

## ART MYP Curriculum Map – Østerbro International School - Arts

### MYP 1 - TERM 1 – DRAMA

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Starting With I</b>	A2 D2, D3	Reflection  Communication	Students will understand that narratives change according to our personal and social perspectives.	How do I tell my story?	Human Ingenuity: Students will reflect on how a narrative changes according to perspectives.	Criterion A: Monologue.	Character is constructed from many different aspects of inner and outer qualities. Introduces roles, aspects of western drama setup, and the art of monologue
<b>Ensemble IDU with English</b>	B2 C3, C2	Organization  Collaborative Skills	Students will understand that our community impacts the ways in which we present of ourselves.	How can working in an community effect our choices?	Health and Social Education: Students will take action to show how society influences the way we see ourselves and act toward others	Criterion B: Create a play script	Focus on the role of the ensemble in theatre, interactions, relationships, communities of expression Material: Holes

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### MYP 1 – TERM 1 - MUSIC

UNIT TITLE	MYP OBJECTIVE S	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>The Art of Persuasion</b>	A1 B1 C2-3	Creativity  Collaborative skills	Students will understand that forms such as sound, language and imagery can be manipulated to have a persuasive effect on an audience.	How can sound be used to support a message?	Health and social: Students will become aware of how our messages affect those around us.	Criterion B: (TV Jingle) Criterion C: Performance evaluation.	Explore role of jingles in advertising; musical and non-musical characteristics of an effective jingle; learning musical terms and specific language; collaboratively composing, planning and performing a jingle
<b>Sing Out!</b>	A2 B2 D1	Transfer  Communicating	Students will understand that the voice is a powerful tool which reflects our identities and can be used for expression.	How can I improve my singing voice?	Human Ingenuity: Students will become aware of some innovators within classical singing.	Criterion A: Research project on classical singer or a culturally unique singing style. Criterion D: Musical analysis	What does your voice say about you? Psychology, types of ranges (singers) in classical music, vocal technique, singing classical and folk songs, culturally unique voice styles: jodeln, African, opera etc. Focus: choral and large group

## ART MYP Curriculum Map – Østerbro International School - Arts

### MYP 1 - TERM 2 – VISUAL ART

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Larger than Life</b>	A1 A3 D1 D4	Information literacy  Transfer	Students will understand that culture influences creative expression	How do we celebrate?	Community and Service:  Students will take action through a contribution to a school cultural event.	Criterion A: Puppet creation Criterion D: Realization	Puppetry: Entering three dimensions, space and movement, transitioning character to form Influences: Puppetry in Eastern Europe, Indonesia, and Caribbean
<b>Breaking Tradition (Impressionism) Interdisciplinary unit with Music.</b>	B1 C1	Thinking	Students will understand that audience follow change	How does Art provoke change?	Environments Students will understand that an environment of breaking tradition fosters change in thought.	Criterion B: short performances	In cooperation with music, the relationship between the arts, break with classism moving toward further risk taking

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<b>Middle Eastern Music and Rhythm</b>	A1-2 B2 D2-3	Collaborating  Transfer	Students will understand that appreciation can be deepened through another culture's perspective.	How will our performance reflect our knowledge?	Environments: Students will understand how and why music has developed in a certain way in a certain environment	Criterion B: Tafta Hindi creation/performance	Listening to traditional and modern music from a variety of middle eastern countries, middle eastern instruments, learning specific musical terms, drum patterns, singing, improvisation, ensemble skills.
<b>The Impressionists (w. visual art)</b>	A1-2 B2	Transfer  Collaborative skills	Students will understand that innovation in art changes boundaries.	How does art reflect changing attitudes?	Community and Service: Students will reflect on how a change in one artistic community influences another.	Criterion B: create a newspaper	Instruments of the orchestra, key impressionists: Debussy, Ravel 'Painting with sound' Assessment: joint performance project with Visual Art.

