

Arts Subject Group Overview

Grade	Unit 1	Unit 2
6/7 Course 1 Drama	Trust and Improvisation Concepts: Communication, Play, expression Inquiry: Playful communication and expression fosters the development of a growth mindset Assessment: Investigation Questions(Criterion A) Process Journal (Criterion B) Improvised Performance (Criterion C) Evaluating performance (Criterion D) ATL skills: Communication Skills: Give and receive meaningful feedback, Collaboration skills: Help others to succeed, Affective Skills - Practise focus and concentration, Practise positive thinking Reflection Skills:Keep a journal to record reflections, Critical-Thinking Skills - Identify obstacles and challenges,, Transfer Skills - Make connections between subject groups and disciplines Content summary: - Basic drama elements - Performance skills - Rules of improvisation - Building ensemble skills - Creating a safe learning environment through trust building exercises	Modernising a Fairytale Concepts: Change, Interpretation, Audience Inquiry: Classical stories can be interpreted and transformed into a modern context to shed light on societal change and speak to a modern audience. Assessment: Fairytale Comparison (Criterion A) Process Journal and script writing (Criterion B) Performance of a Play (Criterion C) Evaluating performance (Criterion D) ATL skills: Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences Collaboration skills: Build consensus, Give and receive meaningful feedback Affective Skills- Practise strategies to develop mental focus, Practise strategies to reduce stress and anxiety Reflection Skills:Keep a journal to record reflections,Creative-Thinking Skills:Use brainstorming and visual diagrams to generate new ideas and inquiries, Create original works and ideas; use existing works and ideas in new ways Content summary: - The purpose of adaptations - Identify and transform theme and structure of the story - Creating characters - Using improvisation when creating content and in performance - Devising techniques - Limiting set design leads to creative solutions - Creating flow and seamless transitions in a performance
6/7 Course 1 Music	Rhythms Of The World Concepts: Identity, Role, Style Inquiry: The formation and role of rhythmic pattern, allows for a collective yet individual expression of identity and style. Assessment: 1. Create, Perform and evaluate a group version of Wimoweh (Criteria B, C, D) 2. Investigation into Samba (Criteria A) ATL skills: Communication skills: Interpret and use effectively modes of non-verbal communication; Use and interpret a range of discipline-specific terms and symbols Collaboration skills: Listen actively to other perspectives and ideas Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment) Information literacy skills: Access information to be informed and inform others Content summary: Exploring the main rhythmic musical features and devices used in music from three contrasting cultures: African drumming	Pictures at an Exhibition Concept: Communication, Interpretation Inquiry: Visual stimuli can be inspirational for the interpretation and communication of artistry, craft, creation and beauty. Assessment: 1. Original soundscape to an artwork (Criteria B, C, D) 3. Investigation (Criteria A) ATL skills: Collaboration skills: Listen actively to other perspectives and ideas Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Content summary: - Case study: Mussorgsky's Pictures at an Exhibition (original piano compositions and orchestrated version by Ravel) - Identify and understand instrument timbres, the elements of music, form and structure. - Investigate how artwork can inspire creative forms of expression - Experiment with sound using keyboards, pianos, guitar, ukulele, bass, tuned percussion, untuned percussion.

