

MYP Subject Overview
Visual Arts
Grade 6 (MYP 1)

24 hours		ATL Skills	Content
Unit Title (1)	Pieces of Identity: Exploring Mosaic Art	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills – Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Identity and cultural expression through mosaic art • Representation through symbols, patterns, and motifs • Mosaic techniques as creative communication <p>Art Historical & Cultural Understanding</p> <ul style="list-style-type: none"> • The history and cultural significance of mosaic art • Storytelling and symbolism in mosaics • Palestinian and global mosaic traditions • Cultural influences on mosaic style and design <p>Practical and Analytical Skills Development</p> <ul style="list-style-type: none"> • Analyzing mosaics using visual elements and design principles • Interpreting meaning through patterns and composition • Exploring mosaic materials and techniques • Planning and developing mosaic ideas • Reflecting on artistic process and meaning
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Identity		
Related concepts	Style Representation		
Global context	Personal & Cultural Expression		
Statement of inquiry	Mosaic art show identity and heritage through style and representation , allowing artists to share cultural stories, beliefs, & values as part of personal & cultural expression .		

MYP Subject Overview
Visual Arts
Grade 6 (MYP 1)

24 hours		ATL Skills	Content
Unit Title (2)	Pieces of Life: Exploring Still Life Through Collage	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skill - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> • Communication through visual choices • Representation through everyday objects • Composition and visual organization • Collage as layered visual expression <p>Art Historical & Cultural Knowledge</p> <ul style="list-style-type: none"> • Still life across cultures and time • Objects as symbols of identity and experience • Collage techniques in artistic expression • Cultural influences in still life art <p>Practical and Analytical Skills</p> <ul style="list-style-type: none"> • Analyzing artworks using visual elements and design principles • Interpreting meaning through objects and arrangement • Exploring collage techniques and materials • Developing ideas through sketches and annotations • Reflecting and evaluating artistic work
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Communication		
Related concepts	Representation Composition		
Global context	Personal & Cultural Expression		
Statement of inquiry	Artists communicate personal and cultural meaning by representing everyday objects through composition & the creative use of collage techniques		

MYP Subject Overview
Drama
Grade 6 (MYP 1)

24 hours		ATL Skills	Content
Unit Title (1)	Introduction to Drama & The Merchant of Venice	<p>Communication skills: Using appropriate drama vocabulary such as role, audience, expression, motivation, status, & interpretation; communicating ideas through spoken performance and reflection; responding to peer feedback; presenting artistic intention clearly through performance.</p> <p>Self-management Skills – Organization Planning and managing rehearsal time effectively, organizing scripts and blocking, staying prepared during rehearsals & performances</p> <p>Self-management Skills – Reflection Reflecting on strengths and areas for improvement, evaluating rehearsal and performance processes, explaining how understanding of drama developed during the unit</p> <p>Research Skills – Information Literacy Researching themes, characters, & context of <i>The Merchant of Venice</i>; collecting & organizing notes; using research to support interpretation of scenes and monologues.</p> <p>Thinking Skills – Creative Thinking Generating ideas for character interpretation, experimenting with voice, movement, facial expression, & staging, modernizing classical scenes, developing original performance.</p> <p>Thinking Skills – Critical Thinking Analysing how character express identity and beliefs, interpreting meaning from different perspectives, evaluating how performance choices affect audience understanding, justifying artistic decisions using textual evidence.</p> <p>Thinking Skills – Transfer Thinking Applying understanding of identity, character, & relationships from script to performance; transferring drama techniques into live performance; connecting drama to real-life human experiences.</p> <p>Social Skills – Collaboration Working in pairs & groups during rehearsals, ensemble-building activities, peer coaching, group discussions, role-play, & collaborative scene development.</p>	<ul style="list-style-type: none"> • Drama warm-ups: physical, vocal, and concentration exercises • Ensemble-building and trust games (mirroring, group statues, “pass the clap”) • Exploring emotions through movement and facial expression • Improvisation using simple stimuli and given circumstances • Reading and paraphrasing short extracts from <i>The Merchant of Venice</i> • Character exploration: motivation, status, and relationships • Voice work: projection, pace, clarity • Blocking and stage movement • Rehearsal and public performance of short scenes/monologues • Process journal documenting rehearsals, reflections, and challenges
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Identity		
Related concepts	Role Audience Expression		
Global context	Identities & Relationships Explore how drama helps us understand the self by looking at how characters show their beliefs, values, and identity		
Statement of inquiry	Exploring identity through role, audience, & expression in drama helps students understand how reflecting on & transforming classical plays into modern versions can create new meanings & show how performance choices shape relationships, beliefs, values, and meaning .		

