



Matija Gubec International School Zagreb

Subject Overviews

MYP 0

Arts

Drama



MYP0: Drama

Unit 1: Community Unity: Characterization

This unit focuses on the acquisition of foundation drama skills and their use as means of expression. Students acquire knowledge of basic drama structures and language to describe drama activities. Through the performing art activities students will create an original drama game with the purpose of creating a sense of community. They will understand that working collaboratively towards a common goal, fosters a sense of community.

Key Concept: Identity

Related Concepts: Presentation

Global Context: Identities and relationships

Statement of Inquiry: Different identities, working collaboratively towards a common goal, foster a sense of community and build an ensemble presenting a product based on new relationships.

Main Content Addressed:

- The way drama operates and functions: Plot and Sub-plot
- Structure: The Five-Brick Plan
- Basic theatre exercises on group and self-awareness
- The drama skills required to create a functioning ensemble role
- Elements of drama: character and relationships, situation, voice, movement, space and time
- Drama Glossary: complication, crisis, enactment, explanation, fictional lens, framing, genre, improvisation, plot, resolution, sub-plot, trigger

Unit 2: Clowning Around

Interdisciplinary Unit – P.H.E. (Unit: Dance)

Through the activities of the Non-verbal communication, Exaggerated emotions, Developing a unique clown Character, Choreography, Costuming, students will realize that through the art of clowning, we are able to reflect on human nature, teach important lessons, and most importantly, laugh. Researching by using cultural and historical information to support improvised and scripted scenes, they will create a live clown performance for a targeted audience. Students apply research from print and non-print sources to script writing, acting, design, and directing choices.

Key Concept: Aesthetics

Related Concepts: Presentation

Global Context: Fairness and development

Statement of Inquiry: If an aesthetic is created artificially, the feeling is still genuine.

Main Content Addressed:

- What is a clown?
- Why are they funny?
- History of Clowns
- Physical Comedy
- Mime and Pantomime
- Creating scenarios
- Structuring a Clown Routine
- Drama Glossary: Antagonist, Protagonist, Physical theatre and movement, Movement and non-verbal communication

Unit 3: Comedy Matters

Through the activities of developing a comic character and using movement and voice to create comedy, students realize that the comedy we create has a distinct impact on our community and our community has a distinct impact on the comedy we create. Students will research the topics which are comedic to a community, as well as the form that comedic performances take, reflect the society, culture and time in which the work is created. Students explain the knowledge, skills, and discipline needed to pursue careers in theatre. They also analyse the emotional and social impact of dramatic events in their lives, in the community, and in other cultures. At the end of the unit students will be able to explain how culture affects the content and production values of dramatic performances and how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life.

Key Concept: Change

Related Concepts: Boundaries

Global Context: Orientation in space and time

Statement of Inquiry: Comedy we create has a distinct impact on our community and our community has a distinct impact on the comedy we create as well as the form that comedic performances take, reflect the society, culture, space and time in which the work is created.

Main Content Addressed:

- Identifying and Understanding Elements and Characteristics of Comedy
- Watching and analysing comedy from different time periods
- Improvisation
- Comic Scenes



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Subject Overviews

MYP 1

Arts

Drama



MYP1: Drama

Unit 1: Introduction to Drama

When engaging in drama activities and creating dramatic performance students will develop skills in generating ideas, including the use of brainstorming. They will identify elements of drama: language, terminology, actions and vocal expression. Students will be introduced to how to keep a Developmental Workbook/Process Journal. Students will participate in creating a specific rubric. Throughout this unit they will use a Developmental Workbook/Process Journal to collate their research, creative thinking and responding tasks.

Key Concept: Change

Related Concepts: Interpretation

Global Context: Identities and relationships

Statement of Inquiry: Interpreting different identities and relationships, we can express ourselves and change each other.

Main Content Addressed:

- Basic theatre exercises on body movements, facial expression, moving around the room
- Characters
- Interacting with other characters
- Taking on the role of a character
- Elements of drama: role, character and relationships, situation
- Drama Glossary: character, content, main character, minor character, role, in role, out of role, scene

Unit 2: Learning through games

Through Identities and relationships global context, students will reveal that playing together creates a shift in focus from an individual to a group identity.

Key Concept: Identity

Related Concepts: Play

Global Context: Identities and relationships

Statement of Inquiry: Playing together creates a shift in focus from an individual to a group identity.

