## Arts - Band, Chorus, Orchestra, Theater and Visual Arts

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Unit</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
<th>Global Contexts</th>
<th>Statement of Inquiry</th>
<th>Objectives &amp; Strands</th>
<th>ATL Skills</th>
<th>Content</th>
<th>Summative Assessment(s)</th>
<th>Learner Profile</th>
<th>International-mindedness</th>
<th>Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>September to October</td>
<td></td>
<td>Music: Band, Chorus and Orchestra, Visual Arts, Drama</td>
<td>MYP Year 1 (4th Grade)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November to December</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>December to March</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>March to May</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May to June</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>September or February</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>October or March</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November to December</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>December to May</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>September to October</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### September to October
**Music**
- Developing Positive Habits to Support Musical Success
- Communication, Function, Resources, Communication
- Scientific & Technical Innovation

**Objectives & Strands**
- Communication, Self-Management and Research Skills
- Music: Band, Chorus and Orchestra, Visual Arts, Drama

**ATL Skills**
- Instrument Care Brochure: Knowledgeable

**Content**
- Folk Songs included in Method Book exercises (instrumental music only)

**Summative Assessment(s)**
- Sending Instrument Care/Vocal Health Information to ES students

**Learner Profile**
- Reflective

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### November to December
**Music**
- Performing with Technical Accuracy
- Change
- Structure
- Orientation in Space and Time

**Objectives & Strands**
- Communication through music evolves the mastery of organized structures and the interpretation of skills.

**ATL Skills**
- Communication and Self-Management Skills
- Post Concert Reflection

**Content**
- Winter Concert Band/Orchestra Karate: Reflective

**Summative Assessment(s)**
- World Music selections in Repertoire (selections vary by year)

**Learner Profile**
- World Music selections in Repertoire (selections vary by year)

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### December to March
**Music**
- Moving from the Technical to the Intellectual Aspects of Performance
- Identity
- Audience, Role
- Identities and Relationships

**Objectives & Strands**
- Successful ensemble performance relies on both individual and collective skills.

**ATL Skills**
- Communication and Social Skills
- Spring Concert

**Content**
- District Assessment: Balanced

**Summative Assessment(s)**
- World Music selections in Repertoire (selections vary by year)

**Learner Profile**
- Concert Choir - World Language Night Performance

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### March to May
**Music**
- Demonstrating and Expressing Emotion through Ensemble Performance
- Aesthetics
- Interpretation, Expression
- Personal and Cultural Expression

**Objectives & Strands**
- Expressive ensemble performance requires collective listening and performance skills.

**ATL Skills**
- Communication and Social Skills
- Solo Performance

**Content**
- Spring Concert: Communicators

**Summative Assessment(s)**
- World Music selections in Repertoire (selections vary by year)

**Learner Profile**
- Risk-Taker

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### May to June
**Music**
- Demonstrating and Expressing Emotion through Individual Performance
- Aesthetics
- Interpretation, Expression
- Personal and Cultural Expression

**Objectives & Strands**
- Expressive individual performance requires independent listening and performance skills.

**ATL Skills**
- Communication and Social Skills
- Solo Performance

**Content**
- Spring Concert: Communicators

**Summative Assessment(s)**
- World Music selections in Repertoire (selections vary by year)

**Learner Profile**
- Risk-Taker

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### September or February
**Visual Arts**
- Clay: Slab and Pinch techniques, animals and emotions
- Form
- Presentation, Style
- Personal and Cultural Expression

**Objectives & Strands**
- Students will learn specific techniques to construct and compose different forms of personal or cultural expression.

**ATL Skills**
- Social and Thinking Skills
- Clay boxes and figures: Reflective

**Content**
- September to October:

**Summative Assessment(s)**
- Using universal symbols of emotion to express feelings

**Learner Profile**
- Reflective

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### October or March
**Visual Arts**
- Painting: Tints and Shades
- Creativity
- Representation, Composition
- Personal and Cultural Expression

**Objectives & Strands**
- Students will understand that mixing colors and altering light and darkness can change the way a picture communicates space.

