



Arts Subject Course Outline

IB Mission Statement

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

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

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

Bladins International School Mission Statement

The mission of Bladins International School is to fully develop the student's intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence.

Teaching and Learning within the Middle Years Programme at Bladins

The Middle Years Programme is designed to challenge teenagers in a number of ways. As part of the Middle Years Programme the students at Bladins IS are given an awareness of the ever changing world through a challenging and demanding curriculum, fostering an appreciation and a love for learning. The curriculum at Bladins IS enables students to make connections between the subjects and the concepts taught, in context of today's world.

Together with the IB Learner Profile attributes <http://www.ibo.org/en/benefits/learner-profile/>, our students are encouraged to inquire, take action and reflect on their learning. Through a conceptual approach to teaching and learning students are taught how to view subject content through a variety of frameworks and make associations between subjects.

The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity. (MYP:From Principles into Practice, 2014)

Aims of the Arts Course at Bladins International School

The aims of the teaching and learning of MYP Arts are to encourage and enable students to:

- ◆ Create and present art
- ◆ Develop skills specific to the discipline
- ◆ Engage in a process of creative exploration and (self)-discovery
- ◆ Make purposeful connections between investigation and practice

- ◆ Understand the relationship between art and its contexts
- ◆ Respond to and reflect on art
- ◆ Deepen their understanding of the world

MYP Arts Objectives

A: Knowing and Understanding		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
i. demonstrate awareness of the art form studied, including the use of appropriate language.	i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language.	i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology.
ii. demonstrate the awareness of the relationship between the art form and its context.	ii. demonstrate knowledge of the role of the art form in original or displaced contexts.	ii. demonstrate understanding of the role of the art form in original or displaced contexts.
iii. demonstrate the awareness of the links between the knowledge acquired and the artwork created.	iii. use acquired knowledge to inform their artwork.	iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B: Developing Skills		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
i. demonstrate the acquisition and development of the skills and techniques of the art form studied.	i. demonstrate the acquisition and development of the skills and techniques of the art form studied.	i. demonstrate the acquisition and development of the skills and techniques of the art form studied.
ii. demonstrate the application of skills and techniques to create, perform, and/or present art.	ii. demonstrate the application of skills and techniques to create, perform, and/or present art.	ii. demonstrate the application of skills and techniques to create, perform, and/or present art.

C: Thinking Creatively		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able (with modifications) to:</i>	<i>At the end of the third year, students should be able (in more complex activities) to:</i>	<i>At the end of the fifth year, students should be able to:</i>
i. Identify an artistic intention.	i. outline a clear and feasible artistic intention	i. develop a feasible, clear, imaginative, and coherent artistic intention.
ii. Identify alternatives and perspectives.	ii. outline alternatives, perspectives, and imaginative solutions.	ii. demonstrate a range and depth of creative-thinking behaviours.
iii. demonstrate the exploration of ideas.	iii. demonstrate the exploration of ideas through the developmental process to a point of realization.	iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D: Responding		
MYP 1	MYP 3	MYP 5
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
i. Identify connections between art forms, art and context, or art and prior learning.	i. outline connections and transfer learning to new settings.	i. construct meaning and transfer learning to new settings.
ii. recognize that the world contains inspiration or influence for art.	ii. create an artistic response inspired by the world around them.	ii. create an artistic response that intends to reflect or impact on the world around them.
iii. evaluate certain elements or principles of artwork.	iii. evaluate the artwork of self and others.	iii. critique the artwork of self and others.

Arts topics include:

The taught and assessed curriculum in each year of Arts throughout MYP1-5 may include:

Composition	Playwriting	Stylistic Arts
Painting	Journaling	Applied Skills
Improvisation	Arts Techniques	

Assessment in Arts

Assessment is intended as an extension of the learning process for students, and this course gives students many different ways to demonstrate their understanding and skills. There are various assessment tools used in Arts. These include observations, tests, peer assessments, performance tasks, and group tasks.

In Arts, students are assessed on more than their physical ability to perform or create. A variety of skills and attitudes including preparation, collaboration, organization, inner and intrapersonal skills also contributes to their achievement during the year.

In MYP 1 through MYP 5 student achievement in Arts is assessed against the following four criteria:

- A. **Knowing and Understanding:** Students develop knowledge and understanding about art forms in order to identify and solve problems.
- B. **Developing Skills:** Students demonstrate their acquisition and application of skills and/or techniques to create, perform, or present art.
- C. **Thinking Creatively:** Students demonstrate a range of creative thinking behaviours, exploring ideas leading to a statement of intention.
- D. **Responding:** Students reflect upon art in our world, constructing meaning and reflection of their's and others' art.

Students achieve a level from 0-8 in each criterion and these are added together to calculate the final overall achievement level in sciences using the following table.

<i>Final achievement Level</i>	1	2	3	4	5	6	7
<i>Total mark/32</i>	1-5	6-9	10-14	15-18	19-23	24-27	28-32