

# MYP Subject Groups Course Descriptions

## Al-Rayan International School



**ARIS Core Purpose:** We are a diverse community of learners that are committed to inspire, empower and transform for a better world.

### ARIS Core Values

- Greatness in Everyone
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

### ARIS Characteristics

- Responsibility and Respect
- Passion and Professionalism
- Collaboration and Communication
- Reflection and Action

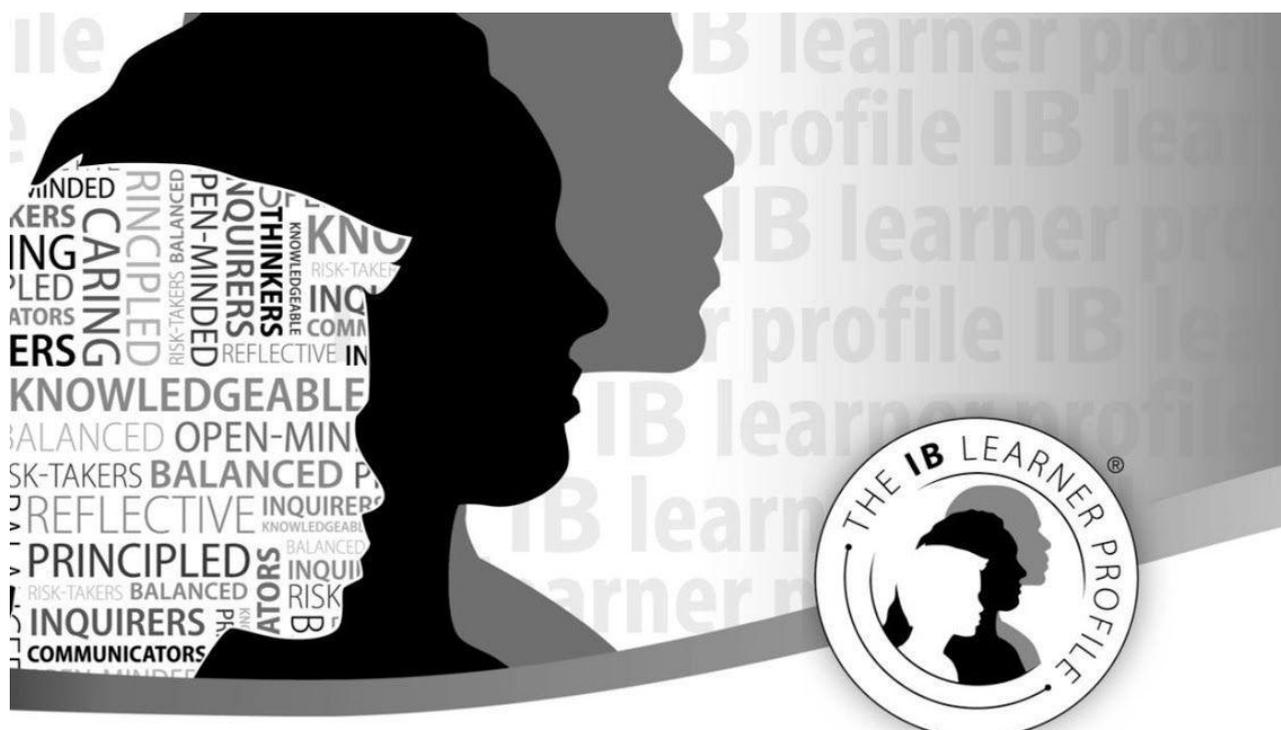
## IB mission statement

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.

*Resources used in the development of this Guide: IBO Subject Briefs*



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## MYP Subject Group 1: Language & Literature - English

### Main Objective:

The department's main aim is to achieve the highest possible standards for all students. We ensure that our curriculum offers a rich and diverse range of memorable and enriching learning experiences. We work as a team to develop the students' powers of expression, both in oral and written communication.

By studying English language and Literature, students develop skills in speaking, listening, reading, and writing. At the same time it also empowers them to express themselves creatively and imaginatively. The course integrates short stories, poems, plays, novels and non-fiction texts to encourage a more critical consideration of language and literature.

Language & Literature is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature, which aims to equip students with linguistic, analytical and communicative skills.

