



INTERNATIONAL SCHOOL
LUXEMBOURG

IB mission statement

The International Baccalaureate aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.



The MYP:

- addresses holistically students' **intellectual, social, emotional and physical well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students **for further education, the workplace and a lifetime of learning.**

This curriculum is subject to change and may be adapted to suit the needs and interests of the students and adapted to fit appropriately in accordance with best practice and circumstances.

SUBJECT GROUP 6 ARTS

The arts are a universal form of human expression and a unique way of knowing that engages us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

The aims of MYP Arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Skills and Goals in Visual Arts

Learning how to express the student's personality through linework, studying anatomic and realistic drawing in order to improve drawing skills, using those skills to create a unique and personal comic book project.

- Studying how artists used colors through art history, studying the meaning of colors and using appropriate colors in different works.
- Reflection on how to express a 2D idea in three dimensions, learn to work with volumes and different materials — how can our everyday objects become pieces of art?

Year 6	<ul style="list-style-type: none"> - Drawing people, animals and places — Drawing theory and applications. - Book cover — Designing a book cover from A to Z with English class. - Working with color in the light of the great XXth Century Art movements, Studying how artists used color as their main tool. - Weaving — Studying the art of weaving and applications. - Ceramics — Learning about modelling techniques and applications.
Year 7	<ul style="list-style-type: none"> - The Human body from Leonardo da Vinci to Egon Schiele — Drawing theory and applications. - Superpower: illustration — Complete design process of a comic book. - Calligraphy to typography — Starting with traditional typography, we move on and explore the many uses of fonts today.
Year 8	<ul style="list-style-type: none"> - The Human body from Leonardo da Vinci to Egon Schiele — Drawing theory and applications. - Superpower: illustration — Complete design process of a comic book. - Calligraphy to typography — Starting with traditional typography, we move on and explore the many uses of fonts today.
Year 9	<ul style="list-style-type: none"> - Graphic Design — Exploring all fields of graphic design and conception, from idea to realization. - Printing time! — Studying the history of several printing techniques and applications. - Complete painting process — Preparing canvas, sketching, painting + history of abstraction, painting and collage. - Ceramics — Learning about modelling techniques and applications
Year 10	<ul style="list-style-type: none"> - Photography — Exploring both ancient techniques to newest technologies. - Video — The students will have to direct a short movie in groups. - Upcycled sculpture — Creating a piece with found objects. - Contemporary Installation — Studying the new ways of expression with contemporary art. - Masterpiece — Students will be asked to choose one technique and realize a personal work.

Skills and Goals in Music

- Elements of music: notation and rhythm, pitch, dynamics, tempo, articulation, timbre, harmony, texture, tonality, structure
- Listening and analytical skills
- Solo performance and technical skills, practical instrument skills, good audience/listening skills
- Self and peer evaluation

Year 6	<ul style="list-style-type: none"> - Why we listen to music & how to listen critically - Learning an instrument - the recorder - Instrument families - Music History - Baroque through Classical
Year 7	<ul style="list-style-type: none"> - Music History - Romantic through Contemporary - The show must go on-an introduction to musical theater - At the movies-Film music of John Williams - Interdisciplinary unit-Romeo & Juliet and West Side Story
Year 8	<ul style="list-style-type: none"> - Music History-Popular Genres-blues, ragtime, jazz, rock n roll, hip-hop - Women in music through the ages - Exploring experimental music - Parody & Satire in music
Year 9	<ul style="list-style-type: none"> - World Music-Africa, Japan, India - Can music tell a story? - Learning an instrument-the ukulele - Unit 4: At the movies-Film music of Michael Giacchino
Year 10	<ul style="list-style-type: none"> - I bring you a song- song composition - We shall overcome-protest songs - Music technology - Let's dance - music for dance