	traditions of West Africa; Gamelan orchestras of Bali, Samba music of Latin America. • Performance techniques on authentic instruments • Create and perform by composing and improvising simple rhythms, using repetition and cyclic rhythms, syncopation and call and response • Single line rhythm notation and melodic lines based upon pentatonic patterns - varying notation devices • Instrument groupings - Chordophones, Idiophones, Membranophones and Aerophones • Understanding the rituals and traditions of music within the cultures, the influence and relationship it has with societies and how a musical identity is created.	• Read or recognise elements of a musical score that express line, rhythm or space: treble and bass clef notation, rhythm symbols, bar lines and structure, time signature • Specific techniques for composition such as using a motif, creating chords and clusters, adding accompaniment or harmony lines
6/7 Course 1 V. Art	Foundation Course in Art Concept: Communication, Composition, Representation, Presentation Inquiry: Building on the development of foundation skills in Art allows us to express our creativity. Assessment: 1. Writings for Artist Study, (Criteria A) 2. Drawing techniques, Mark making exploration and printing, Painting practices and colour theory investigation.(Criteria B) All in process journal. 3. Drawing test, Ink drawing ,Leaf print, Painting for mural, Artist study presentation, Clay relief tile. (Criteria C) 4. Evaluating work in process journals .(Criteria D) ATL skills: Communication skills.Give and receive meaningful feedback, Use a variety of media to communicate with a range of audiences. Negotiate ideas and knowledge with peers and teachers Affective skills. Practice focus and concentration,Practice “bouncing back” after adversity, mistakes and failures, Reflection skills Focus on the process of creating by imitating the work of others,Keep a journal to record reflections. Creative-thinking skills. Apply existing knowledge to generate new ideas, products or processes, Create original works and ideas; use existing works and ideas in new ways, Transfer skills.Combine knowledge, understanding and skills to create products or solutions. Content Summary: • Process journal work • Practices and smaller drawing/painting exercises • Final pieces change depending on outcome • Application of a variety of appropriate mark making techniques that successfully describes a form • Confident shading skills by applying a wide range of values. • Smooth transitions in between shading	

	• Colour choices and application shows a good knowledge of colour theory and relationships • Applying paint neatly using correct paint consistency • Painting demonstrates a sensitive application of shades and tints • Artist study	
7/8 Course 2 Drama	Improvisation Concept: Change, Play, Expression Inquiry: Playfully expressing characters and scenarios through Improvisation will foster a growth mindset and an openness to change Assessment: Performance in 2 improvisation games (Criterion C) Evaluation of performances (Criterion D) "Intro to Improv" poster (Criterion A) Process Journal (Criterion B) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Help others to succeed, Encourage others to contribute, Give and receive meaningful feedback Organisation skills: Create plans to prepare for summative assessments Affective skills: Practice focus and concentration, practice dealing with change, Consider ideas from multiple perspectives Content summary: Exploration of: • Improvisation skills and techniques • Improvisation games • Body and voice warm up • Quick reaction skills through drama exercises • Performance conventions • The origins and development of Improvisational Theatre	Scene Study - Crafting a Performance Concept: Identity, Role, Interpretation Inquiry: Captivating performances require the actor to utilise their own emotions and imagination in order to connect to and establish believable characters with psychological depth. Assessment: Performance (Criterion C) Evaluation (Criterion D) Process Journal (Criterion B) Analysing film clips (Criterion A) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences, Interpret and use effectively modes of non-verbal communication Collaboration skills: Practice empathy, Build consensus Affective skills: Practice Strategies to develop mental focus Reflection skills: Keep a journal to record reflections Information Literacy skills: Use memory techniques to develop long-term memory Content summary: • Introduction to Stanislavski and Method Acting • Choosing a scene from a collection of youth plays that the students will stage and perform • Method acting: Learning techniques to connect to the character and create captivating, believable performances • Strengthening make belief abilities • Learning memorization techniques • Understanding that the choices you make as an actor and your ability to commit to them will determine how the character comes to live on stage.
