Situation:1- Choose a song of a specific genre/ culture and investigate its Ostinato origin and influence, then show the patterns in this music. 2-Demonstrate the patterns on BandLab. Product: presentation/ MP4 Standards: A1, A2 , B1 B2 CRITERIA. At the end of year 3/Intermediate stage, students should be able to: investigate i. a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry ii. analyse an artwork or performance from the chosen movement(s) or genre(s).	Assessment Task With Criteria: Goal: To compose a song using digital platform as a way of expressing music through our time. Role: Composer- Reviewer Audience: Peers and teacher Situation: You are offered an application that helps you create your own music. 1- Express an idea in a song in up to16 measures using up to 6 tracks of different sounds and effects. (Criterion C) 2-Appraise your own artwork, focusing on its structure: The idea or the mood intended, any changes/ challenges that occurred along the creating process. Tracks used, their names and timbre description. Length of the project, its form and changes made along the project. Special effects or samples used, if any. (D1) 3- Reflect on your development as an artist in the field of digital music in relation to the Global Context of the unit in your portfolio. (D2) Standards: C- D1-D2 Create/ Perfrom i. create or perform an artwork. Evaluate i. appraise their own artwork or performance ii. reflect on their development as an artist		
Develop i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry			



Subject	Grade Level	Unit 1	Unit 2
Music Academic Year 2025-2026	Grade 9 MYP 4	Title/Theme: Western Music: Baroque to Romantic- Remixing Standards: - Evaluates stylistic characteristics, historical contexts, and musical forms of Western Classical eras (Baroque, Classical, Romantic). - Applies digital production techniques (equalization, pitch/time manipulation) to remix classical repertoire. Content: 1- Famous composers (Vivladi, Bach, Mozart, Beethoven, Tchaikovsky) 2-The musical qualities of these eras (Baroque, Classical, Romantic) and how to differentiate them 3-Musical Forms 4-The art of Remixing: Recording on BandLab, Garage Band or any digital platform/ Equalizers/ pitch and time controls. 5- Theory level 2-3	Title/Theme: Song Writing, Arranging and Orchestration Standards: - Demonstrates skill in songwriting, lyric writing, and structural arrangement (Verse, Chorus, Bridge). - Applies instrumentation, timbre selection, and diqital arrangement to craft narrative music. Content: 1-Song types: emotional, social, patriotic.. 2-Song Form: Verse, chorus, bridge 32-Song structure: Building blocks 4- Digital music 5-Timbre and instrumentation 6- writing lyrics 7-Theory level 2-3
		# of weeks: 9	# of weeks: 9
		Key Concept: Identity	Key Concept: Creativity
		Related Concept(s): Boundaries, Composition	Related Concept(s): Expression- Innovation
		Global Context: Orientation in space and time: Epochs, eras, turning points and big history	Global Context: Personal and cultural expression:Artistry, craft, creation, beauty
		Statement of Inquiry: Explorina historical epochs and eras reveals how artists challengee compositional boundaries to redefine artistic identity across time. MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).	Statement of Inquiry: Creative innovation in song writina and orchestration allows artists to craft narrative presentations for personal and cultural expression. MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).
		Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
		Criterion C: Creating / Performing i. Create or perform an artwork.	Criterion C: Creating / Performing i. Create or perform an artwork.
		Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.	Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.
		ATL Skills: Communication Skills: Demonstrate communication through usage of musical terminology in describing styles and genres. Thinking Skills: Creative thinking Assessment Task With Criteria : Goal: To differentiate between different styles of music epochs and integrate Western Music into remixing art, using digital tools. Role: Dj Audience: Classmates Situation: You work at school as a music teacher. You are preparing for the school recital. Your students are supposed to dance to a classical music theme, but they like modern dancing music (EDM). A1: Investigate a remixed classical work from the western classical heritage, its original composer and form and characteristics and the era it belongs to. Refer to the playlist suggested. A2: Analyze the remix done to the piece; what changes have been done to make it sound modern? B1: Using BandLab, explore how the remix has been done by recreating the melody and the drum beat (Total of 2 tracks). B2: Present your artistic intention in the form provided and the possible ways you can imitate classical works with modern tools. Product: A1: Research paper/ A2: Analysis paper/ B1: Video of own explorations and remixes as timelapse not longer than 2 minutes/ B2: Portfolio Summative section Standards: A1, A2, B1, B2 Criteria: Investigate i. a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry ii. analyse an artwork or performance from the chosen movement(s) or genre(s). Develop i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	ATL Skills: Critical Thinking: Plan the development of an artwork Commuitcation: Give and receive meaningful feedback Assessment Task With Criteria : Goal: To compose a song using digital platform/ instruments, as a personal and/ or cultural expression Role: Song Writer - Reviewer Audience: Peers and the teacher Situation: You are a songwriter whose task is produce a song addressing a message (personal, cultural or global). Using the tools offered in class, create your own song. 1-Write a song on Band Lab, creating at least 4 tracks. Instruments can be added too. 2-Your song needs an Intro, a Verse, and a Chorus. Add your lyrics Product: Project on Band Lab/ Portfolio Standards: C- D1-D2 CRITERIA Create/ Perfrom i. create or perform an artwork. Evaluate i. appraise their own artwork or performance ii. reflect on their development as an artist



Subject	Grade Level	Unit 1	Unit 2
Music Academic Year 2025-2026	Grade 10 MYP 5	Title\ Theme: Classical Music: Early to Contemporary	Title\ Theme: All That Jazz!
