

**Ramallah Friends School**  
**Arts**  
**Overview**

MYP1								
Discipline	Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Visual art	Palestinian art	<b>Identity</b>	Visual culture	<p>Personal and cultural expression</p> <p>Students will explore the ways in which we discover and express culture.</p>	<p>Enhancing identity formations</p> <p>Through exposure to visual aspects of Palestinian culture lead to innovate means of cultural expressions.</p>	All strands of A, B, C, and D	<p><b><u>Self-management:</u></b></p> <p><b><u>Organization skills:</u></b></p> <p>-Bring necessary equipment and supplies to class</p> <p><b><u>Affective skills :</u></b></p> <p>perseverance :</p> <p>-Demonstrate persistence and perseverance</p> <p>Resilience :</p> <p>Practice dealing with disappointment and unmet expectations</p> <p><b><u>Reflection skills:</u></b></p> <p>-Identify strengths and weaknesses of personal learning strategies</p> <p>-Keep a journal to record reflections</p> <p><b><u>Research skills</u></b></p> <p><b><u>Information literacy skills:</u></b></p> <p>-Access information to be informed and inform others.</p> <p>-Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.</p> <p><b><u>Thinking</u></b></p> <p><b><u>Creative thinking skills:</u></b></p> <p>-Practice visible thinking strategies and techniques</p> <p>-Create original works and ideas; use existing works and ideas in new ways</p> <p><b><u>Social</u></b></p> <p><b><u>Collaboration skills</u></b></p> <p>-Listen actively to other perspectives and ideas</p> <p>-Take responsibility for one's own</p>	<p>Palestinian art</p> <p>Elements of art:</p> <p>Line</p> <p>color</p> <p>shape</p> <p>form</p> <p>value</p> <p>space</p> <p>texture</p>

							action	
Visual art	Symbolic presentations	aesthetics	Representation ,context ,expression,	Fairness and development  Students will explore rights ,security ,peace , freedom and conflict resolutions through symbolism in art	Aesthetic representation of conflicts reflect various expressions of freedom and security	All strands of A, B, C, and D	<p><b><u>Communication:</u></b>  <b>Communication skills:</b>  -Give and receive meaningful feedback  -Negotiate ideas and knowledge with peers and audience</p> <p><b><u>Self-management:</u></b>  <b>Organization skills:</b>  -Bring necessary equipment and supplies to class</p> <p><b>Reflection skills:</b>  -Identify strengths and weaknesses of personal learning strategies  -Keep a journal to record reflections</p> <p><b><u>Research skills</u></b>  <b>Information literacy skills:</b>  -Access information to be informed and inform others.  -Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.</p> <p><b><u>Thinking</u></b>  <b>Creative thinking skills:</b>  -Use brainstorming and visual diagrams to generate new ideas and inquiries  - Consider multiple alternatives, including those that might be unlikely or impossible.  -Apply existing knowledge to generate new ideas ,products or processes</p> <p><b>Transfer skills:</b>  -Combine knowledge, understanding and skills to create products or Solutions.</p>	Students will implement the symbolism in sculpture using clay techniques
Drama	Unit 1 Introduction to Drama	Communication	Expression	Personal and cultural expression  Students will	Drama can help us express our understanding of human culture, emotion and how we communicate meaning to an audience.	A: i, ii, iii	<p><b>Communication skills:</b>  -Give and receive meaningful feedback   -Negotiate ideas and knowledge with peers and audience  -interpret and use effectively modes of</p>	-The elements of Drama -Movement, Body, collaboration, control

				explore the ways in which we discover and express ideas ,feeling and culture			non –verbal	- Theatrical terminology -Introduction to the life of Shakespeare
Drama	UNIT 2 Playing a role The Merchant of Venice	Change	Role	Identities and Relationships  Students will explore identity as a form of expression and communication	Roles are created by showing changes in our body language to reflect who we <i>are in role</i> .	B: i, ii C: i, ii, iii D: i, ii,iii	<b>Communication skills:</b> -Give and receive meaningful -Negotiate ideas and knowledge with peers and audience -interpret and use effectively modes of non –verbal Thinking	-Creating characters -learning dramatic techniques: freeze frame, flashback, flash forward, Voices in the Head, hot seat, role play
Drama	UNIT 3 Developing characters	Development	Aesthetics	Personal and cultural expression  Students will explore the ways in which we discover and express ideas and feeling	Understanding specific techniques and structure that are used in theater help us develop a character	A: i, ii, iii B: i, ii	<b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience -interpret and use effectively modes of non –verbal Self management	Characterization