MYP Subject Overview
Drama
Grade 6 (MYP 1)

24 hours		ATL Skills	Content
Unit Title (2)	Being a character	<p>Communication Skills Giving and receiving meaningful feedback during rehearsals, using drama vocabulary accurately, negotiating performance choices collaboratively, communicating character & emotion clearly to an audience, sharing reflections on creative choices.</p> <p>Self-Management Skills – Organization Bringing rehearsal materials prepared, managing rehearsal time effectively, organizing performance responsibilities, tracking progress through reflection journals</p> <p>Self-Management Skills – Reflection Setting personal goals, identifying strengths & areas for improvement, reflecting on performance growth and communication skills</p> <p>Research Skills – Information Literacy Accessing information about classical plays and characters, collecting & interpreting information about context & themes, recording notes & ideas, using research to support understanding of role, audience, & structure.</p> <p>Thinking Skills – Creative Thinking Brainstorming ideas for character interpretation, experimenting with voice & movement, reimagining classical scenes in modern contexts, exploring imaginative performance solutions.</p> <p>Thinking Skills – Critical Thinking Analysing character behaviour & relationships, considering multiple interpretations, evaluating audience understanding, reflecting on effectiveness of communication in performance.</p> <p>Thinking Skills – Transfer Thinking Applying understanding of character & communication from analysis to live performance, transferring rehearsal learning into final performance decisions, applying drama skills in unfamiliar scenes.</p> <p>Social Skills – Collaboration Ensemble-building games, collaborative rehearsal work, peer coaching, group scene development, Think–Pair–Share activities, collaborative performance preparation.</p>	<p>Drama Foundations & Classroom Practice</p> <ul style="list-style-type: none"> • Warm-up routines: physical, vocal, & concentration exercises • Trust and ensemble-building games (mirroring, pass the clap, group statues) • Introduction to basic drama elements: role, space, time, tension, focus <p>Understanding Performance Through Viewing</p> <ul style="list-style-type: none"> • Viewing & discussing recorded or live performances • Identifying how actors use voice, movement, and expression • Exploring how meaning is communicated to an audience <p>Character Development</p> <ul style="list-style-type: none"> • Character exploration: motivation, relationships, and status • Developing believable characters through role play • Understanding how character choices communicate meaning <p>Voice, Movement & Physical Performance Skills</p> <ul style="list-style-type: none"> • Voice work: projection, tone, pace, & clarity • Movement skills: gesture, body language, and expression • Blocking and spatial awareness on stage • Using physicality to communicate character and emotion <p>Rehearsal & Ensemble Performance</p> <ul style="list-style-type: none"> • Rehearsals & performance preparation • Collaborative group work & ensemble building • Peer feedback & refinement of performance choices • Developing confidence in live performance.
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Communication		
Related concepts	Role Audience Structure		
Global context	Personal & Cultural Expressions Exploring communication through role, audience, and structure in drama helps students understand how performers develop characters to share meaning, create new interpretations, and express personal and cultural ideas.		
Statement of inquiry	Exploring communication through role, audience, and structure in drama helps students understand how performers develop characters & adapt classical plays to share messages, create new meanings, & express personal and cultural ideas		

MYP Subject Overview
Visual Arts
Grade 7 (MYP 2)

