

Tema International School



Arts Scope and Sequence

PYP Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Introduction to the TIS Arts scope and sequence document

Arts are integral to the IB Primary Years Programme (PYP). They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies.

The PYP recognizes that not all learning can be supported solely through language, and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

At TIS the arts that are currently supported are Dance, Drama, Music and visual arts (Creative Arts and design). Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us. Work in arts is a way of conveying meaning, sharing a culture, developing one's sense of self, and expanding knowledge. It provides an opportunity to reflect on aesthetic experience, to engage the imagination and explore what is uncertain.

Through engaging with and creating artworks, learners are encouraged to reconsider familiar concepts and think about issues of culture and identity. By responding to the work of other artists, they are invited to situate their own creativity within a broader context. Arts engage students in creative processes through which they explore and experiment in a continual cycle of action and reflection. Such creative processes are seen by the PYP as the driving force in learning through inquiry.

From an early age, students have the opportunity to develop genuine interests, to give careful consideration to their work and to become self-critical and reflective. Reflecting on and evaluating their own work and the work of others is vital, and empowers students to take intellectual risks. Exposure to and experience with arts opens doors to questions about life and learning. The process of making and appreciating arts is gratifying and will encourage students to continue creating throughout their lives.

In our rapidly changing digital age, students inhabit a world saturated with images, sounds and performances. The arts develop innovative thinking and creative use of technologies, and in so doing prepare students to participate fully in this multifaceted world.

In this document, two common strands have been identified that apply across the different art forms and define the critical artistic processes - **responding and creating**. These intrinsically connected strands are concept-driven and have been designed to interact with each other, working together to support the overall development of the students.

Responding

The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes. The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

Arts in a transdisciplinary programme

Arts exemplify learning through inquiry because of the emphasis on, and the nature of, the creative process. Arts provide a unique vehicle to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry. Arts support the acquisition of essential knowledge and skills, the development of conceptual understanding, the demonstration of positive attitudes, and the taking of action. It is the school's responsibility to find opportunities to infuse arts teaching and learning in all areas of the curriculum that are relevant to the community of learners and reflect the educational theories underpinning the programme. The school's programme of inquiry provides a relevant and authentic context for students to create and respond to arts.

The role of inquiry in arts is important as students engage in building understanding of these links and arts in the world. At TIS, Additional-subject teachers and classroom teachers take responsibility for the different arts areas. All teachers see themselves primarily as PYP teachers who teach arts, and in so doing contribute to the overall outcomes of a transdisciplinary programme.

Arts are built into the curriculum as essential areas of learning. Students are required to engage in performing arts (music) and visual arts experiences. Regardless of whether arts are being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the best way to learn. The starting point should always be students' prior experiences and current understanding. When teachers plan learning experiences that enable students to develop artistically, students are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

Responding to the arts

Overall expectations Phase 1

Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual art use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Phase 2

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Phase 3

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyze different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Responding to Visual Art

Responding to Visual Art: Phase 1 3-5 years

Conceptual Understandings:

1. We enjoy and experience different forms of visual arts.
2. Visual arts is a means of communication and expression.
3. People make meaning through the use of symbols.
4. People share art with others.
5. We express our responses to artwork in a variety of ways.
6. We reflect on our artwork and the work of others.

Learners will:

- enjoy experiencing artworks, including those of the host country
- show curiosity and ask questions about artworks
- describe what they notice about an artwork
- describe the materials and processes used in the creation of an artwork
- analyze the relationship within an artwork and construct meanings (“read” the story of the artwork)
- communicate their initial responses to artwork in a visual, oral or physical modes
- make personal connections to artworks
- express opinions about an artwork

Responding to Visual Art: Phase 2

5-7 years

Conceptual Understandings:

1. We are receptive to visual arts practices and artworks from different cultures, places and times (including our own).
2. People communicate ideas, feelings and experiences through visual arts.
3. We can reflect on and learn from the different stages of creating.
4. There is a relationship between the artist and the audience.

