Spring Term:14th Feb—22nd Mar

ment, Subject specific.

Spring Term:2nd Jan—9th Feb

Summer Term: 15th April—1st July

UNIT 1: Expanding our horisons/ Understanding our identi-

ty. Interdisciplinary Unit with Languages. Statement of Inquiry: Through expression in Languages and Art, we can communicate with our audience about our identity and who we are. This leads to better understanding, tolerance and stronger relationships within and between people and cultures.

Key and related concepts: Expression, gen-

Global Context: Identities and relation-

ATL Skills Assessed: Communication. Self management, research, media literacy.

IB Learner Profile: Inquirer, Knowledgeable, Communicator, Open minded, Reflec-

No. of Weeks: 16

Reflection: Students will reflect on the creative processes including An Analysis of their own work including a critique and evaluation of their own work.

Summative Assessment: Students explore a variety of musical genres to extend their musical knowledge. They describe a musical work from a chosen genre and create a piece of music incorporating elements from that genre.

Interdisciplinary Assessment with Languages.

> Winter Holidays 11th Dec—2nd Jan

Subject Overview



Year Group: 8

Subject: **MUSIC**

13th

12th Feb

Term:

Mid

5 weeks

(1 week to Assessments)

Research, Thinking

IB Learner Profile: Knowledgeable, Open minded, Reflective,

Analysis of their own work including a critique and evaluation of their own work. Summative Assessment: Students analyse a piece of Protest music of their choice Criterion A. Students plan a composition in the same style Criterion B. Students create a composition/Protest song Criterion C Students evaluate their piece Criterion D.

5 weeks

(Ramadan wb 11th Mar)

Continuation of Unit 2

Spring Holidays 25th March—5th Apr **Eid Holiday**

UNIT 3: Music Technology

Statement of Inquiry: Innovation can influence our systems and be used in innovation.

Key and related concepts: Systems, Composition, Innovation

Global Context: Scientific and Technical Innovation

ATL Skills Assessed: Social Skills/Thinking

IB Learner Profile. Inquirer, Knowledgea-

ble, Risk Taker No. of Weeks: 12

Reflection: Students will reflect on the creative processes including An Analysis of their own work including a critique and evaluation of their own work. Summative Assessment: Students analyse a piece of Protest music of their choice Criterion A. Students plan a composition in the same style Criterion B, Students create a composition/Protest song Criterion C, Students evaluate their piece Criterion D.

Summer Term: 15th April—1st July

9th Apr—15th Apr

Spring Term:14th Feb—22nd Mar

Internal Assessment

—19th Jan

Spring Term:14th Feb—22nd Mar

Spring Term:2nd Jan—9th Feb

Autumn Term

UNIT 1: Patterns in maths and Music

Statement of Inquiry: Innovation and experimentation in compositions can lead to a different place and space.

Key and related concepts: Time place and space, Innovation, Presentation.

Global Context: Orientation is Space and

ATL Skills Assessed: Communication/ Research/Thinking/Subject specific skills, knowledge and Understanding.

IB Learner Profile: Knowledgeable, Communicator, Risk Taker, Reflective.

No. of Weeks:

16

Reflection: Students will complete a reflection including a critique and analysis of their own work.

Summative Assessment: Students investigate the patterns that exist in music including 20thand 21st Century Serialism, Aleotoric, Minimalist, Expressionist, Impressionist Genres. Students analyse a piece of music using the elements of music. They also create a piece in their chosen style and evaluate it. They do these in line to with the Statement of Inquiry.

Subject Overview



Year Group: 10

Subject: Music

Feb

12th

Term:

Mid

UNIT 3: Artists make a difference

Statement of Inquiry: To what extent does art motivate society from thinking into doing?

Key and related concepts: Change/Expression

Global Context: Fairness and development

ATL Skills Assessed: Research/Subject specific skills, Knowledge

IB Learner Profile: Principles, Caring and Balanced. No. of Weeks: 8

Reflection: Students will complete a reflection including a critique/Evaluation and analysis of their own work.