		Standards: - Analyzes harmonic progression, polyphony, modal scales, and formal structures from Early to Contemporary music. - Demonstrates advanced theoretical understanding of chord progressions, cadences, and ensemble performance.	Standards: - Understands historical origins, contrafacts, extended harmony (7th chords), and rhythmic idioms of Jazz and Latin music. - Applies improvisation techniques, stylistic phrasing, and ensemble coordination in live/recorded performances.
		Content: 1-Early music to contemporary: Unison to polyphony Opera Choir 2-Theory: Level 3 Scales and modes 3-Chords (triads) and cadences (I, V7,I)	Content: 1- Historical backgorund/ Jazz types 2-Instruments and bands 3-Contrafact/ Classical music and Jazz/ Blues Swing Improvisation Latin Rhythms 7th Chords Bassline
		# of weeks: 9	# of weeks: 9
		Key-concept: Change	Key-concept: Identity
		Related Concept(s): Bounderies- Expression	Related Concept(s): Structure- Expression
		Global Context: Orientation in space and time: Turning points and big history	Global Context: Personal and cultural expression:Artistry, craft, creation, beauty
		Statement of Inquiry: Turning points across history demonstrate that structural change expands the boundaries of musical expression.	Statement of Inquiry: The distinct identity of musical genres is realized through structural artistry and authentic personal and cultural expression.
		MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).	MYP Objectives: Criterion A: Investigating i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Critique / analyze an artwork or performance from the chosen movement(s) or genre(s).
		Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	Criterion B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
		Criterion C: Creating / Performing i. Create or perform an artwork.	Criterion C: Creating / Performing i. Create or perform an artwork.
		Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.	Criterion D: Evaluating i. Appraise their own artwork or performance. ii. Reflect on their development as an artist / performer.
		ATL skills Social: Collaboration Skills Critical Thinking: Plan the development of an artwork	ATL skills: Critical Thinking: Plan the development of an artwork Communication Skills: Give and receive meaningful feedback
		Assessment Task With Criteria: Goal: To investigate harmony in a varied repertoire of music. Role: Researcher Audience: MYP5 Situation: You are a time- traveler. On your journey from Early to Contemporary music eras, select 2 pieces from different epochs and discuss the change that occurred in terms of instrumentation, structure and texture (criterion A1). Choose similar forms of music (2 Sonatas, 2 symphonies, or concertos, 2 operas...) How do you find them similar/ different in terms of form, texture and structure? (criterion A2) Criterion B: Based on your investigations, how is harmony displayed in music? Perform one of the following examples on your instrument, demonstrating the chord progression (changes) along the melody. 1-Waltz in A minor- Chopin 2-Ode To Joy- Beethoven Product: Presentation(A1-A2)- Video recording (B1)- Portfolio (B2) Standards: A1, A2, B1, B2 A. Investigate i. investigate a movement or genre in music related to the statement of inquiry ii. critique an artwork or performance from the chosen movement or genre. B. Developing i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	Assessment Task With Criteria: Goal: To identify and perfrom jazz as genre with a structure. Role: Singer/ Perfomer Audience: Peers Situation: You are collaborating with your classmates in a music performance. Using vocal/ instrumental skills, perfrom the set work following the rubric and task specifications. Product: Live Performance/ video, portfolio reflections CRITERIA. C. Create/ Perform i. create or perform an artwork. D: Evaluating: i. appraise their own artwork or performance ii. reflect on their development as an artist.