24 hours		ATL Skills	Content
Unit Title (1)	My World in Color: Expressing Landscapes Through Fauvism	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Communication through color, form, and style • Representation in Fauvist landscapes • Composition and visual organization • Fauvist expression through bold color and brushwork <p>Art historical & cultural Understanding</p> <ul style="list-style-type: none"> • Origins and characteristics of Fauvism • Landscapes as personal and cultural expressions • Expressive use of color and style in art • Cultural and personal influences in Fauvist artworks <p>Practical & Analytical Skills</p> <ul style="list-style-type: none"> • Visual analysis using elements and principles of art • Interpreting meaning through color, composition, and style • Experimentation with color, brushwork, and composition • Developing ideas through sketches and annotations • Reflection and evaluation in artmaking
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Communication		
Related concepts	Style Expression Representation		
Global context	Personal & Cultural Expressions		
Statement of inquiry	Artists use style and expression to communicate how personal & cultural experiences can be represented through color and form.		

MYP Subject Overview
Visual Arts
Grade 7 (MYP 2)

24 hours		ATL Skills	Content
Unit Title (2)	Printmaking: My World Through Pattern & Style	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Communication through printmaking, line, shape, and style • Representation of nature, culture, and everyday life • Composition through balance, repetition, and space • Printmaking style using texture, pattern, and bold design <p>Art historical & cultural Understanding</p> <ul style="list-style-type: none"> • Development of printmaking across cultures • Japanese Ukiyo-e prints and their artistic style • Printmaking as personal and cultural expression • Cultural influences on artistic choices & imagery <p>Practical & Analytical Skills</p> <ul style="list-style-type: none"> • Analysing artworks using elements and principles of art • Interpreting meaning through style, composition, and imagery • Experimenting with printmaking techniques and patterns • Developing ideas through sketches and annotations • Reflecting and evaluating through discussion and writing.
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating	<p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections 	
Key concept	Communication	<p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions 	
Related concepts	Style Representation	<p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques 	
Global context	Personal & Cultural Expressions	<p>Thinking Skills - Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	
Statement of inquiry	Through printmaking, artists use style and representation to communicate ideas about nature, culture, and everyday life as a form of personal and cultural expression .		

MYP Subject Overview
Drama
Grade 7 (MYP 2)

24 hours		ATL Skills	Content
Unit Title (1)	Introduction to Drama Romeo & Juliet	<p>Communication skills: Using drama vocabulary accurately, communicating character and meaning through voice & movement, presenting artistic intention, sharing and responding to feedback.</p> <p>Self-management Skills – Organization Managing rehearsal time, organizing scripts & blocking notes, meeting deadlines, staying focused during rehearsals.</p> <p>Self-management Skills – Reflection Reflecting on strengths, challenges, improvements, & rehearsal growth.</p> <p>Research Skills – Information literacy Researching characters, themes, context, collecting notes on character motivation & meaning, using research to support interpretation.</p> <p>Thinking Skills – Creative Thinking Developing character interpretation ideas, experimenting with staging & expression, reimagining classical scenes in modern contexts, creating original performance choices.</p> <p>Thinking Skills – Critical Thinking Analysing identity & relationships, interpreting character motivations, evaluating audience impact, justifying creative choices using evidence from the text.</p> <p>Thinking Skills – Transfer Transferring understanding from text to performance, applying drama techniques in live performance, connecting themes to real human experiences.</p> <p>Social Skills - Collaboration Group scene work, peer coaching, Think–Pair–Share, rehearsal teamwork, collaborative performance creation</p>	<p>Drama Foundations & Ensemble Building</p> <ul style="list-style-type: none"> Classroom rules & safety Warm-ups and concentration exercises Trust and ensemble games Introduction to drama elements Collaboration & stage awareness <p>Understanding Performance Through Viewing</p> <ul style="list-style-type: none"> Viewing scenes from Romeo & Juliet Exploring voice, movement, & expression Understanding character & relationships Discussing audience impact Comparing performance interpretations <p>Character Development & Interpretation</p> <ul style="list-style-type: none"> Exploring character motivation & emotions Role-play & character perspective Developing believable characters Understanding relationships & status Communicating meaning through character choices <p>Voice, Movement & Performance Skills</p> <ul style="list-style-type: none"> Voice projection, tone, & clarity Gesture, posture, & facial expression Blocking and stage movement Physical expression of emotion Applying techniques to scenes from Romeo & Juliet <p>Rehearsal & Ensemble Performance</p> <ul style="list-style-type: none"> Rehearsing scenes & monologues Group collaboration & teamwork Peer & teacher feedback Refining staging & performance choices Building confidence for live performance.
MYP Objectives	<p>A – Investigating</p> <p>B – Developing</p> <p>C – Creating/performing</p> <p>D – Evaluating</p>		
Key concept	Identity		
Related concepts	Audience Role Play Expression		
Global context	<p>Identities & Relationships Explore how drama communicates identity, emotions, beliefs, values, & relationships through role, audience, & expression. Through creating & performing characters.</p>		
Statement of inquiry	<p>Exploring identity through role, play, audience, and expression in drama helps students understand how relationships, beliefs, values, & emotions shape who we are, and how performance can communicate human experiences within communities & cultures</p>		