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### MYP 2 – TERM 1 - DRAMA

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<b>Comic Character</b>	A2 A3 D1 D4	Communication	Students will understand that roles are created through a cooperation between artist and audience	How do humans form connections?	Human Ingenuity: Students reflect on how relationships are formed and strengthened through common and shared experience.	Criterion A: Presentation of a comic variety show.	Laughter is universal, a product of social interaction, yet transcending time., Communication of a message can be made effectively through the use of comic technique
<b>Social Landscape (Holes)</b>  IDU with English	B1 C2 C3	Collaborative Skills Organization	Students will understand that boundaries created by society shape our Identity.	How does society influence and change the individual?	Health and Social Education  Students will understand how social systems create ways to correct wrong doing, which effect individuality.	Criterion B: create a play script  Criterion C: work with peer feedback.	How society changes the individual and shapes relationships. Students work with the concepts throughout the book, transferring to performance. Material: Holes

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### MYP 2 – TERM 1 - MUSIC

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<b>Songs from the Musicals</b>	A1-3 D4	Critical thinking  Information Literacy	Students will understand that terminology helps us to communicate our interpretations.	How can music be used to complement and enhance the storyline in a musical?	Community and Service: Students will become aware of how different roles affect the community in a production	Criterion A: Create an article for 'Broadway Music Magazine	Brief history of musical theatre, learning musical terms and concepts, watching 'West Side Story', critiquing a performance.
<b>The Blues</b>	B1-2 C1, C3	Collaborative skills  Communicating	Students will understand that forms and structures can help define a genre.	How can something positive develop out of a bad situation?	Human ingenuity: Students will reflect on how people's creativity inspired a new art form	Criterion B: Write and perform a blues song. Criterion C: Use feedback to make improvements.	Blues form, history, lyric-writing and communication, learn blues scale and improvisation, 12-bar form, reading rhythms, learn guitar/piano chords and 4/4 drum beat – form a band and write a blues song (chords, rhythm and lyrics) (drum, guitars, piano, singer).

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<b>Putting up a Mask</b>	A 1 D2 D3	Thinking Transfer	Students will understand that aesthetics and interpretation combine to form cultural artefacts.	Why do humans create objects?	Community and Service: Students will understand that all communities create objects which serve both a function and have an aesthetic value.	Criterion A: research cultural masks and create their own	Students take a look at form and function of masks from many cultures and create their own.
<b>Dream-scape: Tapping the Subconscious (Surrealism)</b>	B2 C1	Information Literacy Reflection	Students will understand that time, space and place are transient and can be used as a form of expression.	Are time, space and place always able to be identified?	Environments: Students will reflect on how creation of alternative environments is a common form of expression	Criterion C: create and explain an original work of art	Students take their start in Psychology games to explore the world of Dali and attempt to discover their own visual language.

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<b>Soundtrack- Simon's Cat</b>	A1 B1 D2-3	Collaborating	Students will understand that sound can convey a narrative and help define roles.	What can I create?	Environments:  Students will take action to show music fits into the environment of the silent film.	Criterion B: Create a soundtrack	Introduction to Silent film, using technology, designing and planning a short soundtrack using live and recorded sounds.
<b>My Song</b>	D1 C2	Reflection	Students will understand that our perspectives and backgrounds play a big role in constructing our identities.	What music resonates with me?	Health and social: Students will reflect upon their artistic influences.	Criterion D: Solo performance Criterion C: Reflect on own work.	Creating art in response to personal ideas and feelings. Reflections on why we identify with certain types of music.