Subject	Grade Level	Unit 1	Unit 2
Theatre Academic Year 2026-2027	Grade 6 MYP 1	Title/Theme: Historical Drama & Performance Traditions	Title/Theme: Puppetry & Character Craft
		Standards: - Investigate historical performance conventions from Greek, Medieval, and Early Modern theatre. - Understand how physical space, chorus, and mimesis communicate cultural themes. - Apply historical staging techniques (Greek chorus, pageantry, stock masks) in contemporary performance. - Evaluate how theatrical presentation evolves across eras and social contexts.	Standards: - Explore basic theatrical elements (role, character, focal point, physicalization). - Develop fundamental vocal modulation (pitch, projection, tempo, diction) and puppet manipulation. - Understand dramatic conventions of object animation and staging (blocking, sightlines). - Reflect on creative choices using accurate theatrical terminology.
		Content: - Classical Greek Theatre: Origins of Dionysian festivals, Chorus movement, unison speaking, tragedy/comedy masks, and amphitheatre acoustics. - Medieval & Mystery Plays: Pageant wagons, morality play conventions, allegory, and community storytelling. - Dramatic Analysis & Terminology: Protagonist, antagonist, chorus, prologue, amphitheatre, proscenium, and catharsis. - Performance Skills: Spatial projection, stylized movement, choral speaking, bodily alignment, and rhythmic unison. - Research & Documentation: Sourcing historical theatre contexts, comparative analysis of ancient vs. modern drama.	Content: - Vocal Expression & Modulation: Pitch, tone, pace, volume, and character vocalization. - Puppet Animation & Manipulation: Fixed-point focus, breath, eye contact, and weight/resistance in object theatre. - Dramatic Conventions & Staging: Stage directions (Upstage, Downstage, Stage Left/Right), sightlines, proscenium framing, and basic blocking. - Character Development: Archetypes, vocal profile design, puppet construction techniques, and expressive movement. - Ensemble & Rehearsal Etiquette: Active listening, peer feedback protocols, spatial awareness, and collaborative scene staging.
		# of weeks: 6	# of weeks: 6
		Key Concept: Communication	Key Concept: Identity
		Related Concept(s): Presentation, Structure	Related Concept(s): Audience, Expression
		Global Context: Orientation in space and time (Epochs, eras, turning points, and big history)	Global Context: Personal and cultural expression (Artistry, craft, creation, and beauty)
		Statement of Inquiry: Presenting historical dramatic traditions across different eras reveals how theatrical conventions communicate societal values through time.	Statement of Inquiry: Artistic craft and performance techniques shape how character identity is expressed to influence an audience's emotional response.
		MYP Objectives: Criterion A: Investigating - i. investigate historical theatre conventions (Greek/Medieval); ii. describe stylistic features of classical performance. Criterion B: Developing - i. explore choral speaking and stylized movement ideas; ii. present artistic intentions aligned with historical genres. Criterion C: Creating/Performing - i. perform a modernized adaptation of a classical Greek/Medieval scene using choral conventions. Criterion D: Evaluating - i. evaluate the effectiveness of historical performance presentation in communicating themes to modern audiences.	MYP Objectives: Criterion A: Investigating - i. investigate puppetry traditions; ii. identify connections between performance techniques and audience reaction. Criterion B: Developing - i. practically explore puppet design and vocal ideas; ii. present a clear artistic intention for a puppet performance. Criterion C: Creating/Performing - i. apply vocal and physical animation techniques to perform a short puppet play. Criterion D: Evaluating - i. appraise personal performance; ii. evaluate personal development as a theatre maker.
		ATL Skills: - Research Skills (Information Literacy): Access and evaluate primary/secondary sources about classical theatre history to inform performance choices. - Social Skills (Working in Teams): Coordinate movement and vocal cadence in choral unison with peers.	ATL Skills: - Communication Skills (Exchanging information): Use effective vocal techniques (diction, projection, tone) to communicate character motives to an audience. - Social Skills (Collaborative skills): Practice active listening, share creative responsibilities, and give constructive peer feedback during group rehearsals.
		Assessment Task (GRASPS Framework): - Goal: Research a historical drama movement and perform an ensemble scene applying its core staging conventions. - Role: Theatre Historian & Ensemble Performer. - Audience: MYP 1 Drama Cohort and Faculty. - Situation: You are participating in a Historical Theatre Festival demonstrating how ancient dramatic conventions inform modern staging. - Product: Research presentation/portfolio (Criterion A) and a 3-4 minute Greek Chorus adaptation performance (Criteria B & C). - Criteria Assessed: Criteria A (Investigating), B (Developing), and C (Creating/Performing).	Assessment Task (GRASPS Framework): - Goal: Create and perform an original puppet show demonstrating character identity and artistic intention. - Role: Puppeteer & Dramatic Creator. - Audience: Lower MYP Peers and Primary School Community. - Situation: You are commissioned to produce a puppet performance that explores character identity through vocal characterization and physical animation. - Product: A 3-minute scripted puppet performance with handcrafted puppets, stage backdrop, and written director's commentary. - Criteria Assessed: Criteria B (Developing), C (Creating/Performing), and D (Evaluating).