### AIMS:

The study of MYP Language and Literature is to encourage and enable students to:

- use the language as a tool for thought, creativity, reflection, learning and self-expression
- develop the skills involved in speaking, listening, reading and writing for a variety of contexts
- use language as a means for personal growth, social interaction and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of others
- explore the many facets of the language through the use of media and information technology
- respond appropriately to a wide range of texts
- read widely to promote a lifelong interest in language and literature from different cultures
- develop a critical and creative approach to studying and analysing literature
- understand connotations within a language in order to interpret the author's or speaker's intentions
- reflect on the learning process in various ways and at various stages
- structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- use correct grammar with appropriate and varied sentence structure
- use and understand an appropriate and varied range of vocabulary and idiom
  - develop language skills through interdisciplinary work

**We only offer English Language & Literature in each MYP Year (1-5).**

## ARIS MYP Subject Groups Course Descriptions

### Skills Assessed:

#### *A: Analyzing*

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyze the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

#### *B: Organizing*

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention;
- organize opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

#### *C: Producing text*

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas.

#### *D: Using language*

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

The final assessment in MYP5 is an onscreen examination.

## MYP Subject Group 2: Language Acquisition (B)

### Arabic, French, Spanish

As described by the IB Subject Guide, Language Acquisition is a language learning course designed for students to develop additional language(s) in order to communicate clearly and effectively with accuracy and fluency in a range of situations, demonstrating linguistic competence and interpersonal and/or intercultural understanding. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

These language skills are developed through the study and use of a range of visual, written and spoken material at 6 different phases in accordance with the criteria of the students' placement. Phase 1, 2, 3 and 4 aim at developing basic communication skills of the target language and an understanding of the linguistic, cultural and social values of the communities where these languages are spoken. Phases 5 and 6 focus on developing further language skills and appreciation of literary and non-literary texts leading to the study of language A in IBDP, thus giving access to a life-long and enjoyable experience in literature.

#### **AIMS:**

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multi-literacy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

#### **Skills & knowledge**

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each grade and language.

## ARIS MYP Subject Groups Course Descriptions

**Students must select 1 Language B, and may choose an additional language only on reaching Phase 4 proficiency level in the first choice. Students may not select 2 Language B courses because they run concurrently.**

### **Skills Assessed:**

#### *A: Comprehending spoken and visual text*

As appropriate to the phase, the student is expected to be able to:

- listen for specific purposes and respond to show understanding;
- interpret visual text that is presented with spoken text;
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

#### *B: Comprehending written and visual text*

As appropriate to the phase, the student is expected to be able to:

- read for specific purposes and respond to show understanding;
- interpret visual text that is presented with written text;
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

#### *C: Communicating in response to spoken, written and visual text*

As appropriate to the phase, the student is expected to be able to:

- interact and communicate in various situations;
- express thoughts, feelings, ideas, opinions and information in spoken and written form;
- speak and write for specific purposes.

#### *D: Using language in spoken and written form*

As appropriate to the phase, the student is expected to be able to:

- organize thoughts, feelings, ideas, opinions and information in spoken and written form;
- develop accuracy when speaking and writing in the target language.

### **Assessment**

Teaching and learning in Language Acquisition is organized into six phases. The phases represent a developmental continuum of additional language learning. Students may commence their Language Acquisition course in any phase (depending on their ability) on the continuum and may exit from any phase on the continuum.

The final assessment in MYP5 is an onscreen examination.

The table below provides guidelines on progression through the IB language courses.

## ARIS MYP Subject Groups Course Descriptions

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5	It is recommended that students have at least one semester in MYP Language & Literature before starting these DP Courses	Language A SL
Phase 6		Language A SL/HL

### MYP Subject Group 3: Individuals & Societies

A salient objective of the ARIS MYP Individuals and Societies is to encourage learners to acquire knowledge through conceptual understanding, enhance their research skills, develop analytical and interpretive skills and gain an array of effective communication skills necessary for the overall development of the learner in humanities. ARIS offers Integrated Humanities which entails a menu of Geography, History and Economics units. The course fosters a practice of respect and understanding of our world, and to nurture the needed skills to facilitate further studies in related academic disciplines in the following contexts: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

#### AIMS:

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

#### MYP Integrated Humanities

The MYP Integrated Humanities encourages students to gain and develop knowledge, conceptual understanding, research, analytical and interpretive skills together with communication skills. Students are encouraged to respect and understand the world around them, and to provide a skills base to facilitate further study in individuals and societies. This is achieved through the study of various aspects such as:

- *Superpowers, empires and supra-national institutions and organizations* ● *Significant individuals* ● *Peace and conflict* ● *Rights and social protest* ●

## ARIS MYP Subject Groups Course Descriptions

*Globalization: trade, aid, exchange and flows • Economic agents, their interests and role in the economy: consumers, producers, governments, banks • Growth and development indicators • Industrialization and technological developments • Changing population: natural increase, structure and migration • Resource management: management of the extraction, production and consumption of natural resources and their security • Sustainable management of urban systems and environments • Sustainable management of natural environments: characteristics and human impacts on aquatic, deserts, forests, grasslands, and Arctic/tundra*