Learners will respond and reflect on the work of other artists:

- investigate the purposes of artwork from different times, places and a range of cultures, including the host country
- sharpen their powers of observation
- identify the formal elements of an artwork
- use appropriate terminology to discuss artwork
- describe similarities and differences between artworks
- become an engaged and responsive audience for a variety of art forms.

Learners will respond and reflect on their own work:

- identify the stages of their own and others' creative processes
- create artwork in response to a variety of stimuli

Responding to Visual Art: Phase 3

7-9 years

Conceptual Understandings:

1. When experiencing visual arts, we make connections between different cultures, places and times.
2. People explore issues, beliefs and values through visual arts.
3. There are different kinds of audiences responding to different arts.
4. We use what we know to interpret visual arts and deepen our understanding of ourselves and the world around us.

Learners will respond and reflect on the work of other artists:

- compare, contrast and categorize artworks and products from a range of cultures
- identify the elements (line, shape, size, space, colour, texture, tone) and principles (balance, contrast, emphasis, proportion, pattern) used in artworks
- discuss the mood, feeling and context of an artwork or product
- use their knowledge and experience to make informed interpretations of artworks or products
- use relevant and insightful questions to extend their understanding
- recognise that different audiences respond in different ways to artworks or products

Learners will respond and reflect on their own work:

- reflect on their own and others' creative processes to inform their thinking
- provide constructive criticism when responding to other people's artwork or product
- identify the influences on their artwork or product

Responding to Visual Art: Phase 4 9-11 years

Conceptual Understandings:

1. Through exploring visual arts across cultures, places and times we can appreciate that people innovate.
2. People communicate across cultures, places and times through visual arts.
3. The visual arts provide us with multiple perspectives.
4. We reflect and act on the responses to our creative work.

Learners will respond and reflect on the work of other artists:

- explain the cultural and historical perspectives of an artwork, including artwork for the host country
- reflect on the work of inventors and innovators
- explore Mauritian painters
- analyse the elements (line, shape, size, space, colour, texture, tone) and principles (balance, contrast, emphasis, proportion, pattern) used in artworks
- explain the mood, feeling and context of an artwork/product
- understand the role and relevance of arts in society
- reflect on the factors that influence personal reactions to artwork
- critique and make informed judgments about artworks and products
- appreciate the aesthetic of different artworks and product

Learners will respond and reflect on their own work:

- reflect, review and refine throughout the creative process to challenge their thinking and enact new and unusual possibilities
- explain the influences on their artworks or products

Responding to Music

Responding to Music: Phase 1 3-5 years

Conceptual Understandings:

1. We enjoy and experience different forms of music.
2. Music is a means of communication and expression.
3. People make meaning through the use of symbols.
4. People share music with others.
5. We express our responses to music in a variety of ways.
6. We reflect on our music work and the work of others.

Learners will:

- use voice to imitate sounds and learn songs
- bring music from home to share
- describe the differences in music
- move their bodies to express the mood of the music
- describe how music makes them feel
- distinguish the sounds of different instruments in music
- listen to music and create their own work in response
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- explore body and untuned percussion instrument sounds
- recognize different sources of music in daily life

Responding to Music: Phase 2 5-7 years

Conceptual Understandings:

1. We are receptive to music practices and music from different cultures, places and times (including our own).
2. People explore issues, beliefs and values through music.
3. We can reflect on and learn from the different stages of creating.
4. There is a relationship between the artist and the audience.

Learners will:

- sing individually and in unison
- recognize music from a basic range of cultures and styles
- discuss music that relates to beliefs and/or values
- express their responses to music from different cultures and styles
- create a musical composition to match the mood of a visual image (for example paintings, photographs, film)
- explore individually or collectively a musical response to a narrated story
- reflect on and communicate their reactions to music using musical vocabulary
- record and share the stages of the process of creating a composition
- share performances with each other and give constructive criticism

Responding to Music: Phase 3 7-9 years

Conceptual Understandings:

1. When experiencing music, we make connections between different cultures, places and times.
2. People communicate ideas, feelings and experiences through music.
3. There are different kinds of audiences responding to different arts.
4. We use what we know to interpret music and deepen our understanding of ourselves and the world around us.

