CARSON GRAHAM
SECONDARY

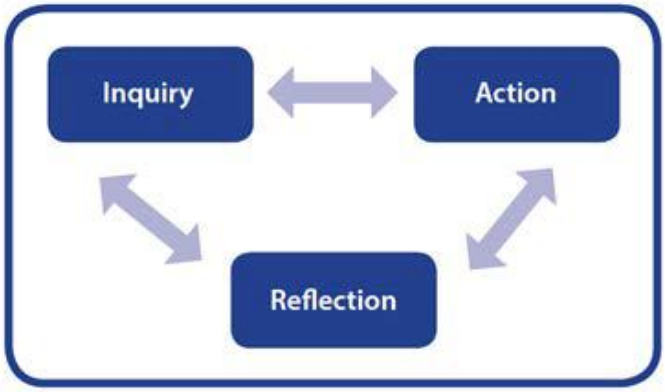
COURSE OUTLINE – MYP YEAR 4 PERFORMING ARTS

At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



(Developing an MYP Unit, 2014)

Performing Arts Key Concepts:

- Aesthetics
- Change
- Identity
- Communication

Performing Arts Related Concepts:

- Audience
- Boundaries
- Composition
- Expression
- Genre
- Innovation
- Interpretation
- Narrative
- Play
- Presentation
- Role
- Structure

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MYP Global Contexts guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Arts:

Category	Skill indicator
Thinking skills	Map the creative thought process in the arts process journal to generate new ideas and questions.
Social skills	Work collaboratively in a production team with assigned roles and responsibilities.
Communication skills	Listen actively and endorse the views or opinions of others.
Self-management skills	Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition.
Research skills	Create mood boards, sketches and/or storyboards, which translate an idea to practice.

The MYP Arts course will focus on developing skills related to 4 criteria based objectives. All MYP Arts courses will make use of the **Process Journal** and the following objectives will be assessed through the Process Journal.

- Knowing and understanding
- Developing skills
- Thinking creatively
- Responding

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.

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Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • Demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of appropriate language • Demonstrates **limited** knowledge of the role of the art form in original and displaced contexts • Demonstrates **limited** use acquired knowledge to inform artistic decisions
3-4	The student: • Demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of appropriate language • Demonstrates **adequate** knowledge of the role of the art form in original and displaced contexts • Demonstrates **adequate** use acquired knowledge to inform artistic decisions
5-6	The student: • Demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of appropriate language • Demonstrates **substantial** knowledge of the role of the art form in original and displaced contexts • Demonstrates **substantial** use acquired knowledge to inform artistic decisions
7-8	The student: • Demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of appropriate language • Demonstrates **excellent** knowledge of the role of the art form in original and displaced contexts • Demonstrates **excellent** use acquired knowledge to inform artistic decisions

Criterion B: Developing skills

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • Demonstrates **limited** acquisition and development of the skills and techniques of the art form studied • Demonstrates **limited** application of skills and techniques to create, perform and/or present art
3-4	The student: • Demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied • Demonstrates **adequate** application of skills and techniques to create, perform and/or present art
5-6	The student: • Demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied • Demonstrates **substantial** application of skills and techniques to create, perform and/or present art
7-8	The student: • Demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied • Demonstrates **excellent** application of skills and techniques to create, perform and/or present art

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Criterion C: Thinking creatively

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • Presents a **limited** outline of clear, feasible and which may also **lack** imaginative artistic intention • Presents a **limited** outline of imaginative solutions and creative-thinking behaviors • Demonstrates **limited** exploration of ideas through process and intention which may **lack** a point of realization
3-4	The student: • Presents an **adequate** outline of clear, feasible and imaginative artistic intention • Presents an **adequate** outline of imaginative solutions and creative-thinking behaviors • Demonstrates **adequate** exploration of ideas through process and intention to a point of realization
5-6	The student: • Presents a **substantial** outline of clear, **often** feasible and imaginative artistic intention • Presents a **substantial** outline of imaginative solutions and creative-thinking behaviors • Demonstrates **substantial** exploration of ideas through **purposeful** process and intention to a point of realization
7-8	The student: • Presents an **excellent** outline of clear, feasible and imaginative artistic intention • Presents an **excellent** outline of imaginative solutions and creative-thinking behaviors • Demonstrates **excellent** exploration of ideas through **effective** process and intention **through to** a point of realization

Criterion D: Responding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • Presents a **limited** outline of connections, meaning and **may** transfer learning to new settings • Creates **limited** artistic response to reflect the world around them • Presents a **limited** evaluation or critique the artwork of self and other
3-4	The student: • Presents an **adequate** outline of connections, meaning and **occasionally** transfers learning to new settings • Creates an **adequate** artistic response to **occasionally** reflect the world around them • Presents an **adequate** evaluation or critique the artwork of self and other
5-6	The student: • Presents a **substantial** outline of connections, meaning and **regularly** transfers learning to new settings • Creates a **substantial** artistic response to **regularly** reflect the world around them • Presents a **substantial** evaluation or critique the artwork of self and other
7-8	The student: • Presents an **excellent** outline of connections, meaning and **effectively** transfers learning to new settings • Creates an **excellent** artistic response to **effectively** reflect the world around them • Presents an **excellent** evaluation or critique the artwork of self and other