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### MYP 3 - TERM 1 - DRAMA

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Representation</b>	A1 A3 D2 D3	Communication Organisation	Students will understand that personal Presentation influences and manipulates audience	How do leading communicators strategize and organize their positions?	Human Ingenuity: Students take action in developing their oratory and explore ways in which to strengthen and deepen argumentation and presentation.	Criterion D: Manifesto with Personal Story	Representation is explored in its many forms including character representation and debate/opinion / political persuasion. Students analyse debate formats and study well known personae to develop their own personal presentation style, working with improving skills in argumentation.
<b>Point of View</b>  <b>IDU with English</b>	B1 C1 C3	Collaborative Skills  Information Literacy	Students will understand that social systems do not represent all possibilities for reform.	What is Justice?	Health and Social Education  Students reflect on how the social justice system has lasting effect on youth.	Criterion B: create a play script  Criterion C: personal reflection	The Greater Good: What is it? Students explore the justice system laid out in the novel, transforming it to play. Material: Holes

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<b>Finding Your Voice</b>	A2-3 B1-2 D1-2	Organisation Thinking	Students will understand that our voices reflect our identities and can influence our relationships.	What does your voice say about you?	Health and social: Students will become aware of how voices reflect perceptions and self-esteem.	Criterion B: Creation and performance of an original song.	What does your voice say about you? Psychology, types of ranges (singers) in classical music, vocal technique, acapella, application in different modern styles. Focus: small ensemble/duo – write a song or soundscape.
<b>Rocking the World</b>	A1 C1, C3	Transfer Communication Collaboration	Students will understand that expression through art can inspire change.	What will you create to communicate your message?	Community and Service:  Students will take action to influence their community.	Criterion A: Analysis of a protest song. Criterion C: Use feedback to develop work.	Protest through Music. 1960s-Civil Rights, Vietnam through present day. Analysis of a protest song. Pete Seeger, John Lennon, CCR, Kardes Türkuler, Morrissey –etc.

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<b>Taking Forum (Classicism to Rodin)</b>	A2 D1 D4	Self-awareness Communication	Students will understand that cultural artefacts communicate the opinions and goals of both a governing body and its opposition.	How can art convey opinion?	Community and Service Students will understand how public art has represented the governing cultural influences of the state.	Criterion A: Create a bust in historical tradition and context	Content: Representing the Greater Good of Society, art, especially three dimensional art, has played a communicative role from government to people. Case Studies: Roman Forum, Rodin
<b>Vision of the World</b>	B2 C2	Reflection Transfer	Students will understand that an artist's vision can change the way society sees their surroundings.	What is your inner vision?	Environments: Students will reflect on how art changes perceptions	Criterion B: Mixed-media composition	Students have worked through the year with the tool of Quick Writes. They now use these to reflect on their personal vision Case Studies: Cindy Sherman, Khalo, Bacon, Gaugin, Daniel Beltrá

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<b>Playing with Sound – electronic dance music</b>	A1-2 C2	Transfer	Students will understand that interactions between art forms inspire creativity and leads to new developments.	How and why did my chosen genre develop?	Environments: Students will become aware of how music genres developed according to their geographical and social environments.	Criterion A: Mini-poster. Criterion C: Evaluate work.	History, how electronic instruments work, dance music genre, understanding musical concepts.. Assessment: making an informative poster about a sub-genre of Electronic Music.
<b>Theme and Variations</b>	B1 D1-2	Transfer Organisation	Students will understand that creativity in composition is not just about having new ideas – it's also about using old ideas in new ways.	How will I recycle existing ideas to create new ones?	Human ingenuity: Students will take action to demonstrate how their ideas can be used creatively.	Criterion B: Composition using Theme and Variations.	Composition and Arrangement techniques, drawing on concepts from 'Electronic Music' and bringing in examples of Theme and Variations from classical and other styles.