Summative Assessment: Students analyse one or two artists that have made a difference in Society through their work. Students also use their creative ideas to create a 3 minute product and then evaluate their effectiveness at creating their product. They link these to the Statement of inquiry and the Global Context.

- i. Investigate a movement or genre in their chosen arts discipline, related to the Statement of inquiry.
- ii. Critique an artwork or performance from the chosen

Students state an artistic intention using the elements of music and develop 3 skills showing progression to a point

- i. practically explore ideas to inform a final artwork or
- i. Present a clear artistic intention for their final artwork or performance inline with the statement of inquiry.

Students create their own piece of music Criterion C.

i. Create or perform an artwork.

Students evaluate their composition Criterion D.

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

5 weeks

(1 week to Assessments)

UNIT 2: The Classics, Classical, Baroque and Romantic

SOI: Identity can be expressed through composition.

Key/RelatedConcepts: Identity, composition, Expression.

Global Context: Identities and relationship

ATLs: Communication, Social, Self management, Reflection, Thinking.

IB Learner Profile: Knowledgeable, Principled, Open Minded, Balanced.

anStudents study the Classics including Baroque, Classical and Romantic

complete analysis, creative thinking, composition and reflections of work.

(Ramadan wb 11th Mar)

Unit 2 continued:

Summative Assessment.

Students INVESTIGATE a piece of music from these periods and analyse it using the elements of music, relating it to the Statement of inquiry. Students also Develop their ideas to inform a final work and present a clear artistic intention in line to the statement of inquiry. Students Create their own piece of music in their chosen style and then Evaluate it appraising their work and reflecting on it as an artist

5 weeks

Spring Holidays 25th March—5th Apr **Eid Holiday** 9th Apr-15th Apr

Winter Holidays 11th Dec—2nd Jan

Internal Assessment —19th Jan

Reflection: Students will complete a reflection including a critique and periods. Students study the musical characteristics of these periods and

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

UNIT 1: PREP FOR PCUP Music inspired by nature

Statement of Inquiry: The observation of nature leads to creative expression

Key and related concepts: Aesthetics/interpretation

Global Context: Personal and cultural expression

ATL Skills Assessed: Communication, Research, Thinking, Subject Specific Skills, Knowledge and Understanding.

IB Learner Profile: Principled, Caring, Reflective.

No. of Weeks: 8

Reflection: Students will complete a reflection including a critique and analysis of their own work.

Summative Assessment: Students analyse one or two artists that have Been inspired by nature. Students also use their creative ideas to create a 3 minute product and then evaluate their effectiveness at creating their product and how well they have linked it to the Global Context and Statement of inquiry. They use Investigation, Development, Creating/Performing and Evaluation. i. Investigate a movement or genre in their chosen arts discipline, related to the Statement of inquiry.

ii. Critique an artwork or performance from the chosen movement or genre.

Students state an artistic intention using the elements of music and develop 3 skills showing progression to a point of realisation. Criterion B.

i. practically explore ideas to inform a final artwork or

ii. Present a clear artistic intention for their final artwork or performance inline with the statement of

Students create their own piece of music Criterion C.

i. Create or perform an artwork.

Students evaluate their composition Criterion D.

i. appraise their own artwork or performance

ii. reflect on their development as an artist.

Subject Overview



Year Group: 11

Subject: Music

Feb

13th

Feb

Term:

Mid

UNIT 3: Art Speaks Out

Statement of Inquiry: Artists draw attention to issues of human impact on the environment (locally or globally)

Key and related concepts: Aesthetics/Interpretation

Global Context: Globalisation and Sustainability

ATL Skills Assessed: Communication, Social, Research.

IB Learner Profile: Inquirer, Communicator, Risk Taker No. of Weeks: 12

Reflection: Students will complete a reflection including a critique and

Assessment: Students analyse one or two artists that have drawn attention to issues of human impact on the environment (locally or globally). Students also use their creative ideas to create a 3 minute product and then evaluate their effectiveness at creating. LINK to GC and SOI.