7/8 Course 2 Music	Blues and Improvisation Concept: Communication, Composition and Structure Inquiry: The craft and beauty of improvisation enables compositions to be artistically structured and communicated in many ways. Assessment: 1. Group composition and Performance (Criteria B, C, D) 2. Investigating a genre in Music (criteria A) ATL skills: Communication skills: Give and receive meaningful feedback; Negotiate ideas and knowledge with peers and teachers Collaboration skills: Help others to succeed Affective skills: Practise strategies to overcome distractions Content summary:	What Makes A Good Song? Concept: Communication, Genre Inquiry: The genre of popular song allows artists and songwriters to communicate their own personal and cultural expression. Assessment: 1. Group Composition and Performance (Criteria B, C & D) 2. Analysis of a popular song (Criteria A) ATL skills: Communication skills: Negotiate ideas and knowledge with peers and teachers Collaboration skills: Give and receive meaningful feedback Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Content summary: • Practical musical investigation of two 'good' songs as case studies

	- Explore the history, origins and development of Blues music and the influence it had in the progression of popular music. - Exploration of chords, chord patterns, walking bass line, the blues scale and improvisation - Structures and themes in lyric writing - Constructing melodic lines from chord patterns	- Exploration into Hooks/Riffs, Structure, Melody and Lyrics through listening - Analysis and performing parts of each song as short musical arrangements - Use of primary and secondary chords in progressions and as a tool for accompaniment - Melodic contour - Learning specific skills on instruments: drum kit, electric bass and lead guitar, keyboards and pianos, ukuleles, vocals - Understanding and navigating Lead Sheet notation - Listening and analysing cover versions - what they are, why they exist and how to create your own.
7/8 Course 2 V. Art	Endangered (Rainforest) Concept: Creativity, Communication, Composition, Audience. Inquiry: Art, through its creative composition and communicative power, serves as a highly effective medium to vividly and emotionally convey the urgent plight of endangered species/places Assessment: 1. Presentation on Collagraph Printing (Investigation Criteria A) Google slideshow In class, investigate some videos of artists making collagraphs and compare some processes and materials. Investigate mood and experiences of what a rainforest is- make an introductory page in a process journal with mixed media and writings. (Investigation Criteria A) 2. Exploring flora of the rainforests through observation- Investigative observational drawing of the plants in the art room using a range of media- pencil drawings and pen and ink drawings- process journal. (Developing criteria B) Exploring test pieces of materials for collagraph printing (process Journal) Developing ideas for their design using their mood page for inspiration. 3. Making A2 ink and pastel drawings Creation of a mood page with their chosen flora (Criteria C Create) Making of their collagraph plate. Printing of their plate. (Criteria C Create) 4. Evaluating both the process and the final piece- Process Journal (Evaluation criteria D) ATL skills: Communication skills Give and receive meaningful feedback Use a variety of media to communicate with a range of audiences Organisation skills Plan short- and long-term assignments; meet deadlines Select and use technology effectively and productively Affective skills Practise focus and concentration Content summary: Introduction to the unit, What is a rainforest? Investigate this with sounds of the rainforest playing and respond to the stimuli using mixed media in	Unit Title: Paper workshop with visiting Artist Connected to Unit Endangered Concept: Creativity, Communication, Composition, Audience. Inquiry: Art, through its creative composition and communicative power, serves as a highly effective medium to vividly and emotionally convey the urgent plight of endangered species/places Assessment: 1. Building a 3 dimensional rainforest flora out of paper (Criteria C Create) ATL skills: Practise observing carefully in order to recognize problems Apply skills and knowledge in unfamiliar situations Create original works and ideas; use existing works and ideas in new ways Consider multiple alternatives, including those that might be unlikely or impossible Create novel solutions to authentic problems Make unexpected or unusual connections between objects and/or ideas Content summary: Half day Paper workshop led by paper artist Rikke from Florabunda. Students will make large paper sculptures of rainforest fauna using paper.