### **Skills assessed:**

#### *A: Knowledge and understanding*

Students are able to develop factual and conceptual knowledge about individuals and societies. For this purpose, they need to be able to:

- use appropriate terminology in context;
- exhibit knowledge and understanding of subject-specific content and concepts through explanations, descriptions and relevant examples

#### *B: Investigating*

Learners are able to develop investigative skills needed to collect information for various aspects of their work. They need to be able to:

- formulate a comprehensible research question and substantiate its relevance
- develop and action plan for research evaluate the process and outcome of the investigation

#### *C: Communication*

Learners are able to improve their communication skills by using an array of media to present their knowledge. In this regard, they are able to:

- communicate effectively using the appropriate methods for the audience and purpose
- organise ideas in a coherent manner
- acknowledge information sources using an accepted convention

#### *D: Thinking critically*

Learners are able to:

- Improve on their ability to analyse a range of sources through identifying their origins and purpose
- to understand different perspectives of knowledge

### **Assessment**

In order to give learners a chance to demonstrate their understanding, they complete a range of assessments, both formative and summative, over the course of the academic year. Assessments will be varied, including, but not limited to, group work, oral presentation, and multimedia projects.

The final assessment in MYP5 is an onscreen examination.

### MYP Subject Group 4: Science

Science and scientific inquiry provide a way of learning that contributes to the development of analytical, creative and critical thinking skills in all years of the MYP Program.

***Students study Integrated Science in MYP1-3. Students must select from Biology, Chemistry or Physics for their Science course in MYP 4 & 5. Students may select 1 or 2 additional Science courses from the Science group as electives. It's advisable that students avoid selecting all three sciences in MYP5 as much as possible because of workload.***

The continuum provides a smooth progression through the MYP and a solid foundation for future deeper studies within the IB Diploma Programme.

#### **AIMS:**

The aim of MYP Science is to motivate and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices
- Understand and appreciate science and the implications of its application.
- Design and perform experiments, analyse data, evaluate evidence and reach conclusions.
- cultivate inquiring minds that ask questions, solve problems and judge arguments
- Reflect on their learning and make informed decisions.
- Develop sensitivity towards the living and non-living environments
- Appropriately use scientific language and apply scientific knowledge in a variety of real life contexts.

#### **MYP Biology**

In the MYP Biology course you will delve into the fascinating world of nature around us. It covers classification; organization and maintenance of the organism; development of the organism and continuity of life; relationships of the organism with one another and the environment.

Although the organization of units for MYP Biology is Conceptual and Contextual, all content for the eAssessment will be covered. The topic list for Biology eAssessment is shown below:

- Cells
- Organisms

## ARIS MYP Subject Groups Course Descriptions

- Processes
- Metabolism
- Evolution
- Interactions with environment
- Interactions between organisms
- Human interactions with environments
- Biotechnology

### **MYP Chemistry**

In MYP Chemistry you will acquire a systematic body of chemical knowledge and develop an understanding of Chemistry together with relevant skills, while appreciating that the concepts of science are constantly changing. The result is to stimulate your interest in chemistry and encourage you to undertake courses for higher study in Chemistry.

Although the organization of units for MYP Chemistry is Conceptual and Contextual, all content for the eAssessment will be covered. The topic list for Chemistry eAssessment is shown below:

- Periodic table
- International Union of Pure and Applied Chemistry
- The atmosphere
- Matter
- Pure and impure substances
- Bonding
- Types of chemical reaction

### **MYP Physics**

MYP Physics aims to show the relevance of Physics concepts to your everyday life and to the natural and man-made world. The course enables you to become confident citizens in a technological world, to take or develop an informed interest in scientific matters, recognize the usefulness and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life.

Although the organization of units for MYP Physics is Conceptual and Contextual, all content for the eAssessment will be covered. The topic list for Physics eAssessment is shown below:

- Forces and energy
- Electromagnetism
- Astrophysics
- Heat, light and sound
- Waves
- Atomic physics

**Skills assessed:**

## ARIS MYP Subject Groups Course Descriptions

### *A: Knowing and understanding*

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyze and evaluate information to make scientifically supported judgments.

### *B: Inquiring and designing*

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

### *C: Processing and evaluating*

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- evaluate the validity of the method;
- explain improvements or extensions to the method.

### *D: Reflecting on the impacts of science*

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue;
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- apply communication modes effectively;
- document the work of others and sources of information used.