1st July

15th April—

Summer Term:

ii. Critique an artwork or performance from the chosen movement or genre

i. practically explore ideas to inform a final artwork or performance.

ii. Present a clear artistic intention for their final artwork or performance inline with the statement of inquiry.

Spring Holidays

25th March—5th Apr

Eid Holiday

9th Apr-15th Apr

Students create their own piece of music Criterion C.

. Create or perform an artwork.

Students evaluate their composition Criterion D.

appraise their own artwork or performance

i. reflect on their development as an artist.

5 weeks

(1 week to Assessments)

UNIT 2: Art and the World.

Global Context: Globalisation and Sustainability

ATL skills Assessed: Self management, Thinking, Subject specific skills, Knowledge and Understanding

IB Learner Profile: Thinkers, Principled, Balanced, Reflective.

5 weeks

(Ramadan wb 11th Mar)

Statement of Inquiry: Art exposes 21st century issues

Key and related concepts: Change/Presentation

Spring Term:14th Feb—22nd Mar

Winter Holidays 11th Dec—2nd Jan

9th—19th Jan

Internal Assessment

Spring Term:2nd Jan—9th Feb

Autumn Term 15 **Autumn Term**

Subject Overview **UNIT 1: Introduction to Drama** Statement of Inquiry: Artistic expression can facilitate self-**UNIT 3: Tableaux** discovery and enhance wellbeing. Statement of Inquiry: Key and related concepts: Frozen pictures can communicate the hu-Change, Play, Boundaries, Expression man condition Global Context: Key and related concepts: Identities and relationships Aesthetics, Audience, Expression ATL Skills Assessed: **Global Context:** Communication, Collaboration, Subject Scientific and Technical Innovation Specific ATL Skills Assessed: **IB Learner Profile:** Communication, Collaboration, Subject Communicator, Open-Minded, Risk Taker Specific No. of Weeks: **IB Learner Profile:** Year Group: 7 Knowledgeable, Thinker, Open-Minded Reflection: Students will have an oppor-No. of Weeks: tunity to evaluate their development as a Subject: Drama 12 student and a performer through written work. Students will receive a couple of Reflection: Students will have an opporweeks to complete the reflection tunity to evaluate their development as a student and a performer through written Summative Assessment: Students will work. Students will receive a couple of either create visual representation of the weeks to complete the reflection skills needed in drama or develop and participate in a Sensory Journey. Students will Summative Assessment: Students will get several weeks to develop and refine develop and perform a Slide Show using all 5 weeks 5 weeks their performance of their tableaux skills over the span of several weeks. (1 week to Assessments) (Ramadan wb 11th Mar) UNIT 2: Revolting Rhyme No. of Weeks: 12 SOI: Developing expression entertains an audi-Reflection: formative assessment opportunities include: self Internal Assessment and peer evaluations, teacher feedback and written tasks —19th Jan **Spring Holidays** Feb Concepts: Perspective, Audience, Expression throughout the unit 25th March—5th Apr Winter Holidays Global Context: Personal and Cultural Expres-Summative Assessment: Students will write, rehearse, and **Eid Holiday** 11th Dec—2nd Jan perform their own Revolting Rhyme. Students will get sever-9th Apr—15th Apr Mid Term: al weeks to develop and refine their performance ATLs: Communication, Collaboration, Subject Specific IB Learner Profile: Balanced, Reflective

