



<b>Enseignement secondaire</b>		
<b>Classes internationales</b>		
	<b>Régime anglophone</b>	
<b>Arts pluriels (ARTPL)</b>		
<b>Programme</b>		
<b>6IEC</b>		
Leçons hebdomadaires: 3		
Langue véhiculaire: anglais		
Nombre minimal de devoirs par trimestre: 2		

**Number of lessons per week:** 3 (1 visual arts lessons and 2 music lesson a week)

## Visual Arts MYP Course Outline

### Middle School – Grade 6IEC

The aim of the course is to improve practical skills (e.g. drawing and painting) and knowledge of art theories and concepts (e.g. perspective and line techniques) as well as to involve students in their own learning and development process. All good artists and designers are critical thinkers. This allows them to continually evolve their work and to improve. They do this by looking at the work of others, reflecting on their own work, and setting goals. Students are encouraged to become critical thinkers and to reflect on what they do and how they do. Visual Arts students are encouraged to plan and develop their own creative ideas independently. In this way, the students' portfolios are critical because this is where the students document their progress in the Visual Arts through researching, brainstorming, planning, sketching and designing. Students usually keep the same portfolio from Grades 7 to 11. Students will also become skillful in a variety of practical techniques. It is the aim of the Visual Arts Department to develop a critical approach to creativity and a life-long appreciation and enjoyment of art.

### Skills

Students will develop a variety of practical skills, working in both 2D and 3D, including drawing, painting, printmaking, and sculpting. These practical skills are developed concurrently with their critical skills, where they look at the work of others and learn to write about their own work employing task specific vocabulary. They will also develop the ability to identify areas of improvement in their own work and how best to achieve them.



## **Assessment**

During the course, the students are assessed using the MYP Arts Assessment Criteria.

### **Knowledge and Understanding**

### **Application**

### **Reflection and Evaluation**

### **Personal Engagement**

Visual Arts is assessed on each of the above criteria in each Unit. A student is awarded a final level, which is recorded in the end-of-semester report.

## **2. Music**

### **Pre-Requisites**

A specialised or thorough knowledge in music is not requested.

### **Aims**

Music in the IB programme stimulates young imaginations, challenges perceptions, and develops creative and analytical skills. The course encourages students to understand the context and cultural implications of musical works, supporting the development of an inquiring and empathetic world view. Music challenges and enriches personal identity and builds awareness of the aesthetic in a real-world context.

The aims of IB music are to encourage and enable students to:

- create and present music
- 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 music and its contexts
- respond to and reflect on music
- deepen their understanding of the world.

### **Course components**

Students will engage with five strands of music to develop the following understandings:

- Performing – singing and playing instruments
- Introduction to creating and composing music
- Notation – understanding and reading music
- Listening and appreciation
- Music in its social and historical contexts



More concretely, the students will learn to interact musically with others by means of playing the keyboard and singing together while also acquiring musical reading and writing abilities. Furthermore, the learners will actively experience music by chanting, clapping, dancing, patting and snapping fingers along to melodies and rhythms. The use of body percussion plays an important role in this context.

Moreover, the students will be introduced to musical composition through imitation and improvisation of musical material in class.

Further components of the course include, but are not limited to:

- listening to music pieces and discuss their specific characteristics within the respective musical epochs
- one or more concert visits
- an initiation to the music language by elaborating a glossary
- portfolio presentations.

## **Skills and objectives**

The Grade 7 – 5 Music programme is essentially practical and creative. The curriculum looks at developing performance, composing and listening skills. Historical and theoretical aspects of the subject are important and take a supporting role. They are studied at the point of need and mostly in a practical framework. Music technology and world music also play an integral part in the music programme.

## **Assessment**

Written tests (class paper, additional home or class work) and/or oral and practical assignments (listening test, live music performance, power point presentation, amongst others) constitute the main elements to be assessed every term.

There shall be at least one class paper or written assignment per trimester.

## **Course materials**

Yamaha KeyboardClass Band 1 / authors: Roman Sterzik and Sven Stagge / ISBN: 978-3-9816534-0-3

Music Theory in Practice / author: Eric Taylor / ISBN: 978-1-86096-942-3

A substantial part of the course will be the use of music keyboards and/or other educational instruments (e.g. Orff –Schulwerk, boomwhackers). Those instruments will be available at school and will be used in class only.