Subject	Grade Level	Unit 1	Unit 2
Theatre Academic Year 2026-2027	Grade 7 MYP 2	Title/Theme: Devised Storytelling & Narrative Structures	Title/Theme: Physicality & Characterisation
		Standards: - Devise original narrative theatre using non-linear and linear storytelling techniques. - Explore dramatic tension, pacing, climax, resolution, and theatrical framing. - Utilize expressive ensemble movement, vocal soundscapes, and physical theatre to engage audiences. - Evaluate how narrative structures impact audience empathy and understanding.	Standards: - Develop complex physical and vocal characterization using Laban effort actions and psychological gestures. - Construct dynamic dramatic tension, subtext, and character status in scripted scenes. - Apply script analysis techniques (beats, objectives, obstacles, tactics). - Reflect on artistic choices and character embodiment using precise drama terminology.
		Content: - Narrative Structure & Dramaturgy: Exposition, inciting incident, rising action, climax, falling action, resolution, flashback, and frame stories. - Devising Methodologies: Stimulus response (image, text, headline, sound), image theatre, physical storytelling, and soundscapes. - Dramatic Techniques: Narration, multi-roling, chorus work, slow motion, split stage, and thought-tracking. - Audience Engagement: Breaking the fourth wall, establishing empathy, managing dramatic tension, and atmospheric focus. - Ensemble Collaboration: Group improvisation, offer-and-acceptance, narrative building, and collective editing.	Content: - Physical Characterization: Center of gravity, posture, gait, gesture, lead body parts, and Laban Effort Actions (Punch, Slash, Dab, Flick, Press, Wring, Glide, Float). - Vocal Dynamics: Modulation, tone color, pauses, subtext, emphasis, and dialect basics. - Script Analysis Techniques: Identifying beats, character objectives ('I want...'), obstacles ('But...'), tactics ('To achieve this, I...'), and status drives. - Dramatic Conventions: Monologue, dialogue, hot-seating, tableau/freeze-frame, and inner monologue. - Stagecraft & Realism: Blocking for sightlines, spatial relationships, prop handling, and emotional truth.
		# of weeks: 6	# of weeks: 6
		Key Concept: Communication	Key Concept: Identity
		Related Concept(s): Audience, Structure	Related Concept(s): Role, Presentation
		Global Context: Identities and relationships (Personal efficacy, agency, motivation, and human connection)	Global Context: Personal and cultural expression (Individual identity, social roles, and artistic depiction)
		Statement of Inquiry: Structuring narrative theatre through innovative devised techniques enables ensembles to communicate compelling human experiences to an audience.	Statement of Inquiry: Expressing character identity through physical and vocal choices allows performers to present complex human roles and status dynamics.
		MYP Objectives: Criterion A: Investigating - i. investigate narrative storytelling conventions in physical and devised theatre; ii. analyze stimulus material. Criterion B: Developing - i. generate and refine devised scene ideas through group improvisation; ii. structure narrative beats into a coherent scene blueprint. Criterion C: Creating/Performing - i. apply narrative conventions (soundscape, split stage, narration) in a collaborative performance. Criterion D: Evaluating - i. evaluate how structural and staging choices influenced audience perception and emotional impact.	MYP Objectives: Criterion A: Investigating - i. investigate characterization methods in realistic/stylized theatre; ii. analyze how physical choices communicate role identity. Criterion B: Developing - i. practically experiment with Laban efforts and vocal profiles; ii. articulate a clear artistic intention in a character log. Criterion C: Creating/Performing - i. perform a scripted scene or monologue embodying a distinct character role with physical and vocal commitment. Criterion D: Evaluating - i. evaluate personal success in sustaining characterization and subtext throughout performance.
		ATL Skills: - Communication Skills (Negotiation): Collaborate in small groups to negotiate narrative direction, resolve creative differences, and refine scene structures. - Creative Thinking Skills: Generate novel dramatic ideas from abstract stimuli using improvisation.	ATL Skills: - Thinking Skills (Critical Thinking): Analyze scripts to identify character motives, subtext, and tactical shifts across scene beats. - Self-Management Skills (Reflection): Critically reflect on rehearsal footage to refine physical posture and vocal delivery.