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

Eid Holiday

Autumn Term Specific 15 **Autumn Term**

Subject Overview **UNIT 1: Theatre In Education** Statement of Inquiry: Art, through its expression & structure, can **UNIT 3: Monologues (TBD)** communicate areas for social change in the Statement of Inquiry: Key and related concepts: Audience, Expression Key and related concepts: **Global Context:** Aesthetics, Audience, Expression Fairness & Development Global Context: ATL Skills Assessed: Scientific and Technical Innovation Communication, Collaboration, Subject ATL Skills Assessed: Communication, Collaboration, Subject **IB Learner Profile:** Specific Communicator, Inquirer, Knowledgeable **IB Learner Profile:** No. of Weeks: Knowledgeable, Thinker, Open-Minded Year Group: 9 No. of Weeks: Reflection: Students will have an oppor-Subject: Drama tunity to evaluate their development as a Reflection: Students will have an opporstudent and a performer through written tunity to evaluate their development as a work. Students will receive a couple of student and a performer through written weeks to complete the reflection work. Students will receive a couple of weeks to complete the reflection Summative Assessment: Students will either create a performance that raises Summative Assessment: Students will awareness about a global or local issue. develop and perform a Slide Show using all Students will get several weeks to develop of their tableaux skills over the span of 5 weeks 5 weeks and refine their performance several weeks. (1 week to Assessments) (Ramadan wb 11th Mar) UNIT 2: Revolting Rhyme No. of Weeks: 12 SOI: Art communicates in ways that can move Reflection: formative assessment opportunities include: self Internal Assessment the audience. and peer evaluations, teacher feedback and written tasks 9th—19th Jan **Spring Holidays** Concepts: Aesthetic, Interpretation 12th Feb throughout the unit 25th March—5th Apr Winter Holidays Global Context: Personal and Cultural Expres-Summative Assessment: Students will develop, rehearse, 11th Dec—2nd Jan and perform their own physical theatre based performance 9th Apr-15th Apr Mid Term: using the approaches from Frantic assembly Students will ATLs: Communication, Collaboration, Subject

Spring Term:2nd Jan—9th Feb

IB Learner Profile: Open minded, Risk Taker

Specific

Spring Term:14th Feb—22nd Mar

get several weeks to develop and refine their performance

UNIT 3: Physical Theatre

Spring Holidays

25th March—5th Apr

Eid Holiday

9th Apr—15th Apr

Subject Overview **UNIT 1: Theatre Around The World** Statement of Inquiry: Culture can be identified through variation of style and originality. Statement of Inquiry: Key and related concepts: Artists can communicate beliefs and feel-Culture ings and culture in a way that moves the audience Innovation, Presentation, Structure Key and related concepts: Aesthetics, Interpretation **Global Context: Global Context:** Globalisation & Sustainability Personal & Cultural Expression ATL Skills Assessed: ATL Skills Assessed: Communication, Collaboration, Subject Specific Communication, Collaboration, Subject **IB Learner Profile:** Specific **IB Learner Profile:** Communicator, Open-Minded, Risk Taker Year Group: 10 Knowledgeable, Thinker, Open-Minded No. of Weeks: 12 No. of Weeks: Subject: Drama Reflection: Students will have an opporweeks tunity to evaluate their development as a **Autumn Term** Reflection: Students will have an opporstudent and a performer through written tunity to evaluate their development as a work and verbal discussions. student and a performer through written work. Students will receive a couple of Summative Assessment: Students will weeks to complete the reflection either create a piece of drama from a chosen world theatre tradition explored using Summative Assessment: Students will 5 weeks 5 weeks conventions of that tradition develop and perform a physical theatre performance. (1 week to Assessments) (Ramadan wb 11th Mar) UNIT 2: Verbatim Theatre No. of Weeks: 12 SOI: Theatre is an extended representation Reflection: formative assessment opportunities include: self Internal Assessment of real life & people. and peer evaluations, teacher feedback and written tasks 9th—19th Jan Feb Concepts: Relationships, Representation throughout the unit Winter Holidays Global Context: Identity and relationships Summative Assessment: Students will write, rehearse, and 11th Dec—2nd Jan perform their own Verbatim theatre performance based on ATLs: Communication, Critical thinking, Subject Mid Term: research. It will get several weeks to develop and refine Specific

Spring Term:2nd Jan—9th Feb

IB Learner Profile: Balanced, Reflective.