MYP Subject Overview
Drama
Grade 7 (MYP 2)

24 hours		ATL Skills	Content
Unit Title (2)	Being a Character – Masks	<p>Communication skills Using drama vocabulary accurately, communicating identity & emotions through masks, adapting communication for audience interpretation, presenting artistic intention, giving & responding to feedback.</p> <p>Self-management Skills – Organization Managing rehearsal time, organizing scripts & movement notes, maintaining focus during mask performance, refining work through rehearsals.</p> <p>Self-management Skills – Reflection Reflecting on strengths and challenges in mask work & physical performance.</p> <p>Research Skills – Information literacy Researching cultural mask traditions, investigating symbolism & cultural meaning, exploring themes & relationships in <i>Romeo & Juliet</i></p> <p>Thinking Skills – Creative Thinking Creating original masked character interpretations, experimenting with physical storytelling, reimagining scenes symbolically, exploring multiple interpretations of emotion & identity.</p> <p>Thinking Skills – Critical Thinking Analysing audience understanding, interpreting hidden emotions & identity, evaluating physical performance choices, justifying mask symbolism & design choices.</p> <p>Thinking Skills – Transfer Applying cultural mask traditions to Shakespeare, transforming scripts into physical storytelling, connecting drama to real-world ideas of identity and emotion.</p> <p>Social Skills - Collaboration Ensemble rehearsal, peer evaluation, role-play, group improvisation, collaborative scene development, rehearsal circle.</p>	<p>Masks in World Theatre & Cultural Expression</p> <ul style="list-style-type: none"> Cultural mask traditions: Egyptian, Greek, African, Native American, Asian, & Italian Masks in ritual, storytelling, & theatre Communicating identity, emotion, status, and belief through masks Comparing symbolic meanings & cultural styles <p>Romeo and Juliet – Character & Meaning</p> <ul style="list-style-type: none"> Key scenes, characters, & relationships Themes: love, conflict, identity, loyalty, & family Communicating emotion & meaning through performance <p>Masked Character Development</p> <ul style="list-style-type: none"> Creating characters using masks & physical expression Exploring role, motivation, status, & relationships Using gesture, posture, & movement to communicate meaning <p>Voice, Movement & Mask Performance Skills</p> <ul style="list-style-type: none"> Voice projection, tone, pace, & clarity Physical storytelling through movement & gesture Stage positioning & audience awareness Performing <i>Romeo and Juliet</i> scenes with masks <p>Rehearsal, Adaptation & Ensemble Performance</p> <ul style="list-style-type: none"> Rehearsing masked scenes & monologues Collaboration, staging, & ensemble work Experimenting with interpretation & performance choices Refining performances through feedback & reflection
MYP Objectives	<p>A – Investigating</p> <p>B – Developing</p> <p>C – Creating/performing</p> <p>D – Evaluating</p>		
Key concept	Communication		
Related concepts	Role Audience Structure		
Global context	<p>Personal & cultural expression</p> <p>Explore how masks & character performance communicate emotions, identity, & stories across cultures through <i>Romeo and Juliet</i> & world mask traditions, investigating how role, audience, & structure create meaning & express personal & cultural ideas</p>		
Statement of inquiry	<p>Exploring communication through role, audience, and structure in drama helps students understand how masks and character performance can communicate emotions, shape meaning, and express personal and cultural ideas</p>		