		Assessment Task (GRASPS Framework): - Goal: Devise an original 4-minute performance based on a chosen social stimulus, utilizing non-linear storytelling. - Role: Ensemble Playwright, Director & Performer. - Audience: School Community & Peers. - Situation: Commissioned by a Youth Theatre Festival to create an original performance highlighting human relationships and agency. - Product: Devised Process Portfolio (Criteria A & B) and Live Ensemble Performance (Criterion C). - Criteria Assessed: Criteria A (Investigating), B (Developing), C (Creating/Performing), and D (Evaluating).	Assessment Task (GRASPS Framework): - Goal: Analyze a scripted monologue/duologue and perform it with full physical and vocal characterization. - Role: Actor & Character Analyst. - Audience: MYP 2 Theatre Student Community. - Situation: Audition for a contemporary character study showcase requiring deep embodiment of status, motive, and emotion. - Product: Annotated script with objective/tactic analysis (Criterion B) and a live 2-minute character performance (Criterion C). - Criteria Assessed: Criteria B (Developing), C (Creating/Performing), and D (Evaluating).



Subject	Grade Level	Unit 1	Unit 2
Theatre Academic Year 2026-2027	Grade 8 MYP 3	Title/Theme: Ritual, Heritage & Performance Traditions	Title/Theme: Ensemble Building & Collaborative Composition
		Standards: - Research and analyze world theatrical traditions and ritualistic performance forms (e.g., Noh, Kabuki, Kathakali, Commedia dell'Arte, African Ritual Theatre). - Understand aesthetic principles, symbolism, stylized gesture, and cultural heritage in performance. - Adapt historical/cultural ritual conventions to create a contemporary theatrical piece. - Evaluate how cultural context shapes artistic interpretation and aesthetic appreciation.	Standards: - Master collaborative ensemble techniques (Viewpoints, Frantic Assembly physical theatre methods). - Compose original group performances integrating spatial awareness, tempo, gesture, and architecture. - Apply effective group leadership, active listening, and collective decision-making in creative composition. - Evaluate ensemble cohesion and the alignment of composition with artistic intention.
		Content: - World Theatre Traditions & Rituals: Origins of ritual in theatre, sacred vs. secular performance, ceremonial masks, and cultural symbolism. - Stylized Performance Conventions: Highly formalized movement, vocal chanting, rhythmic music integration, symbolic gesture, and stock characters. - Aesthetic Elements: Symbolism in costume/color, spatial minimalism, ceremonial staging, and heightened theatricality. - Comparative Dramaturgy: Analyzing how ancient rituals transmit heritage, social values, and mythologies across generations. - Creative Adaptation: Respectful intercultural borrowing, ethical artistic adaptation, and contemporary reimagining.	Content: - Viewpoints Framework (Anne Bogart): Spatial Relationship, Architecture, Floor Pattern, Shape, Gesture (Behavioral & Expressive), Kinesthetic Response, Tempo, Duration, and Repetition. - Ensemble Physical Theatre: Chair duets, lifts, contact improvisation, synchronized movement, and canon composition. - Collaborative Composition: Group motif building, transitions, montage, fluid focus, and spatial geometry. - Leadership & Group Dynamics: Group roles (director, choreographer, dramaturg), non-verbal cueing, mutual trust, and collective editing. - Artistic Intention & Synthesis: Translating thematic concepts into abstract/physical group compositions.
		# of weeks: 6	# of weeks: 6
		Key Concept: Aesthetics	Key Concept: Communication
		Related Concept(s): Interpretation, Style	Related Concept(s): Composition, Structure
		Global Context: Orientation in space and time (Civilizations, social histories, heritage, rituals, and pilgrimage)	Global Context: Identities and relationships (Teams, affiliation, leadership, cooperation, and collective identity)
		Statement of Inquiry: The aesthetic interpretation of ritualistic traditions reflects cultural heritage and evolves across social histories and civilizations.	Statement of Inquiry: Synthesizing ensemble composition and spatial communication enables collaborative teams to express unified artistic intentions.
		MYP Objectives: Criterion A: Investigating - i. research a specific world ritual/theatre tradition; ii. analyze its aesthetic conventions and cultural context. Criterion B: Developing - i. explore ritualistic movement, vocal chanting, and symbolic props; ii. detail adaptation ideas in a developmental process journal. Criterion C: Creating/Performing - i. perform a stylized ritual adaptation incorporating symbolic movement, rhythm, and ceremonial staging. Criterion D: Evaluating - i. evaluate how aesthetic choices communicated cultural heritage and ritualistic themes to a contemporary audience.	MYP Objectives: Criterion A: Investigating - i. investigate Viewpoints and physical theatre composition techniques; ii. critique professional ensemble works. Criterion B: Developing - i. practically experiment with Viewpoints motifs and physical composition; ii. document artistic leadership and group collaboration. Criterion C: Creating/Performing - i. perform a cohesive, physically rigorous ensemble piece demonstrating unified focus and spatial awareness. Criterion D: Evaluating - i. appraise personal contribution to ensemble dynamics; ii. evaluate the effectiveness of physical composition.