Spring Term:14th Feb—22nd Mar

their performance

Summer Term: 15th April—1st July

Art History

Statement of Inquiry: How does knowing the contexts, histories, & traditions of art forms help us create works of art?

Key and related concepts: Culture, Expression, Genre

Global Context: Personal and cultural expression

ATL Skills Assessed: Communication, research, Thinking

IB Learner Profile: Inquirers, Knowledgeable

Communicators, Open-minded, Reflective, Language Development

Mid Term: 16th Oct—18th Oct

No. of lessons: 18

Summative Assessment (format/ timeframe): Students will be assessed on their ability to research and investigate. Students will be assessed on their ability to develop their sketchbook, exploring significant times in art history. Students will be assessed on their level of skill in drawingshape/value/texture . Students will be assessed on their ability to reflect on their own artwork and the artwork of others.

Subject Overview



Year Group: Year 8

Subject: Art

5 weeks

(Ramadan wb 11th Mar)

Continuation of Art History.

Context: Students will use their research skills in order to develop into the development of Art through the centuries. Researching how art has developed through many movements and what we can learn from these movements. Students will learn how art has a voice and has been used for many centuries to communicate a language. Students will transfer new skills to create their own work inspired by the many art genres that they will be studying

5 weeks

(1 week to Assessments)

Our Changing Sea

Key and related concepts: Change, Communication, Presentation, Composition

Global Context: Globalization and Sustainability

ATL Skills Assessed: Thinking, Research

IB Learner Profile: Inquirers, Knowledgeable, Thinker, Reflective

Language Development: key terminology associated with ceramics and key terminology around climate change on marine ecosystems

Continuation of Our Changing sea

Context: Students will explore over pollution and over contamination of the seas through art, Students will create ceramic tiles in the hope of starting important conversating's on our dyeing seas

Summer Assessment (Y7-13)

TBC

Continuation of Our Changing Sea

No. of Lessons 16

Summative Assessment: Relief ceramic tile

Students ability to design their ceramic tiles exploring different composition while also being able to representing the effects of environmental changes on marine life.

Winter Holidays 11th Dec—2nd Jan 19th Jan

Internal Assessment

Spring Holidays 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

Spring Term:14th Feb—22nd Mar

Spring Term:2nd Jan—9th Feb

Autumn Term

Autumn Term

	Pop Art	Subject Overview		
	Statement of Inquiry: How do different styles of Art (Pop Art) affect/inform an artist's ability to tell a story with their work?		Continuation of Eportfolio mock	
Autumn Term	Key and related concepts: Aesthetics , Culture, connections Global Context: Personal and cultural expression ATL Skills Assessed: Thinking, research, selfmanagement, Communication IB Learner Profile: Inquirers, Communicators, Reflective	Skeeks And State of the State o	Context: Students will create an art outcome that shares the emotion they personally feel when immersed in art. Students will follow the Eportfolio format as a mock assessment.	-1st July
Autumn Term	Language Development : Students will explore language associated with a new artistic movement—Pop Art No. of Lessons: 17 Assessment: Investigation into Pop art and James Rosenquist Development of sketchbook, ideas and designs Final outcome Ability to reflect on the work of self and others	Year Group: Year 10 Subject: Art	Summer Assessment (Y7–13) TBC	Summer Term: 15th April—1
		5 weeks (1 week to Assessments) (Ramadan wb 11th Mar)	Task 2—Development Task 3— Outcome Task 4 – Reflection	
	Winter Holidays 11th Dec—2nd Jan	Continuation of Pop Art Context: Students will develop an understanding of the Pop Art Movement. Research artists. Create Individual Mixed media Final pieces. Global Context: Identities and relationships ATL Skills Assessed: Thinking, research, communication, selfmanagement IB Learner Profile: Communicator, open-minded, Inquirer	Spring Holidays 25th March—5th Apr Eid Holiday 9th Apr—15th Apr	
		Spring Term:2nd Jan—9th Feb Spring Term:14th Feb—22nd Mar		