**ATL Skills**
- Self-Management and Thinking Skills
- Paintings: Knowledgeable

**Content**
- October or March:

**Summative Assessment(s)**
- Looking at how color is used around the world to show depth

**Learner Profile**
- Knowledgeable

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### November or April
**Visual Arts**
- Shadow Puppets
- Communication
- Narrative, Audience
- Personal and Cultural Expression

**Objectives & Strands**
- Students will learn the history of shadow puppets in different cultures and how to use them to tell a narrative to an audience.

**ATL Skills**
- Communication, Social, and Self-Management Skills
- Shadow Puppets and performances: Communicators

**Content**
- November or April:

**Summative Assessment(s)**
- Looking at shadow puppet performances from Indonesia, Japan and Italy as part of our research.

**Learner Profile**
- Sharing performances

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### November to December or May
**Visual Arts**
- Drawing: Line and Perspective
- Perspective
- Innovation, Boundaries
- Personal and Cultural Expression

**Objectives & Strands**
- Students will know how linear perspective was developed to show depth and space in the picture plane.

**ATL Skills**
- Self-Management and Thinking Skills
- Perspective Drawing: Thinkers

**Content**
- Understanding how the invention of linear perspective changed western art during the Renaissance

**Summative Assessment(s)**
- Using portraits as a fundraiser for endangered animal charities

**Learner Profile**
- Thinkers

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### January or June
**Visual Arts**
- Endangered Animal Portraits in Pastel
- Communication
- Genre, representation
- Globalization and Sustainability
- Students will understand good technique with oil pastels and make a representative picture of an endangered animal

**Objectives & Strands**
- Communication, Self-management and Thinking Skills

**ATL Skills**
- Animal Portraits: Caring

**Content**
- Animal Portraits: Caring

**Summative Assessment(s)**
- Exploring the plight of endangered animal worldwide.

**Learner Profile**
- Caring

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### January or June
**Visual Arts**
- Express Yourself (Printmaking)
- Communication
- Presentation, Style
- Personal and Cultural Expression
- Students will create a reduction print in 2 colors and understand the registering of prints

**Objectives & Strands**
- Self-Management and Thinking Skills

**ATL Skills**
- Reduction prints, peer critiques: Risk-Takers

**Content**
- Reduction prints, peer critiques (instrumental music only)

**Summative Assessment(s)**
- Looking at printmaking across cultures as well as the invention of reduction printing in France.

**Learner Profile**
- Risk-Takers

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills

### September to October
**Drama**
- Building an Ensemble
- Communities
- Expression, Audience
- Identities and Relationships