	their art books- Include with many interesting facts about the rainforests around the world. Exploring flora of the rainforests through observation- Investigative observational drawing of the plants in the art room using a range of media- pencil drawings and pen and ink drawings- process journal. Taking these further by making larger more finished drawings in ink and paste- A2 paper. Start focusing on one area of the rainforest- leaves, flowers, some fauna- Then Creation of a mood page with their chosen focus area. In Process Journal. Developing ideas for their design using their mood page for inspiration. In class, investigate some videos of artists making collagraphs and compare some processes and materials. Make a presentation on Collagraph Printing (Google slideshow) , the process and some examples. Explore test pieces of materials for collagraph printing and print these using a printing press. (Process Journal) Making of their collagraph plate. Printing of their plate. Evaluating both the process and the final piece by annotation ongoing and final conclusion.- Process Journal			
Grade	Unit 1	Unit 2	Unit 3	Unit 4
9 Drama	Mask Improvisation Concept: Communication, Boundaries, Expression, Play Inquiry: Artists build and share meaning through playful testing of limits. Assessment: Mask Improvisation Performance (Criterion C) Investigating Laban Movement Theory (Criterion A) Process Journal (Criterion B) Evaluating Performance (Criterion D) ATL skills: Communication skills: Give and receive meaningful feedback Interpret and use effectively modes of non-verbal communication, Negotiate ideas and knowledge with peers and teachers Collaboration skills: Practice empathy, Listen actively to other perspectives and ideas, encourage others to contribute	Flashlight Theatre Concept: Aesthetics, Composition, Presentation Inquiry: Limited resources have limitless artistic possibilities. Assessment: Ghost story performance (Criterion C) Process Journal (Criterion B) Analysing movie clips (Criterion A) Storytelling Awards (Criterion D) ATL skills: Communication skills: Give and receive meaningful feedback, Use a variety of speaking techniques to communicate with a variety of audiences, Use a variety of media to communicate with a range of audiences, Interpret and use effectively modes of non-verbal communication Collaboration skills: Listen actively to other perspectives and ideas Organisation skills: Select and use technology effectively and productively	Developing a Role Concept: Identity, Role, Interpretation Inquiry: Understanding and interpreting a role springs from an understanding of oneself. Assessment: Director's Commentary (Criteria A, D) Performance of a duologue scene (Criterion C) Process Journal (Criterion B) ATL skills: Organisation skills: Plan short-and long- term assignments; meet deadlines, Keep an organised and logical system of information files/notebooks Affective skills: Practice strategies to develop mental focus, practice being aware of body-mind connections, practice delaying gratification, Critical-thinking skills: Recognising unstated assumptions and bias, draw reasonable conclusions and generalisations	From the Page to the Stage Concept: Aesthetics, Narrative, Structure Inquiry: Thoughtful application of performance and theatrical conventions make each performance original. Assessment: Director's Notebook (Criteria A, D) Performance of 10 minute play (Criteria B, C) ATL skills: Communication skills: Give and receive meaningful feedback, use intercultural understanding to interpret communication, Use a variety of speaking techniques to communicate with a variety of audiences, Interpret and use effectively modes of non-verbal communication, Negotiate ideas and knowledge with peers and teachers Reflection skills: Develop new skills, techniques and strategies for effective learning Media Literacy skills: Communicate information and ideas effectively to

	Affective skills: Practise being aware of body-mind connections Information literacy skills: Make connections between various sources of information Reflection skills: Keep a journal to record reflections Critical-thinking skills: Practise observing carefully in order to recognise problems Content summary: - Improvisation techniques - Physical acting techniques - Laban movement theory - Clocking the audience/ breaking the fourth wall - Mask work and the steps of creating a mask character	Reflection skills: Keep a journal to record reflections Critical-thinking skills: Consider ideas from multiple perspectives Creative-thinking skills: Practise visible thinking strategies Content summary - Creating suspense and tension - Light Workshop: Using lights to create atmosphere - Voice Workshop: Using voice to create atmosphere and keeping an audience engaged - Site specific Theatre - students will create performances in a chosen area of the Theatre room and create a set design in the chosen area	Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible. Content summary: - Stanislavski's influence on modern acting - Melodrama - Objective, motivation and actions - The magic if - Scene study in pairs; analysing, creating moodboards, researching - Blocking/staging a scene - Performing for a wider audience at the school	multiple audiences using a variety of media and formats Creative-thinking skills: Practise flexible thinking -develop multiple opposing, contradictory and complementary arguments Content summary: - Students will work in groups as a theatre company. They will bring the skills and knowledge acquired over the course together in a piece of theatre. They will identify and take on the various roles in creating theatre: Script writer, director, lights and sound, set design, props, costumes, actors. - Students will keep a portfolio to collect evidence of the process of creating - Students will showcase their work to a wider audience at the school
9 Music	Soundtracks - Can we hear images? Concept: Communication, Innovation/structure Inquiry: When we experiment and innovate with artistic forms, new meanings can be effectively communicated. Assessment: - Soundtrack composition (Criteria C) - Presentation and portfolio (Criteria A, B & D) ATL skills: Communication skills Give and receive meaningful feedback Creative-thinking skills Apply existing knowledge to generate new ideas, products or processes Create original works and ideas; use existing works and ideas in new ways Transfer skills	Music for Gaming Concept: Communication, Audience/role Inquiry: Studying the evolution of game design and character roles shows how music communicates the game's purpose to an audience. Assessment: - Game score experiments/mock computer game (Criteria C) - Presentation and portfolio (Criteria A,B & D) ATL skills: Creative-thinking skills: Apply existing knowledge to generate new ideas, products or processes. Collaboration skills: Delegate and share responsibility for decision-making Content summary: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line,	Music and War Concept: Change, Audience Inquiry: Music reflects, and can change, the attitudes of a population (audience) towards conflicts and war Assessment: - Composition (Criteria C) - Research Project and portfolio (Criteria A,B & D) ATL skills: Information literacy skills: Make connections between various sources of information Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries; Create novel solutions to authentic problems Content summary: 5/4 & 7/4 metre, ostinatos, pedal notes, harmonic series, textures (monophonic, homophonic, polyphonic) national anthems, music nationalism, folk music, fanfares, bugle calls, chromatic movement, parallel motion, dissonance,	Presenting Music Concept: Aesthetics, Presentation Inquiry: The artistry, craft, and creative process contributes to the aesthetic and presentation of a work of art. Assessment: - Performance (Criteria C) - Programme note (Criteria A) - Portfolio (B & D) ATL skills: Collaboration skills: Exercise leadership and take on a variety of roles within groups; Give and receive meaningful feedback Organisation skills: Create plans to prepare for summative assessments; set goals that are realistic and challenging Affective skills: Practise strategies to develop mental focus; Practise being aware of body-mind connections Content summary: Music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, including but not limited to: beat/pulse, metre,

	Combine knowledge, understanding and skills to create products or solutions Content summary: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.	Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo. Ostinato, modes, chord extensions, monophonic, homophonic, leitmotif, orchestration, diatonic and chromatic, loop, sting, transition, parallel and contrary motion, subdivision.	snare drum rolls, brass, programme music/absolute music.	duration, rhythm, tempo, pitch, timbre, dynamics, form, texture. Musical interpretation and how choices impact performance The roles of performers and audiences in a variety of contexts Personal and social responsibility associated with creating, performing, and responding in music