Drama	UNIT 4 Developing dramatic scenes	Perspectives	Audience Composition	Personal and cultural expression  Students will explore the ways in which we discover and express ideas ,feeling and culture	Interpreting perspectives can help us to better analyze and understand how information is composed and presented to a culturally diverse audience.	C: i, ii, iii D: i, ii,iii	<b>Communication skills:</b> -Give and receive meaningful feedback  -Negotiate ideas and knowledge with peers and audience -interpret and use effectively modes of non –verbal  <b>Social:</b> <b>Collaboration skills :</b> -Listen actively to other perspectives and ideas -Take responsibility for one’s own action -exercise leader ship and takeona variety of roles within groups	-Structure -Dramatic performance
<b>MYP2</b>								
Discipline	Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Visual art	Fauvism Landscape	Identity	Expression Interpretation Genre	Personal and Cultural expression  Students will explore the Landscape as a way of expression of feelings and emotions within the context of the Fauvism genre	Genre influences how artists interpret the world and express their identities	All strands of A, B, C, and D	<b>Communication:</b> <b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience <b>Self-management:</b> <b>Organization skills:</b> Bring necessary equipment and supplies to class <b>Reflection skills:</b> -Identify strengths and weaknesses of personal learning strategies -Keep a journal to record reflections <b>Research skills</b> <b>Information literacy skills:</b> -Access information to be informed and inform others. -Create references and citations, use	Spontaneous landscape drawing representing an explosion of colors using oil pastel colors

							<p>footnotes/endnotes and construct a bibliography according to recognized conventions.</p> <p><b>Thinking</b></p> <p><b>Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>-Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>- Consider multiple alternatives, including those that might be unlikely or impossible.</li> <li>-Practice visible thinking strategies and techniques</li> <li>-Apply existing knowledge to generate new ideas ,products or processes</li> </ul> <p><b>Transfer skills:</b></p> <ul style="list-style-type: none"> <li>-Combine knowledge, understanding and skills to create products or solutions.</li> </ul> <p><b>Social</b></p> <p><b>Collaboration skills</b></p> <ul style="list-style-type: none"> <li>-Listen actively to other perspectives and ideas</li> <li>-Take responsibility for one’s own action</li> </ul>	
Visual art	Mandala	Communication	Visual culture	<p>Personal and Cultural expression</p> <p>Students will practice the ancient art of Mandala based on their skills, preference, and personal experience</p>	Art uses visual images to communicate.	All strands of A, B, C, and Dii,iii	<p><b>Communication:</b></p> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>-Give and receive meaningful feedback</li> <li>-Negotiate ideas and knowledge with peers and audience</li> </ul> <p><b>Self-management:</b></p> <p><b>Organization skills:</b></p> <p>Bring necessary equipment and supplies to class</p> <p><b>Affective skills :</b></p> <p>perseverance :</p> <ul style="list-style-type: none"> <li>-Demonstrate persistence and perseverance</li> </ul> <p>Resilience :</p> <p>Practice dealing with disappointment and unmet expectations</p> <p><b>Reflection skills:</b></p> <ul style="list-style-type: none"> <li>-Identify strengths and weaknesses of personal learning strategies</li> <li>-Keep a journal to record reflections</li> </ul> <p><b>Thinking</b></p> <p><b>Creative thinking skills:</b></p>	Create a Mandala. Shapes Patterns balance Geometry