**Objectives & Strands**
- Building communities is essential for theater expression.

**ATL Skills**
- Social, Self-Management, and Thinking skills

**Content**
- Lip Sync Battle: Caring

**Summative Assessment(s)**
- Sending Instrument Care/Vocal Health Information to ES students

**Learner Profile**
- Caring

**International-mindedness**
- Science & Technology

**Service Learning**
- ATL Skills
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Unit</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
<th>Global Contexts</th>
<th>Statement of Inquiry</th>
<th>Objectives &amp; Strands</th>
<th>ATL Skills</th>
<th>Content</th>
<th>Summative Assessment(s)</th>
<th>Learner Profile</th>
<th>International-mindedness</th>
<th>Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Tableau</td>
<td>Creativity</td>
<td>Composition, Audience</td>
<td>Personal and Cultural Expression</td>
<td>Performance is an expression of how world issues affect an artist’s identity.</td>
<td>A.1, 1ii, 2i, 3i, 4i, 2ii, 2iii</td>
<td>Communication, Social and Thinking skills</td>
<td>6.15-6.19</td>
<td>Where Am I From Poem Tableau Performance Tableau Reflection</td>
<td>Reflective</td>
<td>Caring</td>
<td>Refugees</td>
</tr>
<tr>
<td>Drama</td>
<td>Greek Theater</td>
<td>Time, Place and Space</td>
<td>Style, Visual, Cultural Expression</td>
<td>Orientation of Time and Space</td>
<td>Recurring artistic movements &amp; elements of design can create connection to a different time &amp; space</td>
<td>A.1, 1ii, 3i, 4i, 5i, 6i, 7i, 2ii, 2iii</td>
<td>Self-management, Research, and Thinking skills</td>
<td>6.20-6.25</td>
<td>Reader’s Theater Reader’s Theater Reflection Greek Mask</td>
<td>Inquirer</td>
<td>Knowledgeable</td>
<td>Greece</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Intro and Sketchbook making</td>
<td>Aesthetics</td>
<td>Presentation, Audience</td>
<td>Personal and Cultural Expression</td>
<td>Students will understand that is an important to learn good craftsmanship and composition as well as to have a place to record their artistic process and development.</td>
<td>A.1, 1ii, 2ii</td>
<td>Communication skills</td>
<td>7.2, 7.12a</td>
<td>Sketchbook</td>
<td>Reflective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Drawing Unit: Values and Composition</td>
<td>Form</td>
<td>Composition and Representation</td>
<td>Personal and Cultural Expression</td>
<td>When drawing Form, it is important to consider composition as well as expressive line in order to properly represent one’s vision.</td>
<td>A.1, 3ii</td>
<td>Social Collaborative, Thinking and Transfer</td>
<td>7.2, 7.5, 7.12b, 7.14</td>
<td>Collaborative Charcoal Drawing; Individual Black and White Drawing</td>
<td>Communicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Ceramics: Slab Construction Box and self designed container</td>
<td>Form</td>
<td>Innovation, Expression</td>
<td>Personal and Cultural Expression</td>
<td>Learning the rules of proper form prepares the way to innovate construction for more personal expression.</td>
<td>A.1, 2ii, 3ii, 4ii</td>
<td>Self Management, Transfer Skills</td>
<td>7.16, 7.15, 7.2b, 7.4b</td>
<td>A Box made following a Pattern and a Self Designed Container</td>
<td>Thinkers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Drawing: Perspective Skills</td>
<td>Perspective</td>
<td>Boundaries &amp; Style</td>
<td>Scientific and technical innovation</td>
<td>Boundaries, rules and perspective lead to greater understanding of representation and as a result, style.</td>
<td>A.1, 2ii, 3ii, 4ii</td>
<td>Self Management, Critical Thinking Skills</td>
<td>7.13, 7.12e, 7.10</td>
<td>A drawing using 2 or 1 point perspective that has historical or fantastical relevance</td>
<td>Knowledgeable</td>
<td>Middle Ages Europe &amp; Italian Renaissance</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>African Art Masks</td>
<td>Communication</td>
<td>Audience, Representation &amp; Visual Culture</td>
<td>Fairness and Development</td>
<td>Cultural identity is communicated across boundaries to the audience and becomes part of all of our visual cultures</td>
<td>A.1, 2ii, 3ii, 4ii</td>
<td>Creative Thinking Transfer Skills</td>
<td>7.16, 7.7, 7.11, 7.6, 7.3a</td>
<td>A 3D mask responding to a traditional mask, Peer critique</td>
<td>Open Minded</td>
<td>West Africa</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Building an Ensemble</td>
<td>Communities</td>
<td>Expression, Audience</td>
<td>Identities and Relationships</td>
<td>Building communities is essential for theater expression.</td>
<td>B.1, 2ii, 3ii, 4ii, 5ii, 6ii</td>
<td>Communication, Social and Thinking Skills</td>
<td>7.1-7.12</td>
<td>Lip Sync Performance Lip Sync Reflection</td>
<td>Caring</td>
<td>Thinkers</td>
<td>Risk-Takers</td>
</tr>
<tr>
<td>Drama</td>
<td>Pantomime</td>
<td>Creativity</td>
<td>Genre, Play</td>
<td>Personal and Cultural Expression</td>
<td>Theater has many creative techniques for expression.</td>
<td>A.1, 2ii, 3ii, 4ii, 5ii, 6ii</td>
<td>Communication, Social and Thinking Skills</td>
<td>7.13-7.16</td>
<td>Pantomime Challenge, Dramatic Pantomime Pantomime Performance Reflection</td>
<td>Risk-Taking</td>
<td>Balanced</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Monologues</td>
<td>Aesthetics</td>
<td>Identity, Narrative</td>
<td>Personal and Cultural Expression</td>
<td>Artistic identity is expressed through interpretation and presentation.</td>
<td>A.1, 2ii, 3ii, 4ii, 5ii, 6ii</td>
<td>Self-Management, Research, and Thinking skills</td>
<td>7.17-7.20</td>
<td>Original Monologue Writing Original Monologue Performance Monologue Reflection</td>
<td>Thinker</td>
<td>Reflective</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Film Making and Festival</td>
<td>Creativity</td>
<td>Culture, Audience, Style</td>
<td>Personal and Cultural Expression</td>
<td>Directors create films to position audiences to respond in a particular way.</td>
<td>B.1, 2ii, 3ii, 4ii</td>
<td>Communication, Research and Thinking skills</td>
<td>7.21-7.23</td>
<td>Film Festival</td>
<td>Thinker</td>
<td>Communicator</td>
<td>Worldwide Film Festival</td>
</tr>
</tbody>
</table>