## **Assessment**

Each semester students are graded on the four assessment criteria outlined above.

The final assessment in MYP5 is an onscreen examination.

## **MYP Subject Group 5: Mathematics**

The framework for MYP mathematics outlines four branches of mathematical study.

1. Number and Abstract reasoning
2. Thinking with Models
3. Spatial Reasoning
4. Reasoning with Data
5. Statistics and probability.

## ARIS MYP Subject Groups Course Descriptions

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking.

The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

### **AIMS:**

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

**There is only one Mathematics offering per each MYP Year (1-3). Students must select from either Mathematics Standard or Extended Mathematics for MYP 4 & 5.**

### **MYP 1-3**

In MYP years 1 to 3, students take a common differentiated mathematics course. The course will explore concepts that have been covered in the Primary Years Programme and incorporate number and abstract reasoning, thinking with models, spatial reasoning and reasoning with data.

### **MYP 4&5**

The MYP years 4 & 5 are divided into two; namely Standard and Extended Mathematics.

## ARIS MYP Subject Groups Course Descriptions

Standard mathematics aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to pursue standard level mathematics at the Diploma level. Students who take standard level mathematics will not be able to pursue higher level mathematics at the Diploma level.

Extended Mathematics is designed for students with competence and strong background in mathematics. Students who choose this course are those who have genuine interest in mathematics and enjoy meeting its challenges and problems, or because they need mathematics for further studies in this subject or related subjects such as physics, engineering or technology at the university. Students planning to take DP Mathematics Higher Level must take this course.

A student whose average grade point is at least 6 in MYP 3 and based on recommendations from the class teacher, is qualified to do this course as from MYP 4. Any student whose average grade point is below 6 at MYP 3 will take standard mathematics.

### **Skills Assessed:**

#### *A: Knowing and understanding*

- Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

#### *B: Investigating patterns*

- Students work through investigations to become risk-takers, inquirers and critical thinkers.

#### *C: Communicating*

- Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

#### *D: Applying mathematics in real-life contexts*

- students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

The final assessment in MYP5 is an onscreen examination.

## MYP Subject Group 6: Arts

### **Drama, Music, Visual Art, Film**

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence,

## ARIS MYP Subject Groups Course Descriptions

resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

### Main objectives

The arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives.

### AIMS:

- 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.
- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts;
- knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes;
- communicate a critical understanding of the art form studied in the context of their own artwork;
- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions;
- apply skills, techniques and processes to create, perform and/or present art;
- reflect critically on their own artistic development and processes at different stages of their work;
- evaluate their work;
- use feedback to inform their own artistic development and processes;
- show commitment in using their own artistic processes;
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks;
- support, encourage and work with their peers in a positive way;
- be receptive to art practices and artworks from various cultures, including their own.

### Drama

Drama follows the MYP Arts curriculum guide, and in particular, drama gives opportunities to explore theatre as actors, writers, directors, designers, technicians and spectators. Students create their own theatre pieces and interpret the work of others. They practice teamwork (ensemble) and the giving and accepting of ideas, and also function as solo artists. They learn to confidently present themselves to a variety of audiences in a variety of situations, and they learn to critically examine and reflect on their own work and the work of others and its place in the world of theatre. The practical skills they learn help them express themselves imaginatively and creatively.

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### Music

Music in the MYP gives students access to musical experiences that allow for the development of thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others. Engagement with existing and emerging music from the local community and from around the world allows students to understand the significance of music to the cultures of the world and, by engaging in practical work, to develop understanding of how the act of making music is a significant and universal aspect of human expression.

### Visual Arts

In MYP visual arts, students 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 create and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

### Film Arts

Film Arts is also referred to in the MYP as Media. Through learning about media and how to create media, students have the chance to understand better the power of media as a tool for expression and investigation. Imagery in film and media tells a story that immediately crosses cultural boundaries to speak in a universal language. Media also allows students to develop planning and organizational skills within a highly motivating context.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely attempted through a creative process towards a deeper understanding of the arts. The process of creative artwork, as well as the product, demonstrates what students have experienced, learned and experienced to convey.