9 V. Art	Observational Drawing Concept: Relationships, Interpretation, Representation Inquiry: Interpreting and representing the volumes (forms) we see can help us make sense of the world around us. Assessment: 1. Final pieces selected from process journal (Criteria B, C) 2. Presentation and process journal (Criteria A, D) ATL skills: Organization skills (meet deadlines, keep an organized and logical system of information in process journal) Affective skills (Practise focus and concentration) Reflection skills (Identify strengths and weaknesses of personal learning strategies (self-assessment), keep a journal to record reflections) Content summary: Observational drawing techniques Characteristics and practice of Contour line drawing Characteristics and practice of Gesture drawing Type of lines Characteristics of a variety of media: graphite pencils, conté, chalk pastels and charcoal. Shading techniques	I, me and myself Concept: Identity, Expression, Composition Inquiry: Investigating one's identity through artistic composition and expression can lead to self-discovery. Assessment: 1. Final pieces selected from process journal (Criteria B, C) 2. Presentation and process journal (Criteria A, D) ATL skills: Communication skills (Give and receive meaningful feedback) Affective skills (Demonstrate persistence and perseverance) Reflection skills (Keep a journal to record reflections) Creative-thinking skills (Use brainstorming and visual diagrams to generate new ideas and inquiries, Generate metaphors and analogies) Content summary: Genre: Self-portraiture Composition and focal point Options for expression Revision of previous unit (value, contrast, shading and graphite pencils)	Multiplicity (Hybrids): Concept: Change, Expression Inquiry: Artistic indirect processes can produce multiple originals without each of them losing its artistic value. Assessment: 1. Final pieces selected from process journal (Criteria B, C) 2. Presentation and process journal (Criteria A, D) ATL skills: Collaboration skills (Make fair and equitable decisions) Affective skills (Demonstrate persistence and perseverance, Practise analysing and attributing causes for failure, Practise dealing with change) Content summary: Printmaking fundamentals Revision to linocut technique Introduction to drypoint technique Introduction to relief and intaglio printing techniques The concept of hybrids Art elements with emphasis on Texture, Line and Value Composition Exploration with colour	Artist Presentation: Concept: Communication, Style, Visual language Inquiry: Communicating our understanding of past styles and visual languages shapes our future creative choices. Assessment: 1. Presentation and process journal double page (Criteria A, C) ATL skills: Communication skills (Give and receive meaningful feedback, Organize and depict information logically) Reflection skills (Focus on the process of creating by imitating the work of others) Media literacy skills (Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)) Critical-thinking skills (Draw reasonable conclusions and generalizations) Content summary: Characteristics of established artists Reliable sources Art elements Principles of design Main relevant areas to cover when presenting the work of an artists

	Facial proportions			
10 Drama	Unit title: Complicité Concept: Communication, Audience, Play Inquiry: Playful communication and exploration establish dynamic relationships between performers and audience. Assessment: 1. Formal Reflection(Criteria A, D) 2. Self-Assessment(Criteria B, C) ATL skills: Communication Skills- Give and receive meaningful feedback, Interpret and use effectively modes of non-verbal communication, Negotiate ideas and knowledge with peers and teachers Collaboration Skills- Help others to succeed, Manage and resolve conflict, and work collaboratively in teams, Listen actively to other perspectives and ideas Content summary: • Complicité • Elements of Drama • Performance Conventions • Narrative conventions • Improvisation • Ensemble • Statements of observation • Statements of meaning	Unit title: Marking the Moment Concept: Aesthetics, Composition, Interpretation, Audience Inquiry: Artistic perspectives are built by blending aesthetics, composition and interpretation to create creative connections between theatrical elements Assessment: 1. Selected portfolio (Criteria A, B, D) 2. Performance (Criteria C) ATL skills: Communication Skills- Make inferences and draw conclusions Critical-Thinking Skills- Practise observing carefully in order to recognize problems Creative-Thinking Skills - Consider multiple alternatives, including those that might be unlikely or impossible Content summary: • Theatre element identification and exploration • Theatrical Tension • Discursive Framework • Dynamic change • The creative framework used by Tectonic • The documentation processes used to record moments • The Feedback process: Structural; Discursive; Artist Directed Feedback	Unit title: Verbatim Theatre Concept: Change, Narrative, Innovation, role Inquiry: Actors use the tools of theatre to understand perspective, push boundaries and provoke change through story Assessment: 1. Process Journal and Commentary (Criteria A, D) 2. Performance (Criteria B, C) ATL skills: Communication Skills - Use a variety of speaking techniques to communicate with a variety of audiences Information Literacy - Make connections between various sources of information Media Literacy - Demonstrate awareness of media interpretations of events and ideas (including digital social media), Communicate information and ideas effectively to multiple audiences using a variety of media and formats Content summary: • Transcription • Moment Work • Voice Work • Character Development	Unit title: Neo Futurism Concept: Aesthetics, Structure, Expression, Presentation Inquiry: The artist experiments with structural and expressive limitations to expand aesthetic voice Assessment: 1. Investigation -Process Journal (Criteria A) 2. Rehearsing and Performing (Criteria B & C) 3. Evaluation - Process Journal (Criteria D) ATL skills: Communication Skills - Use a variety of speaking techniques to communicate with a variety of audiences Collaboration skills - Delegate and share responsibility for decision-making Organization Skills, Set goals that are challenging and realistic Critical Thinking Skills - Identify obstacles and challenges Creative Thinking Skills - Apply existing knowledge to generate new ideas, products or processes Transfer Skills - Combine knowledge, understanding and skills to create products or solutions Content summary: • Neo-futurism - movement and intention • Neo-futurism plays • Writing/Devising original material • Performance skills
10 Music	Unit Title: All about the Bass Concept: Communication, Composition/Structure Inquiry: The craft of using patterns and repetition can give both structural coherence and communicate an artistic aesthetic.	Unit Title: Minimalism Concept: Change, Composition/Structure Inquiry: Structures can change the artistry, craft and beauty of a composition. Assessment:	Music's Classic Hits - How do schools of thought shape art? Concept: Change, Boundaries/Expression Inquiry:Transformation through time overlap with changes in artistry, craft,	Presenting Music Concept: Aesthetics, Presentation Inquiry: The artistry, craft and creative process contributes to the aesthetic and presentation of a work of art. Assessment: 1. Performance (Criteria C)

	Assessment: 1. Performance Tasks and Composition (Criteria C) 2. Research Task and Portfolio (Criteria A, B & D) ATL skills: Reflection skills Identify strengths and weaknesses of personal learning strategies (self-assessment) Creative-thinking skills Use brainstorming and visual diagrams to generate new ideas and inquiries Create original works and ideas; use existing works and ideas in new ways Transfer skills Apply skills and knowledge in unfamiliar situations Content summary: Bass Line, Bass Clef, Bass Clef Staff, Notation, Stave, Staff, Lines/Spaces, Pitch, Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal notes/Pedal point	1. Performance and Composition (Criteria C) 2. Presentation and Portfolio (Criteria A, B & D) ATL skills: Communication skills Interpret and use effectively modes of non-verbal communication Use and interpret a range of discipline-specific terms and symbols Collaboration skills Delegate and share responsibility for decision-making Creative-thinking skills Create original works and ideas; use existing works and ideas in new ways Content summary: Atonality, Polytonality, Chromaticism, Dissonance and Discords, Timbre and Sonority, Minimalism, Motif/Cell, Rhythmic Motif, Melodic Motif, Phase Shift, Phase In/Out, Metamorphosis, Additive Melody, Isorhythmic Overlap	creation and beauty that drive to push expressive boundaries. Assessment: 1. Composition (Criteria C) 2. Presentation and Portfolio (Criteria A, B & D) ATL skills: Reflection skills: Keep a journal to record reflections Creative-thinking skills: Apply existing knowledge to generate new ideas, products or processes; Create original works and ideas; use existing works and ideas in new ways Content summary: Explore aspects of atonality and how subtle repetitions can produce melodic or rhythmic phrases. Develop their own ways of analysing music, interpreting sound and identifying the roles of each layer graphically. Distinguish the difference between the techniques of motivic development. Examine the use of technology in music creation and performance. Explain how change in technology and access to cultural music has led to new musical styles Evaluate the works and performances of others to inform their own personal approach	2. Programme note (Criteria A) 3. Portfolio (B, D) ATL skills: Collaboration skills: Exercise leadership and take on a variety of roles within groups; Give and receive meaningful feedback Organisation skills: Create plans to prepare for summative assessments (examinations and performances); Set goals that are challenging and realistic Affective skills: Practise strategies to develop mental focus; Practise being aware of body-mind connections Content summary: Music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, including but not limited to: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture. Musical interpretation and how choices impact performance The roles of performers and audiences in a variety of contexts Personal and social responsibility associated with creating, performing, and responding in music