MYP Subject Overview
Visual Arts
Grade 8 (MYP 3)

24 hours		ATL Skills	Content
Unit Title (1)	Cubism	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Representation through fragmentation & multiple viewpoints • Perspective & new ways of seeing • Innovation and experimentation in Cubism • Analytical & Synthetic Cubism <p>Investigating Cubism & Art Movements</p> <ul style="list-style-type: none"> • Origins & development of Cubism • Historical and cultural influences on Cubism • Geometric forms & multiple perspectives • Innovation through collage and mixed media • Cubist art vocabulary & concepts <p>Analysing Cubist Artworks</p> <ul style="list-style-type: none"> • Visual analysis of Cubist artworks • Elements of art and principles of design in Cubism • Fragmentation, layering, and overlapping forms • Comparing Analytical & Synthetic Cubism techniques • Interpreting meaning & modern life in Cubist art <p>Practical Exploration & Studio Skills</p> <ul style="list-style-type: none"> • Experimenting with Cubist techniques & composition • Exploring geometric forms & multiple viewpoints • Collage, mixed media, & layering techniques • Developing ideas through sketches & annotations • Reflecting on artistic process & experimentation.
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Change		
Related concepts	Representation Innovation Style		
Global context	Personal & Cultural Expression		
Statement of inquiry	Artists create change by representing reality in innovative ways, using new visual styles to express their personal experiences and cultural perspectives .		

MYP Subject Overview
Visual Arts
Grade 8 (MYP 3)

24 hours		ATL Skills	Content
Unit Title (2)	IDU: Exploring Native Plants through Science and Art	<p>Communication Skills – Communication</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Take effective notes in class - Use their creativity, drawing the native plant, arrange research text in a comprehensive yet short format that is read by an audience of 8th grade. - Use appropriate vocabulary to explain plant structure, function and adaptation verbally and in writing. - Communicate scientific observations and understanding clearly through written reports, labelled diagrams and visual illustrations. <p>Self-management – Reflection & Organization</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class. - understand and use sensory learning preferences. - Develop new skills and confidence in expression, as well as techniques and strategies for effective learning - Set goals and monitor progress to balance field work, research, illustration, and reporting. - Organize time and resources effectively to complete both scientific and artistic components of the task. <p>Research Skills – Information literacy skills</p> <ul style="list-style-type: none"> - Collect and record the assigned plant’s life cycle (visual art) <p>Thinking Skills – Transfer Skills & Creative thinking</p> <ul style="list-style-type: none"> - Apply existing knowledge to generate their own botanical illustration - combine knowledge, understanding and skills to create products or solutions. - Make a connection between scientific knowledge and artistic choices to accurately represent plant form and function. 	<p>Exploring Native Plants through Science and Art</p> <ul style="list-style-type: none"> ● Introduction to botanical illustration ● Observational drawing techniques for plants ● Shading techniques for plants (hatching, cross hatching, stippling, contouring) ● Colour mix techniques for plants ● Layout/design techniques for final botanical illustration document
MYP Objectives	A – Investigating B – Developing C – Creating		
Key concept	Relationships		
Related concepts	Composition, Interpretation, Style		
Global context	Globalization & Sustainability		
Statement of inquiry	<p>Scientific investigation & creative communication build relationships that promote environmental awareness & preserve cultural heritage through the representation of native plants.</p>		