							-Create original works and ideas; use existing works and ideas in new ways	
Drama	UNIT 1: A piece of drama!	Identity	Audience, Role, Play, and Expression	Identities & Relationships	Relationships impact on identities within social settings and can be expressed to respond to an audience, through creating awareness.	A: i, ii, iii B: i, ii	<b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience -interpret and use effectively modes of non-verbal communication	-Revision of the elements of Drama -Movement, Body, collaboration, control - Theatrical terminology
Drama	UNIT 2 Designing masks Romeo and Juliet	Identity	Role Play Visual culture	Identities and Relationships  students will explore identity communities and cultures .	The essence of culture can always reveal someone's identity	C: i, ii, iii D: i, ii,iii	<b>Research :</b> <b>Information literacy skills:</b> -Access information to be informed and inform others. -Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.	- Techniques of using masks
Drama	UNIT 3 New Scene performance	Development	Aesthetics	Personal and cultural expression  Students will explore the ways in which we extend and enjoy our creativity	Understanding specific techniques and structure that are used in theater help us develop a new scene	A: i, ii, iii B: i, ii	<b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience -interpret and use effectively modes of non-verbal  <b>Self-management:</b> <b>Organization skills:</b> Bring necessary equipment and supplies to class <b>Reflection skills:</b> -Identify strengths and weaknesses of personal learning strategies -Keep a journal to record reflections	-Vocal Techniques: Tone, Pitch, Volume, Pause, Phrasing -Movement: Posture, Gesture, Facial Expressions - Characterisation -Creation of meaning
Drama	<b>UNIT 4 Developing films</b>	Perspectives	Audience Composition	Personal and cultural expression	Developing a role and presenting it in a creative way to show the techniques of a character on stage can	C: i, ii, ii D: i, ii,iii	<b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience	-Structure -Dramatic performance

				Students will explore the ways in which we discover and express ideas ,feelings ,extend and enjoy our creativity	always reflect our perspectives.		-interpret and use effectively modes of non –verbal communication  <b><u>Self-management:</u></b> <b>Organization skills:</b> Bring necessary equipment and supplies to class <b>Reflection skills:</b> -Identify strengths and weaknesses of personal learning strategies -Keep a journal to record reflections <b><u>Social</u></b> <b>Collaboration skills</b> -Listen actively to other perspectives and ideas -Take responsibility for one’s own action	
<b>MYP3</b>								
<b>Discipline</b>	<b>Unit title</b>	<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>Objectives</b>	<b>ATL skills</b>	<b>Content</b>
Visual art	City Street Scene	Aesthetics	Expression Representation	Personal and cultural expression  Students will create composition “City street scene “based on the exploration of the historical and cultural places of the local community in an aesthetic manner	Through the artist’s knowledge, perspective, and identity as a part of history and heritage, we can understand and appreciate the elements of local culture	All strands of A, B, C, and D	<b><u>Communication:</u></b> <b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience <b><u>Self- management</u></b> <b>Affective skills :</b> perseverance : -Demonstrate persistence and perseverance Resilience : Practice dealing with disappointment and unmet expectations <b>Organization skills:</b> Bring necessary equipment and supplies to class <b>Reflection skills:</b> -Identify strengths and weaknesses of personal learning strategies (self assessment ) -Keep a journal to record reflections <b><u>Research skills</u></b> Information literacy skills:	Design and create composition “City Street Scene” using charcoal technique

							<p>-Access information to be informed and inform others.</p> <p>-Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.</p> <p><b>Thinking</b></p> <p><b>Creative thinking skills:</b></p> <p>-Use brainstorming and visual diagrams to generate new ideas and inquiries</p> <p>-Apply existing knowledge to generate new ideas ,products or processes</p> <p><b>Social:</b></p> <p><b>Collaboration skills :</b></p> <p>-Listen actively to other perspectives and ideas</p> <p>-Take responsibility for one’s own action</p> <p>-exercise leader ship and take on a variety of roles within groups</p>	
Visual art	Cubism	Change	Innovation	<p>Scientific and technical innovation</p> <p>Students will explore Cubism art as an example of that all changes involve a new way of thinking</p>	Art is reflection of change	All strands of A, B, C, and D	<p><b>Communication:</b></p> <p><b>Communication skills:</b></p> <p>-Give and receive meaningful feedback</p> <p>-Negotiate ideas and knowledge with peers and audience</p> <p><b>Self- management</b></p> <p><b>Affective skills :</b></p> <p>perseverance :</p> <p>-Demonstrate persistence and perseverance</p> <p>Resilience :</p> <p>Practice dealing with disappointment and unmet expectations</p> <p><b>Organization skills:</b></p> <p>Bring necessary equipment and supplies to class</p> <p><b>Reflection skills:</b></p> <p>-Identify strengths and weaknesses of personal learning strategies (self assessment )</p> <p>-Keep a journal to record reflections</p> <p><b>Research skills</b></p> <p>Information literacy skills:</p> <p>-Access information to be informed and inform others.</p> <p>-Create references and citations, use</p>	Cubism composition. Geometry.