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### MYP 4 - TERM 1 - DRAMA

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<b>Global Voices</b>	A1 A3 D2 D3	Thinking Organisation	Students will understand that expressions fill the world with different perspectives and lead to global interactions.	What is my place in the world?	Human Ingenuity:  Students understand and raise their awareness of the nature of reinvention of character and adaptation to social norms	Criterion D: "Single Story" Monologue	We look at human adaptability, conflict and creation.  How can Drama, Theatre, Performance, add to the exposure and diversity of human experience as witnessed in the theme of displacement.  Work includes video "TCK's: So Where's Home?"  Novio Boy, play script  Ted Talk "The Danger of the Single Story by Chimamanda Ngozi Adichie
<b>The Other</b>	B1 C1 C2	Transfer Information Literacy	Students will understand that themes can be enacted in multiple stages, revealing layers of perspectives	What affects the way we write?	Health and Social Education:  Students reflect on how perspective transforms a work of	Criterion B: Poetry Slam	Students organize and stage (set included) the book from the point of view of the outsider.  Work Includes: Witness

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<b>The Music of Cuba</b>	A1-2 B1 D3-4	Transfer	Students will understand that interactions between art forms can create a unique genre.	What are some key characteristics of Cuban music?	Environments: Students will become aware of how a geographical and social environment influences music.	Criterion A: Performing rhythms. Criterion B: Composing a 'Cuban-style' groove.	Learning and identifying rhythmic patterns - getting a glimpse of Cuban culture, society and history - Listening to a variety of examples of music in Cuba - Identifying different percussion instruments, and basic playing techniques – basic Cuban dance (salsa)
<b>Strings and Frets – The Guitar</b>	C1-3	Communicating	Students will understand that new objects can develop as a result of cultural interactions.	How will I communicate what you have learned to someone else?	Health and social: Students will reflect on how we can function as both student and teacher.	Criterion C: Creation of a Guitar method book.	Evolution of the Guitar. Learn history, chords and riffs, chord progressions, standard and non-standard notation.

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<b>Installation Dimension</b>  <b>Repetition</b>	A2  D1 D4	Collaborative Skills Communication	Students will understand that communities are systems, which involve hierarchies	How can we promote humanity?	Community and Service: Students will understand that an artist's work reflects a unique approach to community and an individual's place in society.	Criterion D: Development of a collaborative effort	Communities try and fail at structuring non-hierarchical systems, in which all are equal. Contemporary Chinese Art reveals strong opinion surrounding equality, uniformity and individualism Students use art as a platform to attempt to create a highly technical task, as a group, with no designated leadership.  Materials:  "Terracotta Army and "laughing man" paintings of Yue Minjun.
<b>Beyond Pop</b>  <b>Visual Language of Lichtenstein-</b>	B2 C3	Reflection Information Literacy	Students will understand that representation of acceptable media has become a popular style of production	What is appropriate use of visual media?	Environments: Students will reflect on how we impact our environment and effect change in visual language.	Criterion C: Reflections	Students look at the increase in violence in media, particularly physical violence in visual media. What kind of world is reflected and why?

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<b>City Walls and Empires</b>  <b>IDU with German</b>	A1 C2	Thinking  Transfer	Students will understand that time and place can affect how one expresses and presents oneself.	How do people cope with change?	Community and Service: Students will reflect on how individuals in a community are affected by the broader community.	Criterion A: Written analysis of a work. Criterion C: Evaluation	<b>Music:</b> Focus on Shostakovich and his music. Background – Russia, Stalin, Communism How did the political climate influence Shostakovich and his work? How do you interpret his music? (Shostakovich – rebels against political climate)  <b>German:</b> Life in the DDR. East German identity, culture and products. Berlin city and the Berlin Wall. Watch the film ‘Goodbye Lenin’ How did politics affect people’s lives? (Goodbye Lenin – rebelling against political change)
<b>Recycled</b>	B1-2	Communication	Students will	How will I make	Human ingenuity:	Criterion B:	Composition and



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	D1-2	Information Literacy	understand that by manipulating existing material, we can create new ideas and directions.	something new out of something old?	Students will become aware of different creative approaches.	Composition using variation and borrowing techniques. Criterion D: Personal engagement.	arrangement. Variation techniques, repetition, notation, using MuseScore.
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