

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: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. SM1: I can maintain focus and overcome distractions. 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: S2: I can build relationships and work effectively with diverse peers. T1: I can explore concepts and develop solutions with curiosity and creativity . 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	Variations Concepts: Change, Genre, Structure Inquiry: Through the manipulation of musical elements, composers can explore the formation of new ideas, expressing and redefining identity within various musical structures and genres. Assessment: 1. Create, Perform and evaluate a Group Variation on the Faded theme (Criteria B, C, D) 2. Investigation: Explaining Musical Variation - A poster for young learners ATL skills: Communication 2: I can express clear, concise, and relevant ideas using subject-specific language Social 3: I can support others to participate and succeed through inclusive and productive collaboration Content summary: • understanding and awareness of change in music and the capacity to describe change using musical terms (elements of music) • exploring 'change' and 'adding' musical devices to create a variation on a melodic theme • Rhythmic duration - augmentation/diminution - Canon/Round • Discover cyclic rhythms and melodies and how they influence musical structure and variations - Gamelan	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) 2. Investigation (Criteria A) ATL skills: Communication 1: I can listen actively to understand information and ideas Thinking 1: I can explore concepts and develop solutions with curiosity and creativity 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. • 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

	• 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	• 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	Laugh out Loud 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: SM3: I can apply organisational strategies to manage time and resources effectively. S3: I can support others to participate and succeed through inclusive and productive collaboration. Content summary: Exploration of: - Improvisation skills and techniques - Improvisation games - Body and voice warm up - Quick reaction skills through drama - ma 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: S5: I can resolve or move on from conflict in a constructive and sensitive way. S2: I can build relationships and work effectively with diverse peers. 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 3: I can engage meaningfully in discussions to explore ideas critically and creatively. Self Management 5: I can reflect on my strengths and areas for development, acting on feedback to grow Content summary: - 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	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: Thinking 3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts Research 4: I can extract, summarise, and organise key points from research sources Content summary: - Practical musical investigation of two 'good' songs as case studies - 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 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.	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.

	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: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. S2: I can build relationships and work effectively with diverse peers. 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	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: T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. C3: I can engage meaningfully in discussions to explore ideas critically and creatively. 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	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: SM1: I can maintain focus and overcome distractions. T4: I can demonstrate reflexivity by questioning my own assumptions and biases. 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	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: SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. T1: I can explore concepts and develop solutions with curiosity and creativity. 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: 1. Soundtrack composition (Criteria C) 2. Presentation and portfolio (Criteria A, B & D) C2: I can express clear, concise, and relevant ideas using subject-specific language. SM3: I can apply organisational strategies to manage time and resources effectively. 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.	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: 1. Game score experiments/mock computer game (Criteria C) 2. Presentation and portfolio (Criteria A,B & D) T1: I can explore concepts and develop solutions with curiosity and creativity . SM3: I can apply organisational strategies to manage time and resources effectively. Content summary: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, 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.	Music and War Concept: Change, Audience Inquiry: Music reflects, and can change, the attitudes of a population (audience) towards conflicts and war Assessment: 1. Composition (Criteria C) 2. Research Project and portfolio (Criteria A,B & D) ATL skills: T5: I can critically evaluate ideas and decisions with attention to ethics and sustainability. R4: I can extract, summarise, and organise key points from research sources. SM3: I can apply organisational strategies to manage time and resources effectively. 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, snare drum rolls, brass, programme music/absolute music.	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) 2. Programme note (Criteria A) 3. Portfolio (B & D) ATL skills: S2: I can build relationships and work effectively with diverse peers. S3: I can support others to participate and succeed through inclusive and productive collaboration. SM3: I can apply organisational strategies to manage time and resources effectively. 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
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:	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:	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)	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)

	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 Facial proportions	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)	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	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
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: C4: I can give and respond to feedback with awareness of others' feelings and perspectives, SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. S3: I can support others to participate and succeed through inclusive and productive collaboration. Content summary:	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: C3: I can engage meaningfully in discussions to explore ideas critically and creatively. T1: I can explore concepts and develop solutions with curiosity and creativity . T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary:	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: T4: I can demonstrate reflexivity by questioning my own assumptions and biases. R2: I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. T5: I can critically evaluate ideas and decisions with attention to ethics and sustainability. Content summary: • Transcription • Moment Work	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: S2: I can build relationships and work effectively with diverse peers. SM4: I can set ambitious goals and stay motivated and resilient during setbacks. C5: I can effectively structure and organise information using an appropriate format. Content summary:

	• Complicité • Elements of Drama • Performance Conventions • Narrative conventions • Improvisation • Ensemble • Statements of observation • Statements of meaning	• 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	• Voice Work • Character Development	• 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. Assessment: 1. Performance Tasks and Composition (Criteria C) 2. Research Task and Portfolio (Criteria A, B & D) ATL skills: T1: I can explore concepts and develop solutions with curiosity and creativity . C5: I can effectively structure and organise information using an appropriate format. SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. 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: WalkingBass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal notes/Pedal point	Unit Title: Minimalism Concept: Change, Composition/Structure Inquiry: Structures can change the artistry, craft and beauty of a composition. Assessment: 1. Performance and Composition (Criteria C) 2. Presentation and Portfolio (Criteria A,B & D) ATL skills: T1: I can explore concepts and develop solutions with curiosity and creativity . C5: I can effectively structure and organise information using an appropriate format. 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	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, creation and beauty that drive to push expressive boundaries. Assessment: 1. Composition (Criteria C) 2. Presentation and Portfolio (Criteria A,B & D) ATL skills: R4: I can extract, summarise, and organise key points from research sources. T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. T2: I can interpret, analyse, and synthesise information to form evidence-based conclusions. 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.	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) 2. Programme note (Criteria A) 3. Portfolio (B,D) ATL skills: S2: I can build relationships and work effectively with diverse peers. SM4: I can set ambitious goals and stay motivated and resilient during setbacks. C5: I can effectively structure and organise information using an appropriate format. SM1: I can maintain focus and overcome distractions. 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

			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	
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) 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)	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) 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	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: 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	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) 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

	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			
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