							<p>footnotes/endnotes and construct a bibliography according to recognized conventions.</p> <p><b>Thinking</b></p> <p><b>Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>-Create original works and ideas; use existing works and ideas in new ways</li> <li>- Consider multiple alternatives, including those that might be unlikely or impossible.</li> <li>-Practice visible thinking strategies and techniques</li> </ul> <p><b>Transfer skills:</b></p> <ul style="list-style-type: none"> <li>-Combine knowledge, understanding and skills to create products or solutions.</li> </ul> <p>audience</p> <p><b>Social:</b></p> <p><b>Collaboration skills</b></p> <ul style="list-style-type: none"> <li>-Listen actively to other perspectives and ideas</li> <li>-Take responsibility for one's own action</li> <li>-exercise leadership and take on a variety of roles within groups</li> </ul>	
Drama	UNIT 1: Speak up!	Aesthetics	Presentation Expression	<p>Personal and cultural expression</p> <p>Students will explore the ways in which we discover and express ideas ,feelings ,extend and enjoy our creativity ,our appreciation of aesthetic</p>	<p>Personal and Cultural expression can be explored and communicated through aesthetics of presentation and expression</p>	<p>A: i, ii, iii</p> <p>B: i, ii</p>	<p>Communication</p> <p>Social</p> <p>Self-management</p>	<p>Introducing dramatic devices</p> <ul style="list-style-type: none"> <li>-Soliloquy</li> <li>-monologue</li> </ul>

	UNIT 2 On the stage!	Perspectives	Audience Composition	Personal and cultural expression  Students will explore the ways in which we discover and express ideas ,feelings and culture	Interpreting perspectives can help us to better analyse and understand how information is composed and presented to a culturally diverse audience	C: i, ii, iii D: i, ii,iii	Communication Social Self management	Structure Context - Conflict and Conclusion - Aspects of the presentation - Body language elements - Creating new scripts/texts.
<b>MYP4</b>								
Discipline	Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Objectives	ATL skills	Content
Visual art	Composition in Art	communication	Expression Composition	Personal and cultural expression  Students will explore abstract art as a form of expression and communication	Artwork is composed to express and communicate personal ideas and expressions	All strands of A, B, C, and D	<b>Communication:</b> <b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience <b>Self-management:</b> <b>Organization skills:</b> Bring necessary equipment and supplies to class <b>Affective skills :</b> perseverance : -Demonstrate persistence and perseverance Resilience : Practice dealing with disappointment and unmet expectations <b>Reflection skills:</b> -Identify strengths and weaknesses of personal learning strategies -Keep a journal to record reflections <b>Research skills</b> Information literacy skills:	student will plan and execute an abstract art work utilizing the elements and principles of art

							<p>-Access information to be informed and inform others.          -Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.  <u><b>Thinking</b></u>  <b>Creative thinking skills:</b>          -Create original works and ideas; use existing works and ideas in new ways          - Consider multiple alternatives, including those that might be unlikely or impossible.          -Practice visible thinking strategies and techniques  <u><b>Social</b></u>  <b>Collaboration skills</b>          -Listen actively to other perspectives and ideas          -Take responsibility for one’s own action</p>	
<b>Visual art</b>	<b>Contemporary designers</b>	Identity	Culture, composition, expression	<p>Personal and cultural expression</p> <p>Students will create contemporary art products by exploring diverse elements of culture</p>	Diverse elements of culture maintain identity in composing contemporary expression.	All strands of A, B, C, and D	<p><u><b>Communication:</b></u>  <b>Communication skills:</b>          -Give and receive meaningful feedback          -Negotiate ideas and knowledge with peers and audience  <u><b>Self-management</b></u>  <b>Organization skills:</b>          Bring necessary equipment and supplies to class  <u><b>Research skills</b></u>  <b>Information literacy skills:</b>          -Access information to be informed and inform others.          -Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.  <u><b>Thinking</b></u>  <b>Creative thinking skills:</b>          -Create original works and ideas; use existing works and ideas in new ways          - Consider multiple alternatives, including those that might be unlikely or impossible.          -Practice visible thinking strategies and techniques          -Apply existing knowledge to generate</p>	Students will produce a contemporary design of diverse elements of culture