MYP Subject Overview
Drama
Grade 8 (MYP 3)

24 hours		ATL Skills	Content
Unit Title (1)	Speak up!	<p>Communication skills Using drama terminology accurately, communicating character emotions through voice & movement, presenting artistic intentions, responding to feedback, engaging the audience effectively.</p> <p>Self-management Skills – Organization Planning rehearsal time, organizing scripts & annotations, maintaining focus during rehearsal, refining work using feedback.</p> <p>Self-management Skills – Reflection Reflecting on growth, evaluating performance effectiveness, identifying strengths & areas for improvement.</p> <p>Research Skills – Information literacy Investigating soliloquies, monologues, and asides in drama texts and performances, identifying character thoughts & intentions.</p> <p>Thinking Skills – Creative Thinking Transforming script extracts into original soliloquies, experimenting with voice & expression, exploring multiple interpretations of character perspective.</p> <p>Thinking Skills – Critical Thinking Analysing how dramatic devices reveal character perspective, evaluating audience impact, justifying artistic choices using textual evidence.</p> <p>Thinking Skills – Transfer Applying dramatic analysis to live performance, transforming written text into performance, connecting character expression to real-life communication.</p> <p>Social Skills - Collaboration Peer feedback, rehearsal in pairs and groups, collaborative discussions, Think–Pair–Share, peer coaching.</p>	<p>Introduction to Dramatic Devices</p> <ul style="list-style-type: none"> Understanding soliloquy, monologue, & aside Exploring how dramatic devices reveal thoughts, emotions, & intentions Understanding presentation, expression, & audience awareness Using voice, movement, & gesture to communicate character perspective <p>Script Analysis and Interpretation</p> <ul style="list-style-type: none"> Reading & analysing selected drama extracts Identifying character motivation, conflict, & emotion Comparing different interpretations of performance Exploring how performance choices influence audience understanding Investigating personal & cultural expression in drama <p>Creating a Soliloquy from Script</p> <ul style="list-style-type: none"> Transforming a script extract into an original soliloquy Experimenting with voice, pacing, & expression Developing character intention & perspective Making creative performance choices to communicate meaning <p>Rehearsal and Performance Development</p> <ul style="list-style-type: none"> Rehearsing and refining soliloquies Using peer and teacher feedback to improve performance Developing clarity, characterization, & audience engagement Applying voice, movement, & expression effectively <p>Reflection and Evaluation</p> <ul style="list-style-type: none"> Reflecting on performance choices & communication of meaning Evaluating use of dramatic devices & expression Identifying strengths & areas for improvement Reflecting on creative growth & understanding of drama
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Communication		
Related concepts	Presentation Expression Audience		
Global context	Personal & cultural expression Exploring communication through presentation, expression, & audience in drama helps students understand how soliloquies, asides, & monologues reveal character perspectives & communicate personal & cultural expression to an audience.		
Statement of inquiry	Exploring communication through presentation, expression, & audience in drama helps students understand how soliloquies, asides, & monologues reveal character perspectives & communicate personal & cultural expression to an audience.		

MYP Subject Overview
Drama
Grade 8 (MYP 3)