Learners will:

- sing with accuracy and control focusing awareness on the musical elements
- sing partner songs
- discuss music that relates to ideas, feelings and experiences
- compare aspects of music from different times and places
- create and perform a movement sequence accompanied by music that they have created
- share and compare their experiences as audience members at various performances
- describe the process used to create their own music and compare it with others, in order to improve their compositions
- analyse different compositions describing how the musical elements enhance the message
- reflect upon how their music expresses their personal voice and the impact it has on others

Responding to Music: Phase 4 9-11 years

Conceptual Understandings:

1. Through exploring music across cultures, places and times we can appreciate that people innovate.
2. People communicate across cultures, places and times through music.
3. Music provide us with multiple perspectives.
4. We reflect and act on the responses to our creative work.

Learners will:

- sing individually and in harmony
- explain the role and relevance of music in their own culture, its uses and associations through place and time
- interpret and explain the cultural and/or historical perspectives of a musical composition
- modify their practices and/or compositions based on the audiences' responses
- explore different artistic presentations that are/were innovative and their implications

Creating art

Overall

expectations Phase 1

Learners show an understanding that they can express themselves by creating artworks. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Phase 2

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating.

Phase 3

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4

Learners show an understanding that their own creative work in the arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Creating Visual Art

Creating Visual Arts: Phase 1 3-5 years

Conceptual Understandings:

1. We can enjoy and learn from creating visual art.
2. The creative process involves joining in, exploring and taking risks.
3. In creating visual art, people make choices to construct meaning about the world around them.
4. We can express ourselves through visual arts.
5. Our experiences and imagination can inspire us to create.

Learners will:

- experiment with materials, techniques and processes
- explore observational drawing based on primary source
- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes
- realize that their artwork has meaning
- use their imagination and experiences to inform their art making
- create artwork in response to a range of stimuli
- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- participate in individual creative experiences

Creating Visual Arts: Phase 2 5-7 years

Conceptual Understandings:

1. We can communicate our ideas, feelings and experiences through our artwork.
2. We solve problems during the creative process by thinking critically and imaginatively.
3. Applying a range of strategies helps us to express ourselves.
4. We are receptive to the value of working individually and collaboratively to create visual art.

Learners will:

- identify, plan and make specific choices of materials, tools and processes
- engage in observational studies based on primary source
- demonstrate control of tools, materials and processes
- make predictions, experiment, and anticipate possible outcomes
- identify the stages of their own and others' creative processes
- explore and experiment with the process of creating crafts
- collect evidence of the stages of the creative process
- participate in a collaborative creative experience

Creating Visual Arts: Phase 3 7-9 years

Conceptual Understandings:

1. Visual arts have the power to influence thinking and behaviour.
2. We make connections between our artwork and that of others to extend our thinking and ideas.
3. We can express our personal interests, beliefs and values through visual arts.

Creating our own artworks

Learners will:

- show awareness of the affective power of visual arts
- engage in observational studies based on primary source
- consider their audience when creating artwork
- use a personal interest, belief or value as the starting point to create a piece of artwork
- use a range of strategies to solve problems during the creative process (asking for feedback, refining, reflecting, examine other perspectives)
- use the elements (line, shape, size, space, colour, texture, tone) and principles (balance, contrast, emphasis, proportion, pattern) in creating their own work
- experiment with materials, techniques and processes
- explore and experiment with the process of creating sculpture and painting
- participate in a collaborative creative experience
- collect and organise evidence of the stages of the creative process

Designing our own products

Learners will:

- show awareness of the affective power of visual arts
- engage in observational studies based on primary source
- consider their audience when creating artwork
- use a personal interest, belief or value as the starting point to create a piece of artwork
- use a range of strategies to solve problems during the creative process (asking for feedback, refining, reflecting, examine other perspectives)
- explore experiment with materials, techniques and processes
- explore and experiment with the process of designing using digital and non-digital tools

- collect and organise evidence of the stages of the creative process (design cycle)
- use the elements of measurement, dimension, and materials to create their own three-dimensional product
- explore the stages of the design cycle to develop a product

Creating Visual Arts: Phase 4 9-11 years

Conceptual Understandings:

1. We act on the responses to our artwork to inform and challenge our artistic development.
2. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
3. Visual arts provide opportunities to express our creative potential and engage in a personal artistic journey.