		ATL Skills: - Research Skills (Media Literacy): Analyze cultural performance archives and scholarly articles to understand ritual conventions accurately. - Thinking Skills (Creative Thinking): Adapt traditional ceremonial gestures into modern theatrical expressions respectfully.	ATL Skills: - Social Skills (Teamwork & Leadership): Demonstrate collaborative leadership, encourage group contributions, and foster trust in physical ensemble work. - Thinking Skills (Transfer): Apply abstract spatial concepts (Viewpoints) to structured dramatic performance.
		Assessment Task (GRASPS Framework): - Goal: Research a traditional world ritual/theatre form and adapt its aesthetic conventions into a contemporary performance piece. - Role: Cultural Researcher & Performance Adaptor. - Audience: MYP Arts Cohort and Cultural Festival Guests. - Situation: Participate in a World Theatre Traditions Exposition demonstrating how ritual heritage informs modern stage aesthetics. - Product: Comparative Research Report (Criterion A), Process Journal (Criterion B), and 3-minute Stylized Ritual Performance (Criterion C). - Criteria Assessed: Criteria A (Investigating), B (Developing), C (Creating/Performing), and D (Evaluating).	Assessment Task (GRASPS Framework): - Goal: Compose and perform a physical theatre ensemble piece based on the theme of 'Cooperation vs. Conflict' using Viewpoints. - Role: Ensemble Choreographer & Physical Performer. - Audience: MYP Community and Arts Educators. - Situation: You are commissioned to perform at an Ensemble Theatre Showcase exploring group affiliation and physical composition. - Product: 4-minute physical theatre composition, annotated spatial blueprint, and reflection log. - Criteria Assessed: Criteria B (Developing), C (Creating/Performing), and D (Evaluating).



Subject	Grade Level	Unit 1	Unit 2
Theatre Academic Year 2026-2027	Grade 9 MYP 4	Title/Theme: Silent Acting & Expressive Mask	Title/Theme: Mime, Pantomime & Physical Craft
		Standards: - Explore silent screen acting techniques and expressive neutral/larval/character mask traditions (Jacques Lecoq method). - Develop physical embodiment of archetypal roles, status, drive, and emotional clarity. - Synthesize spatial staging, lighting, and sound accompaniment in silent dramatic performance. - Evaluate how masking and non-verbal performance amplifv dramatic tension and role representation.	Standards: - Master advanced physical illusion, mime techniques (fixed point, resistance, weight, isolation), and pantomime conventions. - Analyze physical communication, body language, and non-verbal dramaturgy. - Synthesize artistic intention with precision craft to engage audience imagination. - Critically evaluate physical precision and non-verbal narrative clarity.
		Content: - Mask Performance Methodology (Jacques Lecoq): Neutral mask (state of calm readiness), Larval masks, and Full Expressive Character masks. - Rules of Mask Work: Leading with the body, avoiding touching the mask, keeping mask open to audience (focus/counter-focus), and heightened physical clarity. - Early Cinema & Silent Acting: Expressionism, slapstick vs. melodrama, facial subtlety for camera/stage, gestural economy, and musical scoring alignment. - Role & Characterization: Internal drive, status battles, physical tempo-rhythm, and emotional manifestation without vocal crutches. - Production & Staging Elements: Dramatic lighting design for mask angles, acoustic soundscapes, and period music integration.	Content: - Classical Mime Principles (Etienne Decroux, Marcel Marceau): Corporeal mime, fixed point (point fixe), isolation, weight/resistance, click, and illusionary movement (wall, rope, walking against the wind). - Pantomime Techniques: Exaggerated facial expression, slapstick, lazzi (stock physical gags), mask work, and physical comedy timing. - Non-Verbal Dramaturgy: Telling complete stories through gesture, posture, spatial awareness, and rhythm without spoken dialogue. - Audience Perception: Muscle memory, kinetic empathy, imaginary space creation, and visual clarity. - Craft & Rehearsal Discipline: Micro-movement repetition, mirror work, video analysis, and precise spatial accuracy.
		# of weeks: 9	# of weeks: 9
		Key Concept: Communication	Key Concept: Communication
		Related Concept(s): Role, Expression	Related Concept(s): Audience, Style
		Global Context: Personal and cultural expression (Artistry, dramatic representation, and aesthetic form)	Global Context: Personal and cultural expression (Artistry, craft, creation, and physical discipline)
		Statement of Inquiry: Communicating character roles through expressive mask and silent acting heightens dramatic expression and physical storytelling.	Statement of Inquiry: Mastering the physical craft of mime enhances non-verbal communication, enqaqing the audience's imagination through refined body artistry.