**MYP Year 2 (7th Grade) Music: Band, Chorus and Orchestra; Visual Arts; Drama**

**September or February**

- **Music**
  - Developing Positive Habits to Support Musical Success
  - Systems
  - Function, Resources, Communication
  - Scientific & Technical Innovation
  - Designing and implementing systems for appropriate instrument Care/vocal health habits lead to better long-term instrument and vocal function.
  - A.1, 2ii

- **Drama**
  - Tableau
  - Creativity
  - Composition, Audience
  - Personal and Cultural Expression
  - Performance is an expression of how world issues affect an artist’s identity.
  - A.1, 1ii, 2i, 3i, 4i, 2ii, 2iii

- **Visual Arts**
  - Intro and Sketchbook making
  - Aesthetics
  - Presentation, Audience
  - Personal and Cultural Expression
  - Students will understand that is an important to learn good craftsmanship and composition as well as to have a place to record their artistic process and development.
  - A.1, 1ii, 2ii

**October or March**

- **Drama**
  - Greek Theater
  - Time, Place and Space
  - Style, Visual, Cultural Expression
  - Orientation of Time and Space
  - Recurring artistic movements & elements of design can create connection to a different time & space
  - A.1, 1ii, 3i, 4i, 5i, 6i, 7i, 2ii, 2iii

- **Visual Arts**
  - Drawing Unit: Values and Composition
  - Form
  - Composition and Representation
  - Personal and Cultural Expression
  - When drawing Form, it is important to consider composition as well as expressive line in order to properly represent one’s vision.
  - A.1, 3ii

**November or April**

- **Visual Arts**
  - Ceramics: Slab Construction Box and self designed container
  - Form
  - Innovation, Expression
  - Personal and Cultural Expression
  - Learning the rules of proper form prepares the way to innovate construction for more personal expression.
  - A.1, 2ii, 3ii, 4ii

**December or May**

- **Visual Arts**
  - Drawing: Perspective Skills
  - Perspective
  - Boundaries & Style
  - Scientific and technical innovation
  - Boundaries, rules and perspective lead to greater understanding of representation and as a result, style.
  - A.1, 2ii, 3ii, 4ii

**January or June**

- **Visual Arts**
  - African Art Masks
  - Communication
  - Audience, Representation & Visual Culture
  - Fairness and Development
  - Cultural identity is communicated across boundaries to the audience and becomes part of all of our visual cultures
  - A.1, 2ii, 3ii, 4ii

**September or October**

- **Drama**
  - Building an Ensemble
  - Communities
  - Expression, Audience
  - Identities and Relationships
  - Building communities is essential for theater expression.
  - B.1, 2ii, 3ii, 4ii, 5ii, 6ii

- **Music**
  - Developing Positive Habits to Support Musical Success
  - Systems
  - Function, Resources, Communication
  - Scientific & Technical Innovation
  - Designing and implementing systems for appropriate instrument Care/vocal health habits lead to better long-term instrument and vocal function.
  - A.1, 2ii

- **Drama**
  - Pantomime
  - Creativity
  - Genre, Play
  - Personal and Cultural Expression
  - Theater has many creative techniques for expression.
  - A.1, 2ii, 3ii, 4ii, 5ii, 6ii