Visual arts stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Visual arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

*Students will take a full year of Visual Arts and a semester of Drama (Performing Arts) or Music (Performing Arts) regardless of order in MYP Years 1-3. Students must select two different Art subjects and study them in alternate semesters for MYP Year 4. The MYP4 art subjects may be selected as follows:*

- 1 semester of Visual Art and 1 semester of Music
- 1 semester of Visual Art and 1 semester of Drama
- 1 semester of Visual Arts and 1 semester of Film
- 1 semester of Drama and 1 semester of Music
- 1 semester of Drama and 1 semester of Film
- 1 semester of Music and 1 semester of Film

*In MYP 5 only one selected art subject is studied.*

### Skills Assessed:

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### *A: Knowing and understanding*

In order to reach the aims of arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology;
- demonstrate an understanding of the role of the art form in original or displaced contexts;
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

### *B: Developing skills*

In order to reach the aims of arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied;
- demonstrate the application of skills and techniques to create, perform and/or present art.

### *C: Thinking creatively*

In order to reach the aims of arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention;
- demonstrate a range and depth of creative-thinking behaviors;
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

### *D: Responding*

In order to reach the aims of arts, students should be able to:

- construct meaning and transfer learning to new settings;
- create an artistic response which intends to reflect or impact on the world around them;
- critique the artwork of self and others.

## **Knowledge**

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Arts courses.

## **Assessment**

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

The final assessment in MYP5 is an ePortfolio.

### MYP Subject Group 7: Physical & Health Education

IB MYP offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world. Students can learn to appreciate and respect the ideas of others, and develop effective communication and collaborative skills. Students enrolled in this course will engage in Physical Educational components for 50% of the time and Health Educational components for the other 50%.

#### **Main objectives**

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

#### **AIMS:**

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

**There is only one Physical & Health Education offering per each MYP Year (1-5).**

#### **Skills Assessed:**

The assessment of criterion A is often project or portfolio-based, using students' written skills.

*A: Knowing and understanding:*

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge;
- apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;

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- apply physical and health terminology effectively to communicate understanding.

### *B: Planning for performance*

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health;
- analyze and evaluate the effectiveness of a plan based on the outcome.

### *C: Applying and performing*

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts.
- analyze and apply information to perform effectively.

### *D: Reflecting and improving performance*

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills;
- develop goals and apply strategies to enhance performance;
- analyze and evaluate performance.

## **Knowledge and experience**

One year of experience of a variety of sports encourages students to develop different skills. Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

## **Assessment**

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

The final assessment in MYP5 is an onscreen ePortfolio.

## **MYP Subject Group 8: Design**

MYP Design is compulsory for students in MYP 1-5. It covers two areas: digital design and product design. Students complete two full design projects, with some shorter, focused tasks.

## **Main objectives**

Students learn how to use the design cycle to solve everyday problems they encounter. Students then brainstorm solutions to solve the identified problems. They

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also learn to use various presentation means to share ideas and educate their peers and other stakeholders. These solutions are intended to be implemented in real life where they have identified such problems. They get to learn about materials and software programs that help to build, create, design and test out their theories in real life.

### **AIMS:**

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- developing effective working practices.

**There is only one Design offering per each MYP Year (1-5) that covers both Product and Digital Design.**

### **Skills assessed**

#### *A: Inquiring and analyzing*

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritize the primary and secondary research needed to develop a solution to the problem;
- analyze a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarizes the analysis of relevant research.

#### *B: Developing ideas*

In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution;
- develop a range of feasible design ideas which can be correctly interpreted by others;
- present the final chosen design and justify its selection;
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

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### *C: Creating the solution*

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, which functions as intended;
- fully justify changes made to the chosen design and plan when making the solution;
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

### *D: Evaluating*

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution;
- critically evaluate the success of the solution against the design specification;
- explain how the solution could be improved;

The final assessment in MYP5 is an onscreen ePortfolio.

## **The Personal Project**

Towards the end of MYP4 and beginning of MYP5, all MYP students do a Personal Project. The personal project provides an opportunity for students to undertake an independent and age appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

### **Aims**

The personal project is an opportunity for students to *inquire*. They:

- explore an interest that is personally meaningful
- take ownership of their learning by undertaking a self-directed inquiry

They also *act*. In this process they:

- transfer and apply skills in pursuit of a learning goal and the creation of a product

Finally students *reflect*. They

- recognize and evidence personal growth and development.

### **Skills Assessed**

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### *A: Planning*

Students should be able to:

- state a learning goal for the project and explain how a personal interest led to that goal
- state an intended product and develop appropriate success criteria for the product
- present a clear, detailed plan for achieving the product and its associated success criteria.

### *B: Applying skills*

Students should be able to:

- explain how the ATL skill(s) was/were applied to help achieve their learning goal
- explain how the ATL skill(s) was/were applied to help achieve their product.

### *C: Reflecting*

Students should be able to:

- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

The final assessment in MYP5 is a product or outcome whose process is supervised for at most 25 hours accompanied by a 15-page academically written research report.