Creating our own artworks

Learners will:

- engage in observational studies based on primary source
- select, research and develop an idea or theme for an artwork
- make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures
- become increasingly confident and independent in the realization of the creative process
- reflect, review and refine their creative process in response to constructive criticism
- experiment with materials, techniques and processes
- develop an awareness of their personal preferences
- justify the use of the elements (line, shape, size, space, colour, texture, tone) and principles (balance, contrast, emphasis, proportion, pattern, gradation) in creating their own work
- explore the mood, feeling and context of their artwork
- create artwork for a specific audience
- participate in a collaborative creative experience
- collect and organise evidence of the stages of the creative process

Designing our own products:

Learners will:

- engage in observational studies based on primary source
- select, research and develop an idea for a product
- make connections between the ideas they are exploring in their design and those explored by other innovators and inventors through time, place and cultures
- become increasingly confident and independent in the realization of the creative process
- reflect, review and refine their creative process in response to constructive criticism
- experiment with materials, techniques and processes

- develop an awareness of their personal preferences
- use the stages of the design cycle to create a product for a specific audience
- justify the use of materials and process
- explore and experiment with the process of designing (product, textile, digital, and/or architecture)
- participate in a collaborative creative experience
- collect and organise evidence of the stages of the creative process (design cycle)

Creating Music

Creating Music: Phase 1 3-5 years

Conceptual Understandings:

1. We can enjoy and learn from creating music.
2. The creative process involves joining in, exploring and taking risks.
3. In creating music, people make choices to construct meaning about the world around them.
4. We can express ourselves through music.
5. Our experiences and imagination can inspire us to create.

Learners will:

- use vocal sounds, rhythms and instruments to express feelings or ideas
- create and accompany music using a variety of sounds and instruments
- play untuned percussion instruments in time with a beat
- use the voice and body to create musical patterns
- explore sound as a means of expressing imaginative ideas
- recreate familiar sounds from familiar experiences
- participate in performing and creating music both individually and collectively
- record their personal, visual and interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)

Music Creating: Phase 2 5 to 7 years

Conceptual Understandings:

1. We can express our personal interests, beliefs and values through music.
2. We solve problems during the creative process by thinking critically and imaginatively.
3. Applying a range of strategies helps us to express ourselves.
4. We are receptive to the value of working individually and collaboratively to create music.

Learners will:

- explore vocal sounds, rhythms, instruments, timbres to communicate feelings and ideas
- express one or more moods/feelings in a musical composition
- create a musical composition expressing their own beliefs and values
- explore music that represent different beliefs and values
- create a soundscape based on personal experiences
- collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)
- read, write, and perform simple musical patterns and phrases
- create music for different purposes.

Music Creating: Phase 3 7-9 years

Conceptual Understandings:

1. Music has the power to influence thinking and behaviour.
2. We make connections between our music and that of others to extend our thinking and ideas.
3. We can communicate our ideas, feelings and experiences through our music.

Learners will:

- create and notate simple rhythmic and melodic patterns
- create simple arrangements and accompaniments of known songs using classroom instruments
- deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friend)
- create and perform a movement sequence using known musical elements
- improvise upon a basic pattern to reinforce the importance of the individual within the group
- create and record a composition focusing on form, structure and style to give more meaning to their message
- express themselves as individuals through musical composition
- read and write music using notation

**Music Creating: Phase4 -
9 to 11 years**

Conceptual Understandings:

1. We act on the responses to our music to inform and challenge our artistic development.
2. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
3. Music provides opportunities to express our creative potential and engage in a personal artistic journey.

Learners will:

- create music that will be continually refined after being shared with others
- present, in small groups, innovative musical performances on a selected issue
- incorporate the other arts and available resources in order to broaden their creative expression
- read and write music using traditional notation