							new ideas ,products or processes <b>Transfer skills:</b> -Combine knowledge, understanding and skills to create products or solutions. <b>Social</b> <b>Collaboration skills</b> -Listen actively to other perspectives and ideas -Take responsibility for one’s own action	
<b>MYP5</b>								
<b>Discipline</b>	<b>Unit title</b>	<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>Objectives</b>	<b>ATL skills</b>	<b>Content</b>
<b>Visual art</b>	Self portraits	Identity	Expression Representation	Identities and Relationships  Students will explore self-portraits as a form of expression of their physical and metaphorical identities	Artists choose specific forms of representation to express physical and metaphorical identities.	All strands of A, B, C, and D	<b>Communication:</b> <b>Communication skills:</b> -Give and receive meaningful feedback -Negotiate ideas and knowledge with peers and audience <b>Self-management:</b> <b>Organization skills:</b> Bring necessary equipment and supplies to class <b>Affective skills :</b> perseverance : -Demonstrate persistence and perseverance Resilience : Practice dealing with disappointment and unmet expectations <b>Reflection skills:</b> -Identify strengths and weaknesses of personal learning strategies -Keep a journal to record reflections <b>Research skills</b> <b>Information literacy skills:</b> -Access information to be informed and inform others. -Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized	Realistic self-portraits . Expressive self portraits. Art critique

						<p>conventions.</p> <p><b>Thinking</b></p> <p><b>Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>-Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>- Consider multiple alternatives, including those that might be unlikely or impossible.</li> <li>-Practice visible thinking strategies and techniques</li> <li>-Apply existing knowledge to generate new ideas ,products or processes</li> </ul> <p><b>Transfer skills:</b></p> <ul style="list-style-type: none"> <li>-Combine knowledge, understanding and skills to create products or solutions.</li> </ul> <p><b>Social</b></p> <p><b>Collaboration skills</b></p> <ul style="list-style-type: none"> <li>-Listen actively to other perspectives and ideas</li> <li>-Take responsibility for one’s own action</li> </ul>	
<b>visual arts</b>	Art Styles in the Modern Era	Change	Style	<p>Orientation in space and time</p> <p>Students will explore modern art as a change of familiar and conventional styles though time</p>	<p>Modern art anticipated the change from familiar and conventional definition of art style through time and space</p>	<p><b>Communication:</b></p> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>-Give and receive meaningful feedback</li> <li>-Negotiate ideas and knowledge with peers and audience</li> </ul> <p><b>Self-management:</b></p> <p><b>Organization skills:</b></p> <ul style="list-style-type: none"> <li>-Bring necessary equipment and supplies to class</li> </ul> <p><b>Affective skills :</b></p> <p>perseverance :</p> <ul style="list-style-type: none"> <li>-Demonstrate persistence and perseverance</li> </ul> <p>Resilience :</p> <p>Practice dealing with disappointment and unmet expectations</p> <p><b>Reflection skills:</b></p> <ul style="list-style-type: none"> <li>-Identify strengths and weaknesses of personal learning strategies</li> <li>-Keep a journal to record reflections</li> </ul> <p><b>Research skills</b></p> <p><b>Information literacy skills:</b></p> <ul style="list-style-type: none"> <li>-Access information to be informed and inform others.</li> </ul>	modern art movements

						<p>-Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.</p> <p><b><u>Thinking</u></b></p> <p><b>Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>-Create original works and ideas; use existing works and ideas in new ways</li> <li>- Consider multiple alternatives, including those that might be unlikely or impossible.</li> <li>-Practice visible thinking strategies and techniques</li> </ul> <p><b>Transfer skills:</b></p> <ul style="list-style-type: none"> <li>-Combine knowledge, understanding and skills to create products or solutions.</li> </ul> <p><b><u>Social</u></b></p> <p><b>Collaboration skills</b></p> <ul style="list-style-type: none"> <li>-Listen actively to other perspectives and ideas</li> <li>-Take responsibility for one's own action</li> </ul>	
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