- **Visual Arts**
  - Drawing Unit: Values and Composition
  - Form
  - Composition and Representation
  - Personal and Cultural Expression
  - When drawing Form, it is important to consider composition as well as expressive line in order to properly represent one’s vision.
  - A.1, 3ii
## Arts - Band, Chorus, Orchestra, Theater and Visual Arts

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Unit</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
<th>Global Contexts</th>
<th>Statement of Inquiry</th>
<th>Objectives &amp; Strands</th>
<th>ATL Skills</th>
<th>Content</th>
<th>Summative Assessment(s)</th>
<th>Learner Profile</th>
<th>International-mindedness</th>
<th>Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Performing with Technical Accuracy</td>
<td>Communication</td>
<td>Structure, Interpretation</td>
<td>Scientific &amp; Technical Innovation</td>
<td>Communication through music involves the mastery of organized structures and the interpretation of skills.</td>
<td>A. ii., iii.</td>
<td>Communication, Social Thinking skills</td>
<td>MIAD.2/MCAD.2 MIAD.3-5/MCAD.3-5 MIAD.15/MCAD.15</td>
<td>Scale and technique test Individual Performance test Winter Concert Post-Concert Reflection</td>
<td>Reflective</td>
<td></td>
<td>Community Performances (APS Marching Showcase, ES Parade, PTA Fall Harvest Festival)</td>
</tr>
<tr>
<td>Music</td>
<td>Sight Reading</td>
<td>Communication</td>
<td>Structure, Interpretation</td>
<td>Scientific &amp; Technical Innovation</td>
<td>Communication through music involves the mastery of organized structures and the interpretation of skills.</td>
<td>A. i., ii. B. i., ii. D. ii., iii.</td>
<td>Communication, Social Thinking skills</td>
<td>MIAD.3-5/MCAD.3-5 MIAD.14/MCAD.14-16 MIAD.16/MCAD.16</td>
<td>SmartMusic Testing Post-Concert Reflection</td>
<td>Knowledgeable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Moving from the Technical to the Intellectual Aspects of Performance</td>
<td>Identity</td>
<td>Audience, Role</td>
<td>Identity and Relationships</td>
<td>Successful ensemble performance relies on both individual and collective skills.</td>
<td>A. i., ii. iii. B. i., ii. D. ii., iii.</td>
<td>Communication, Social Thinking skills</td>
<td>MIAD.12/MCAD.12 MIAD.15/MCAD.15</td>
<td>District Assessment Music Performance Testing Post-Concert Reflection</td>
<td>Balanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Demonstrating and Expressing Emotion through Ensemble Performance</td>
<td>Communication</td>
<td>Interpretation, Expression</td>
<td>Personal and Cultural Expression</td>
<td>Successful musical performances require a balance of technical and expressive skills.</td>
<td>A. i., ii.</td>
<td>Communication, Social Thinking skills</td>
<td>MIAD.3-5/MCAD.3-5 MIAD.14-16/MCAD.14-16</td>
<td>Solo Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Bookmaking: sketchbook</td>
<td>Form</td>
<td>Presentation, expression</td>
<td>Personal and Cultural Expression</td>
<td>Carefully crafting a book is satisfying and can be used for personal expression as well as process work.</td>
<td>A. iii.</td>
<td>Communication and Thinking Skills</td>
<td>B.2, B.6</td>
<td>Sketchbook</td>
<td>Reflective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Community Mural</td>
<td>Communities</td>
<td>Audience, Narrative</td>
<td>Orientation in Time and Space</td>
<td>Making a portrait can be used to make a bigger picture that can be appreciated by the larger community.</td>
<td>A. i., ii. C. i., ii. D. i.</td>
<td>Communication, Social, Self-Management and Thinking Skills</td>
<td>B.1, B.10, B.3a</td>
<td>Painting a mural Mural Reflection</td>
<td>Communicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Pop Art in Clay</td>
<td>Aesthetics</td>
<td>Style, Presentation</td>
<td>Personal and Cultural Expression</td>
<td>Students will understand that the pop art movement sought to elevate everyday objects to the level of art.</td>
<td>A. i. B. i., ii. C. i., ii. D. i.</td>
<td>Thinking Skills</td>
<td>B.16, B.15, B.4, B.3</td>
<td>Ordinary object in Clay</td>
<td>Open Minded</td>
<td>Post War Art Culture</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Printmaking: Islamic Tiles</td>
<td>Change</td>
<td>Boundaries and Style</td>
<td>Globalization and Sustainability</td>
<td>Repetitive designs in art around the world serve as an inspiration for repeating designs in printmaking.</td>
<td>A. i. B. i. C. i. D. i.</td>
<td>Self-Management and Thinking Skills</td>
<td>B.1b, B.5, B.12, B.17</td>
<td>Repeating Pattern Print</td>
<td>Thinkers</td>
<td>Islamic Art</td>
<td></td>
</tr>
</tbody>
</table>