24 hours		ATL Skills	Content
Unit Title (2)	Performing Identity	<p>Communication skills Using drama vocabulary accurately, communicating identity & relationships through voice & movement, presenting artistic intention, responding to feedback, audience communication.</p> <p>Self-management Skills – Organization Managing rehearsal time, organizing scripts & blocking notes, maintaining focus during rehearsals, improving through reflection.</p> <p>Self-management Skills – Reflection Reflecting on rehearsal process, evaluating strengths & challenges, analysing artistic growth & communication effectiveness.</p> <p>Research Skills – Information literacy Investigating characters, themes, dramatic contexts, analysing identity & relationships in extracts, collecting evidence for interpretation choices.</p> <p>Thinking Skills – Creative Thinking Developing character interpretations, experimenting with voice and staging, reimagining scenes in modern contexts, creating original performance choices.</p> <p>Thinking Skills – Critical Thinking Analysing identity and relationships in scenes, interpreting motivations, evaluating audience impact, justifying creative choices with evidence.</p> <p>Thinking Skills – Transfer Applying character understanding from text to performance, transforming scripts into staged action, connecting drama themes to real-life relationships.</p> <p>Social Skills - Collaboration Ensemble-building games, collaborative rehearsal, pair and group performances, peer coaching, Think–Pair–Share discussions, rehearsal feedback sessions</p>	<p>Drama Foundations & Ensemble Building</p> <ul style="list-style-type: none"> Classroom rules, safety, & ensemble agreements Warm-ups & concentration exercises Trust and ensemble-building activities Introduction to drama elements (role, audience, space, time, focus, tension) Collaboration & stage awareness in group work <p>Viewing and Analysing Performance</p> <ul style="list-style-type: none"> Viewing and analysing dramatic extracts Exploring voice, movement, and expression in performance Understanding character identity & relationships Examining audience response and impact Comparing different performance interpretations of the same text <p>Character Interpretation & Development</p> <ul style="list-style-type: none"> Exploring character motivation, emotion, & intention Role-play and character perspective work Developing believable & consistent character choices Understanding status, relationships, & interaction on stage Communicating meaning through interpretive performance choices <p>Voice, Movement & Performance Skills</p> <ul style="list-style-type: none"> Voice projection, tone, pace, & clarity Gesture, posture, and facial expression Blocking and use of performance space Physical expression of emotion & intention Applying performance techniques to teacher-provided extracts <p>Rehearsal & Ensemble Performance</p> <ul style="list-style-type: none"> Rehearsing monologues & scenes from provided extracts Collaborative group & pair performance work Peer & teacher feedback to refine performance choices Refining staging, structure, & communication of meaning Building confidence for live performance
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Aesthetics		
Related concepts	Interpretation Expression Structure		
Global context	Identities & Relationships		
Statement of inquiry	Aesthetics in performance shape how interpretation, expression, and structure communicate identity and influence relationships between characters and audiences within diverse social and cultural contexts		

MYP Subject Overview
Visual Arts
Grade 9 (MYP 4)

24 hours		ATL Skills	Content
Unit Title (1)	The language of abstraction: Communicating through art	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Abstraction as visual communication • Visual elements in artistic expression • Composition and visual organization • Artistic choices and emotional impact • Non-representational art and meaning <p>Art Historical & Cultural Understanding</p> <ul style="list-style-type: none"> • Emergence of abstract art & expression • Expressive line and texture in the work of Vincent van Gogh • Positive and negative space in the work of M. C. Escher • Gesture, contrast, & energy in the work of Franz Kline • Colour and spiritual expression in the work of Wassily Kandinsky • Characteristics of Abstract Art and Abstract Expressionism <p>Practical & Analytical Skills</p> <ul style="list-style-type: none"> • Visual analysis using elements & principles of art • Art criticism: description, analysis, interpretation, & evaluation • Experimentation with abstract art techniques & processes • Developing artistic intention through planning & annotation • Creating original abstract artworks with purposeful communication • Reflection on artistic processes & outcomes
MYP Objectives	<p>A – Investigating</p> <p>B – Developing</p> <p>C – Creating/performing</p> <p>D – Evaluating</p>		
Key concept	Communication		
Related concepts	Expression Composition		
Global context	Personal & Cultural Expression		
Statement of inquiry	<p>Artists use abstract composition as visual language to communicate emotions & ideas, showing how creative expression allows us to reflect on, extend, & enjoy our creativity through personal & cultural expression.</p>		