		MYP Objectives: Criterion A: Investigating - i. investigate Lecoq mask methodology and silent film acting style; ii. analyze how physical economy conveys character status. Criterion B: Developing - i. explore mask embodiment exercises and physical status drives; ii. develop a silent scene blueprint with music cues. Criterion C: Creating/Performing - i. perform a expressive mask scene conveying clear character role, conflict, and emotional resolution. Criterion D: Evaluating - i. evaluate personal bodily discipline and mask focus in communicating character role without vocal dialogue.	MYP Objectives: Criterion A: Investigating - i. investigate historical and contemporary physical mime masters (Marceau, Decroux, Lecoq); ii. critique mime technique precision. Criterion B: Developing - i. practically experiment with bodily isolations, fixed points, and physical illusions; ii. outline a physical story beat-sheet. Criterion C: Creating/Performing - i. perform an original solo or duo silent mime act displaying high physical precision and illusionary craft. Criterion D: Evaluating - i. critically appraise physical technique execution and non-verbal narrative clarity based on video analysis.
		ATL Skills: - Thinking Skills (Critical Thinking): Analyze how removing vocal dialogue forces actors to rely entirely on spatial focus, posture, and gesture. - Social Skills (Working in Teams): Coordinate non-verbal physical cues and spatial counter-balance with scene partners.	ATL Skills: - Self-Management Skills (Organization & Practice): Demonstrate rigorous personal practice routines to master fine motor control and physical isolations. - Communication Skills (Non-Verbal): Utilize body language, spatial weight, and aesture to convey complex storylines without words.
		Assessment Task (GRASPS Framework): - Goal: Devise and perform an expressive mask scene set to a curated soundtrack, portraying clear character roles and conflict. - Role: Expressive Mask Actor & Physical Dramaturg. - Audience: MYP 4 Peers and Arts Faculty. - Situation: Commissioned to create a visual theatre piece for an Expressive Mask Showcase. - Product: Mask Character Analysis & Scene Blueprint (Criterion B), Performance Video & Live Stage Performance (Criterion C), and Evaluation Journal (Criterion D). - Criteria Assessed: Criteria A (Investiqating), B (Developing), C (Creating/Performing), and D (Evaluating).	Assessment Task (GRASPS Framework): - Goal: Create and perform a 3-minute silent mime act demonstrating illusionary techniques (fixed point, weight, resistance) and clear narrative arc. - Role: Corporeal Mime Artist. - Audience: School Community & Visiting Physical Theatre Practitioners. - Situation: Invited to perform at a Silent Theatre Gala celebrating non-verbal performing arts craft. - Product: Physical Skill Log & Storyboard (Criterion B) and Live Mime Performance (Criterion C). - Criteria Assessed: Criteria B (Developing), C (Creating/Performing), and D (Evaluating).



Subject	Grade Level	Unit 1	Unit 2
Theatre Academic Year 2026-2027	Grade 10 MYP 5	Title/Theme: Classical Text Adaptation: Shakespearean Drama & Social Commentary	Title/Theme: World Theatre Traditions & Structural Composition
		Standards: - Analyze and adapt classical texts (Shakespeare, Greek Tragedy, Molière) for contemporary social commentary. - Master Elizabethan performance conventions: iambic pentameter, verse/prose, soliloquy, direct address, and rhetorical devices. - Explore character roles as social constructions, examining power dynamics, morality, and systemic structures. - Evaluate how classical adaptations communicate enduring human philosophies across contemporary contexts.	Standards: - Research, synthesize, and apply advanced world theatre traditions (e.g., Epic Theatre, Kathakali, Noh, Commedia, Bunraku) in preparation for DP Theatre. - Master structural composition, directorial framing, and semiotics in theatrical staging. - Formulate clear, sophisticated artistic intentions linking structure, culture, and theatricality. - Conduct rigorous comparative research and evaluate personal growth as an independent theatre maker.