### November to December
- **Music**: Performing with Technical Accuracy
- **Communication**: Structure, Interpretation
- **Scientific & Technical Innovation**: Communication through music involves the mastery of organized structures and the interpretation of skills.
- **Objectives & Strands**: A. ii., iii. B. i., ii. D. ii., iii.
- **ATL Skills**: Communication, Social Thinking skills
- **Content**: MIAD.2/MCAD.2 MIAD.3-5/MCAD.3-5 MIAD.15/MCAD.15
- **Summative Assessment(s)**: Scale and technique test Individual Performance test Winter Concert Post-Concert Reflection
- **Learner Profile**: Reflective
- **International-mindedness**: |

### January
- **Music**: Sight Reading
- **Communication**: Structure, Interpretation
- **Scientific & Technical Innovation**: Communication through music involves the mastery of organized structures and the interpretation of skills.
- **Objectives & Strands**: A. i., ii. B. i., ii. D. ii., iii.
- **ATL Skills**: Communication, Social Thinking skills
- **Content**: MIAD.3-5/MCAD.3-5 MIAD.14/MCAD.14-16 MIAD.16/MCAD.16
- **Summative Assessment(s)**: SmartMusic Testing Post-Concert Reflection
- **Learner Profile**: Knowledgeable

### January to March
- **Music**: Moving from the Technical to the Intellectual Aspects of Performance
- **Identity**: Audience, Role
- **Objectives & Strands**: A. i., ii. iii. B. i., ii. D. ii., iii.
- **ATL Skills**: Communication, Social Thinking skills
- **Content**: MIAD.12/MCAD.12 MIAD.15/MCAD.15
- **Summative Assessment(s)**: District Assessment Music Performance Testing Post-Concert Reflection
- **Learner Profile**: Balanced

### March to May
- **Music**: Demonstrating and Expressing Emotion through Ensemble Performance
- **Communication**: Interpretation, Expression
- **Personal and Cultural Expression**: Successful musical performances require a balance of technical and expressive skills.
- **ATL Skills**: Communication, Social Thinking skills
- **Content**: MIAD.3-5/MCAD.3-5 MIAD.14-16/MCAD.14-16
- **Summative Assessment(s)**: Spring Concert SmartMusic Testing Post-Concert Reflection
- **Learner Profile**: Communicators Reflective

### May to June
- **Music**: Demonstrating and Expressing Emotion through Individual Performance
- **Communication**: Interpretation, Expression
- **Personal and Cultural Expression**: Expressive individual performance requires independent listening and performance skills.
- **Objectives & Strands**: A. i. | B. i., ii. | C. i., ii. | D. i.
- **ATL Skills**: Communication, Self-Management and Thinking Skills
- **Content**: MIAD.3-5/MCAD.3-5 MIAD.7/MCAD.7 MIAD.14/MCAD.14
- **Summative Assessment(s)**: Solo Performance
- **Learner Profile**: Risk-Takers

### September to February
- **Visual Arts**: Bookmaking: sketchbook
- **Form**: Presentation, expression
- **Personal and Cultural Expression**: Carefully crafting a book is satisfying and can be used for personal expression as well as process work.
- **Objectives & Strands**: A. ii., iii.
- **ATL Skills**: Communication and Thinking Skills
- **Content**: B.2, B.6
- **Summative Assessment(s)**: Sketchbook
- **Learner Profile**: Reflective