Main Content Addressed:

- Introduction to ensemble work – group dynamics

Unit 3: Page to Stage

Through the activities of basic script analysis, creating an appropriate character, using voice and body to portray a character, effectively using stage space, and students will realize that by developing a believable character and situation in drama, we can communicate with others. They will create a public performance of a monologue / dialogue using effective communication / acting skills.

Key Concept: Communication

Related Concepts: Role

Global Context: Personal and cultural expression

Statement of Inquiry: A believable role can be used to communicate personal and cultural expression.

Main Content Addressed:

- Voice Dynamics
- Movement Dynamics
- Introduction to Stage Space: Stage areas, actor's positions
- Overcoming Public Speaking Anxiety (PSA)
- Characters: Identify Character, Objective, Obstacle and Audience
- Script Work: blocking, script-marking
- Rehearse and perform
- Elements of drama: space and time, language and texts, symbol and metaphor, mood and atmosphere, audience and dramatic tension.
- Drama Glossary: mantle of the expert, mood, out of role, plot, pre-text, process drama, role, scene, significance, tone, gesture
- Introduction to ensemble work –group dynamics



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Subject Overviews

MYP 2

Arts

Drama



MYP2: Drama

Unit 1: Improvisation

Throughout this unit students will participate in a variety of improvisation challenges exploring the relationship between them self and others acting out age appropriate scenes on issues connected with their current daily experiences. They will develop skills in creating novel situation and drama skills through learning a specific language and basic rules of improvisation. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history. Students individually and in groups, create characters, environments, and actions that create tension and suspense. Students refine and record dialogue and action.

Key Concept: Change

Related Concepts: Expression

Global Context: Personal and cultural expression

Statement of Inquiry: Unknown situations and cultural expression of others might change personal expression.

Main Content Addressed:

- Plot and Subplot
- The way the medium of improvisation operates and functions
- Basic theatre exercises on group and self-awareness
- Improvisation challenges: Platform, Offer, Accepting, Extending, Advancing, Blocking, Gagging
- Critical and creative strategies – multiple perspectives
- Drama Glossary: Technical rehearsals, Top and tail, Transitions, Scenography, Flashback, Flash-forward

Unit 2: Magnificent monologues

Students learn to identify and implement monologue strategies. They will develop skills in informing others including presentation skills using a variety of media.

Key Concept: Identity

Related Concepts: Audience

Global Context: Identities and relationships

Statement of Inquiry: Identifying monologues as a form of storytelling can be used to provide a message and evoke an emotion in the relationship with an audience

Main Content Addressed:

- Monologue: Interior monologue, Character directed, Direct address
- Language: Mode and Tone
- Monologue strategies
- Higher performance: research, create, rehearse and perform
- Elements of drama: mood and atmosphere, audience and dramatic tension.
- The value of risk-taking in drama
- Drama Glossary: mode, significance, sub-text, teacher in role, tension, text, theme, tone

Unit 3: Ensemble Building

Students will create an original drama game, targeting specific skills, with the purpose of creating a sense of community. They will reflect on how their experience leading their game, influenced their participation in the other games. By the end of this unit students will have revised the basic skills necessary for drama to take place. Students in an ensemble, interact as the invented characters.

Key Concept: Communication

Related Concepts: Structure

Global Context: Orientation in space and time

Statement of Inquiry: In many cultures, how something is communicated is more important than what is communicated.

Main Content Addressed:

- Themes
- The skills necessary to build community / ensemble.
- Various exercises to strengthen these skills.
- Concept of importance of commitment and imagination in drama work
- Drama Glossary: Ensemble drama production, Vocal dynamics



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Subject Overviews

MYP 3

Arts

Drama



MYP3: Drama

Unit 1: Melodrama – Real to reel

This unit is an exploration of Melodrama. Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture. Students explain the knowledge, skills, and discipline needed to pursue careers in theatre, film, television, and electronic media. Students analyse the emotional and social impact of dramatic events in their lives, in the community, and in other cultures explaining how culture affects the content and production values of dramatic performances. Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life. Ultimately students will present a well-rehearsed performance for an elementary grade level but not before participating in a number of workshops to develop the required skills. Throughout this unit they will use a Developmental Workbook/Process Journal to collate their research, creative thinking and responding tasks.

Key Concept: Aesthetics

Related Concepts: Genre

Global Context: Personal and cultural expression

Statement of Inquiry: Theatre genres led to the new aesthetics that shape personal and cultural expression.