		Content: - Shakespearean Textual Analysis: Verse vs. prose, iambic pentameter rhythm, caesura, shared lines, antithesis, rhyming couplets, soliloquy, and imagery. - Elizabethan & Jacobean Staging Conventions: Globe Theatre architecture, thrust stage acoustics, direct audience address, minimal scenery, and universal lighting. - Textual Adaptation & Dramaturgy: Transposing classical settings to modern contexts (e.g., Macbeth in corporate politics, Romeo & Juliet in gang rivalry), cutting text, and subtextual interpretation. - Actor Craft & Rhetoric: Vocal resonance, scansion, breath control on line endings, rhetorical argumentation, status battles, and psychological motivation. - Social Commentary & Philosophy: Investigating power, corruption, gender constructs, statecraft, and human morality through classic dramatic roles.	Content: - Advanced Theatre Theorists & Practitioners: Bertolt Brecht (Verfremdungseffekt, gestus, spass, montage), Jerzy Grotowski (Poor Theatre), Antonin Artaud (Theatre of Cruelty), and Augusto Boal (Forum Theatre). - Directorial & Structural Composition: Dramaturgy, structural framing, theatrical semiotics (signifier/signified), scenic minimalism, lighting/sound symbolism, and spatial staging. - World Theatre Tradition Investigation: Academic research methodologies, cultural context analysis, performance convention breakdown, and practical application. - DP Theatre Preparation: Solo Theatre Piece / Director's Notebook frameworks, artistic intention formulation, and process portfolio documentation. - Critical Reflection & Evaluation: Analyzing theatrical impact, structural coherence, and personal artistic identity.
		# of weeks: 9	# of weeks: 9
		Key Concept: Communication	Key Concept: Identity
		Related Concept(s): Role, Expression, Style	Related Concept(s): Structure, Presentation
		Global Context: Personal and cultural expression (Social constructions of reality, philosophies, belief systems, and social commentary)	Global Context: Personal and cultural expression (Artistry, craft, creation, beauty, and philosophical perspectives)
		Statement of Inquiry: Adapting classical roles and rhetorical conventions enables theatre makers to communicate timeless social commentaries on human reality and power dynamics. MYP Objectives: Criterion A: Investigating - i. investigate Elizabethan theatrical conventions and Shakespearean scansion; ii. critique modern directorial adaptations of classic plays. Criterion B: Developing - i. experiment with scansion, vocal delivery, and modern staging adaptation; ii. produce a dramaturgical adaptation blueprint. Criterion C: Creating/Performing - i. perform a modernized classical scene or soliloquy with vocal clarity, scansion mastery, and emotional truth. Criterion D: Evaluating - i. evaluate how successfully the classical text adaptation communicated contemporary social commentary to the audience.	Statement of Inquiry: Structural choices in theatrical composition enable artists to express cultural identity and artistic vision through sophisticated performance conventions. MYP Objectives: Criterion A: Investigating - i. conduct comprehensive research into a world theatre tradition or practitioner theory; ii. analyze performance conventions and cultural contexts in depth. Criterion B: Developing - i. practically experiment with theoretical conventions (e.g., Brechtian gestus, Grotowskian physical rigor); ii. construct a detailed Director's Notebook. Criterion C: Creating/Performing - i. synthesize directorial choices and structural composition into a polished 5-minute performance piece. Criterion D: Evaluating - i. critically evaluate the realization of artistic intention and structural effectiveness; ii. reflect on readiness for DP Theatre.
		ATL Skills: - Thinking Skills (Critical & Creative Thinking): Deconstruct classical verse to uncover character subtext and translate historical themes into modern societal critiques. - Communication Skills (Vocal & Rhetorical Expression): Master iambic pentameter scansion and rhetorical delivery to articulate complex heightened language.	ATL Skills: - Research Skills (Information & Media Literacy): Synthesize academic theatre journal articles, practitioner texts, and archival recordings into a structured investigation report. - Self-Management Skills (Affective Skills): Demonstrate artistic independence, self-motivation, and resilience during independent directorial projects.
		Assessment Task (GRASPS Framework): - Goal: Adapt and perform a scene/soliloquy from a Shakespearean play, reimagining the context to critique a modern social/philosophical issue. - Role: Classical Actor, Dramaturg & Adaptor. - Audience: School Community, Parents, and Arts Examiners. - Situation: Senior Shakespeare Adaptation Showcase exploring how classical drama speaks to modern social realities. - Product: Dramaturgical Adaptation Portfolio & Scansion Analysis (Criteria A & B) and Live Classical Adaptation Performance (Criterion C). - Criteria Assessed: Criteria A (Investigating), B (Developing), C (Creating/Performing), and D (Evaluating).	Assessment Task (GRASPS Framework): - Goal: Research a world theatre practitioner/tradition, construct a Director's Notebook, and stage a 5-minute performance applying its structural conventions. - Role: Student Director, Dramaturg & Performer. - Audience: Senior MYP Cohort, DP Theatre Students, and Faculty Panel. - Situation: Senior MYP Theatre Capstone Project preparing students directly for IB DP Theatre Coursework. - Product: 8-page Director's Notebook / Research Portfolio (Criteria A & B) and Live Directed Performance (Criterion C). - Criteria Assessed: Criteria A (Investigating), B (Developing), C (Creating/Performing), and D (Evaluating).