24 hours		ATL Skills	Content
Unit Title (2)	Architecture as a Reflection of Identity & Place	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Architecture as visual communication • Visual elements in architectural expression • Composition, balance, and proportion in design • Perspective and spatial representation <p>Art Historical & Cultural Understanding</p> <ul style="list-style-type: none"> • Architecture across time and cultures • Architectural styles and movements • Local and global architecture as cultural identity • Symbolism, function, and meaning in buildings <p>Practical & Analytical Skills</p> <ul style="list-style-type: none"> • Visual analysis of architecture using elements and principles of art • Art criticism: description, analysis, interpretation, and evaluation • Experimentation with perspective drawing and composition • Developing artistic intention through planning and sketches • Creating original architectural artworks • Reflection on artistic process and technical development • Applying thinking, research, and transfer skills in art-making
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Identity		
Related concepts	Representation Composition Visual Culture		
Global context	Personal & Cultural Expression		
Statement of inquiry	Through the composition and representation of architectural forms, artists use visual culture to express identity and place , showing how creative choices convey ideas , feelings , cultural values , and ways of belonging .		

MYP Subject Overview
Visual Arts
Grade 10 (MYP 5)

24 hours		ATL Skills	Content
Unit Title (1)	My Identity (Self Portraits)	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills -Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Identity as personal, cultural, and symbolic • Representation through purposeful visual choices • Expression through artistic decisions and visual language <p>Art Historical & Cultural Understanding</p> <ul style="list-style-type: none"> • Self-portraiture across time and cultures • Symbolism, colour, and style in the work of Vincent van Gogh and Frida Kahlo • Identity, memory, and lived experience in contemporary and Palestinian art <p>Practical and Analytical Skills</p> <ul style="list-style-type: none"> • Visual analysis using elements and principles of art • Art criticism: description, analysis, interpretation, and evaluation • Experimentation with media, texture, stylization, and colour. • Creating original self-portraits that communicate identity • Reflection through process journals and evaluation
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Identity		
Related concepts	Expression Representation		
Global context	Personal & Cultural Expression		
Statement of inquiry	Through specific forms of representation , artists express physical and metaphorical identities , revealing how ideas, feelings, culture, and values are discovered and shared through art in the world around us.		

MYP Subject Overview
Visual Arts
Grade 10 (MYP 5)

24 hours		ATL Skills	Content
Unit Title (2)	Modern Art: Change, Expression, & Context	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback - Negotiate ideas and knowledge with peers and audience <p>Self-Management Skills - Organization, Reflection</p> <ul style="list-style-type: none"> - Bring necessary equipment and supplies to class - Identify strengths and weaknesses of personal learning strategies - Keep a journal to record reflections <p>Research Skills - Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others - Create references and citations using recognized conventions <p>Thinking Skills - Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Create original works and ideas; use existing works in new ways - Practice visible thinking strategies and techniques <p>Thinking Skills - Transfer</p> <ul style="list-style-type: none"> - Combine knowledge, understanding, and skills to create products or solutions <p>Thinking Skills - Critical Thinking</p> <ul style="list-style-type: none"> - Practice observing carefully in order to recognize problems - Consider different interpretations and perspectives 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> • Change and the evolution of art • Style as artistic communication • Expression through visual form • Art as a response to cultural, historical, & social contexts <p>Art Historical & Cultural Understanding</p> <ul style="list-style-type: none"> • Modern art movements: Dada & Cubism • Challenging artistic conventions in the work of Marcel Duchamp and Pablo Picasso • Historical events & artistic innovation • Contemporary & global perspectives in modern art <p>Practical & Analytical Skills</p> <ul style="list-style-type: none"> • Visual analysis using elements & principles of art • Art criticism: description, analysis, interpretation, & evaluation • Research into modern & contemporary art movements • Experimentation with abstraction, distortion, symbolism, & conceptual approaches • Creating original artworks that communicate ideas & meaning • Reflection on artistic growth & creative process
MYP Objectives	A – Investigating B – Developing C – Creating/performing D – Evaluating		
Key concept	Change		
Related concepts	Expression Representation		
Global context	Orientation in Space & Time		
Statement of inquiry	Modern art shows how ideas about art can change over time and place, as artists use new styles and forms of expression to reflect historical events, cultural contexts, and changing ways of thinking.		