### September to October or February to March
- **Visual Arts**: My Identity
- **Identity**: Composition, Representation
- **Objectives & Strands**: A. i., ii., iii.
- **ATL Skills**: Communication, Self-Management and Research Skills
- **Content**: B.12, B.14, B.5
- **Summative Assessment(s)**: Self-Portrait in Pencil, colored pencil or pastel
- **Learner Profile**: Balanced

### November to April
- **Visual Arts**: Community Mural
- **Communities**: Audience, Narrative
- **Orientation in Time and Space**: Making a portrait can be used to make a bigger picture that can be appreciated by the larger community.
- **Objectives & Strands**: A. i., ii. C. i., ii. D. i.
- **ATL Skills**: Communication, Social, Self-Management and Thinking Skills
- **Content**: B.1, B.10, B.3a
- **Summative Assessment(s)**: Painting a mural Mural Reflection
- **Learner Profile**: Communicators

### December or May
- **Visual Arts**: Pop Art in Clay
- **Aesthetics**: Style, Presentation
- **Personal and Cultural Expression**: Students will understand that the pop art movement sought to elevate everyday objects to the level of art.
- **Objectives & Strands**: A. i. B. i., ii. C. i., ii. D. i.
- **ATL Skills**: Thinking Skills
- **Content**: B.16, B.15, B.4, B.3
- **Summative Assessment(s)**: Ordinary object in Clay
- **Learner Profile**: Open Minded

### December or May
- **Visual Arts**: Printmaking: Islamic Tiles
- **Change**: Boundaries and Style
- **Globalization and Sustainability**: Repetitive designs in art around the world serve as an inspiration for repeating designs in printmaking.
- **Objectives & Strands**: A. i. B. i. C. i. D. i.
- **ATL Skills**: Self-Management and Thinking Skills
- **Content**: B.1b, B.5, B.12, B.17
- **Summative Assessment(s)**: Repeating Pattern Print
- **Learner Profile**: Thinkers

### January or June
- **Visual Arts**: Artists Question Authority
- **Aesthetics**: Interpretation and Audience
- **Orientation in Time and Space**: Aesthetics can not be dictated by governments but are determined by a broader audience.
- **ATL Skills**: Self-Management and Thinking Skills
- **Content**: B.1, B.2, B.4, B.6, B.12
- **Summative Assessment(s)**: Persuasive Art: Posters, Paintings, Mixed Media
- **Learner Profile**: Knowledgeable

### September to October or February to March
- **Visual Arts**: Bookmaking: sketchbook
- **Form**: Presentation, expression
- **Personal and Cultural Expression**: Carefully crafting a book is satisfying and can be used for personal expression as well as process work.
- **Objectives & Strands**: A. ii., iii.
- **ATL Skills**: Communication and Thinking Skills
- **Content**: B.2, B.6
- **Summative Assessment(s)**: Sketchbook
- **Learner Profile**: Reflective
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Unit</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
<th>Global Contexts</th>
<th>Statement of Inquiry</th>
<th>Objectives &amp; Strands</th>
<th>ATL Skills</th>
<th>Content</th>
<th>Summative Assessment(s)</th>
<th>Learner Profile</th>
<th>International-mindedness</th>
<th>Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Theater Design/Playwriting</td>
<td>Creativity</td>
<td>Narrative, Genre</td>
<td>Orientation in space and time: Scale, duration, frequency and variability</td>
<td>Creativity is used to convey meaning through genre and is influenced by time and space.</td>
<td>A: i., ii., iii.</td>
<td>Research and Thinking skills</td>
<td>8.20-8.23</td>
<td>Build a model of a set Write a scene or one act play</td>
<td>Reflective</td>
<td>Balanced</td>
<td>Performances at a nursing home</td>
</tr>
<tr>
<td>Drama</td>
<td>Improvisation</td>
<td>Form</td>
<td>Audience, Boundaries</td>
<td>Personal and Cultural Expression: form and boundaries can lead to audience engagement.</td>
<td>The process of understanding artistic form and boundaries can lead to audience engagement.</td>
<td>A: i., ii., iii.</td>
<td>Communication and Thinking skills</td>
<td>8.24-8.25</td>
<td>Improv Show</td>
<td>Open-minded</td>
<td>Principled</td>
<td>Risk-taker</td>
</tr>
</tbody>
</table>