



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Arts pluriels (ARTPL)		
Programme		
5IEC		
Leçons hebdomadaires: 3		
Langue véhiculaire: anglais		
Nombre minimal de devoirs par trimestre: 2		

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

1. Visual Arts

Aims / Objectives

The aim of the Grade 5I Art course is to improve students' practical art-making skills, knowledge of art history, theories and concepts as well as to involve the student in their development of artistic concepts in terms of being a creative and critical thinking student of the Visual Arts.

Artists are creative thinkers that use critical thinking skills to help develop, evolve and evaluate their own work and the work of their peers. Using these thinking skills allows them to continually improve. By looking at the work of others as well as their own, they are able to find inspiration, areas of improvement, investigations and interpretations of new themes, techniques, and set personal goals. This is particularly important for those who wish to continue to study the Visual Arts in the ensuing International Baccalaureate Diploma Program.

Skills

Students will develop a variety of practical skills, including drawing, painting, and 3D works. These practical skills are developed concurrently with their critical skills, where they look at the work of others and learn both 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.