10 V. Art	Moodychome Related Concept: Culture. Interpretation Inquiry: Our reaction (perception and interpretation) to colour schemes (aesthetics) is influenced by belief systems; and it is determined by three factors: human nature, our own culture and personal experiences. Assessment: 1. Process journal with evidence of understanding of colour theory (crit A) 2. Composition analysis of artworks by other artists (crit. A)	Artist Presentation: Concept: Communication, Style, Visual language Inquiry: Communicating our understanding of past styles and visual languages shapes our future creative choices. Assessment: 1. Presentation to class (Criteria A) 2. Process journal double page (Crit C) ATL skills: Communication skills (Give and receive meaningful feedback, Organize and depict information logically)	Facing my Tribe Concept: Communities, Style, Visual culture SOI: The visual culture and style of a community plays a key role in their identity formation. Assessment: 1. Research of a social group. (crit A) 2. Development and selection of final design (crit B) 3. Finished artwork. (Crit C) 4. Reflection and evaluation of own work. (Criteria D) 5. Understanding and utilising key terminology related to ceramics (Crit A) ATL skills:	Transition Concept: Change, Presentation Inquiry: The change that happens during the creative cycle will lead the choices for the artwork's presentation Assessment: 1. Investigating chosen topic for the artwork (Criteria A) 1A. Investigating inspirational artists related to topic or techniques (Crit. A) 2. Development and refinement of ideas, choice of material (Criteria B) 3. Artwork (Crit. C) 4. Reflection and evaluation of own work and development as an artist (Crit. D)

	3. Process journal with evidence of understanding of Still Life genre (crit A) 2. Development and selection of final design (crit B) 3. Finished artworks. (Crit C) 4. Reflection and evaluation of own work. (Criteria D) 5. Understanding and utilising key terminology related to formal analysis in painting (Crit A) ATL skills: Communication skills (Use and interpret a range of discipline-specific terms and symbols) Organisation skills (Keep an organised and logical system of information files/notebooks) Affective skills (Practise focus and concentration, Practise “bouncing back” after adversity, mistakes and failures) Reflection skills (Keep a journal to record reflections) Critical-thinking skills (Identify obstacles and challenges) Creative-thinking skills (Make unexpected or unusual connections between objects and/or ideas, Create original works and ideas; use existing works and ideas in new ways) Content summary: Colour theory (colour wheel, value and saturation) Colour symbolism Composition theory History and symbolism of Still Life Acrylic and oil painting techniques	Reflection skills (Focus on the process of creating by imitating the work of others) Media literacy skills (Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)) Critical-thinking skills (Draw reasonable conclusions and generalizations) Content summary: Characteristics of established artists Reliable sources Art elements Principles of design Main relevant areas to cover when presenting the work of an artists	Communication skills (Use intercultural understanding to interpret communication) Collaboration skills (Help others to succeed, Give and receive meaningful feedback) Reflection skills (Consider ethical, cultural and environmental implications) Content summary: Social groups and visual culture A range of artists who work with social identity Introductions to ceramics and glazing techniques	5. Reflecting on their own creative cycle and creativity choices (crit D) ATL skills: Organisation skills (Plan short- and long-term assignments; meet deadlines) Affective skills (Practise dealing with change) Reflection skills (Keep a journal to record reflections) Media literacy skills (Compare, contrast and draw connections among (multi)media resources) Creative-thinking skills (Make guesses, ask “what if” questions and generate testable hypotheses, Apply existing knowledge to generate new ideas, products or processes) Content summary: Creative cycle A range of some artists' work dealing with the topic of Transition, Transformation, Change or Metamorphosis. Choices and effects of presentation
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