Main Content Addressed:

- Melodrama and Style
- Aside
- Soliloquy
- Narration
- Flashback and flash forward
- Tableaux
- Audience Interaction
- Character Pose

Unit 2: The Elements of Drama and Story Telling

Through the activities of basic script analysis, creating an appropriate character, using voice and body to portray a character, effectively using stage space, students will realize that by developing a believable character and situation in drama, we can communicate with others. Students will demonstrate an awareness of storytelling in relation to some of the contexts that influence on their current work using basic theatrical language. They will have an understanding of some of the concepts and processes that support their storytelling Unit. They will be able to express an opinion of the story telling Unit in the context of their own stories and of the stories which they have presented. They will create end of unit performance (2 performances – 1 in class and 1 in public) using effective communication / acting skills.

Key Concept: Change

Related Concepts: Interpretation

Global Context: Globalization and sustainability

Statement of Inquiry: Interpretation of the stories in a relation to globalization and sustainability influence their adaption for the stage.

Main Content Addressed:

- Voice Dynamics
- Movement Dynamics
- Introduction to Stage Space: Stage areas, actor's positions
- Overcoming Public Speaking Anxiety (PSA)
- Identify Character, Objective, Obstacle and Audience
- Script Work: blocking, script-marking
- Rehearse and perform
- Drama Glossary: Clarity, Emphasis, Fluency, Inflection, Modulation, Pace, Pause, Pitch, Rhythm and variety, Tone

Unit 3: Shakespeare – History of Theatre

Writing and performing is an art. Man is inspired by life and can create art from it. When art is based on the passions of life it endures. What is passion for life? Shakespeare is the father of English theatre and his genius scripts are as applicable now as they were 400 years ago. He is fun and contemporary, and passionate about life. Students will be able to place Shakespeare's work into historical context, and be able to identify his themes that are common to today's film and theatre industry. Students will identify the element of dramatic tension in his plays. They will be given the opportunity to perform excerpts from various Shakespearean plays and through their performance they will demonstrate their understanding of dramatic tension and they will identify the themes of passion. Students will reflect on the process and the performance in their process journals. Students will also receive and give feedback to their peers. Comparing and incorporating art forms by analysing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms, students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts. Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes expressing and comparing personal reactions to several art forms.

Key Concept: Identity

Related Concepts: Play

Global Context: Identities and relationships

Statement of Inquiry: When play identifies the passions of life and real life relationships, it endures.

Main Content Addressed:

- Shakespeare, an introduction
- Presentation of Henry the 8th
- The Globe, Elizabethan thinking, and Shakespeare's life.
- Extracts from R &J, Julius Caesar, Macbeth, Much ado about nothing, Midsummer Night's Dream, Hamlet and Othello, Taming of the Shrew, identify the passion in each
- Extracts from Elizabeth, and Shakespeare in Love



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Subject Overviews

MYP 0

The Arts

Visual art



MYP0: VISUAL ART

Unit 1: Drawing and Graphic - Line, Shape and Linear texture - Arts and game

Through the activities of actively listening, observing and practicing in different drawing and graphic/printing techniques students will understand and develop different drawing and printing skills and learn how to use subject specific vocabulary. They will be able to create their own piece of artwork by applying their knowledge of the visual elements (line, shape and linear texture) as well as drawing and printing skills.

Key Concept: CREATIVITY

Related Concepts: EXPRESSION

Global Context: PERSONAL AND CULTURAL EXPRESSION

Statement of Inquiry: Process art is all about the experience the children have while they're playing and creatively expressing themselves.

Main Content Addressed:

- learning through experience (creative game)
- observing and exploring visual elements of line, shape and surface/texture in the nature and different pieces of artworks (drawings, prints)
- understanding and applying subject specific terminology: line, surface, linear texture, types of lines, contour/outer line, contrast of structural line, 3D graphic illusion, tone scale/shades, shape and linear texture, rhythm, static - dynamic, proportion; *croquis*, human body, natural and man - made structure, 3D object, still life, geometric and free shapes, pattern, ornament
- understanding and applying different drawing and printing techniques and developing drawing and printing skills
- creating and evaluating their own artwork
- reflecting and evaluating on the theme

Unit 2: Painting - Colour (Chroma, Value, Hue) and 2D Shape - Free composition

Through the activities of actively listening, observing and practicing in different painting techniques students will understand and develop different painting skills and learn how to use subject specific vocabulary. They will be able to create their own piece of artwork by applying their painting skills as well as knowledge of the visual elements (colour, Chroma, value, hue and 2D shape).

Key Concept: IDENTITY

Related Concept: COMPOSITION

Global Context: IDENTITIES AND RELATIONSHIP

Statement of inquiry: The process of artistic creation can lead to self-discovery.

Main Content Addressed:

- observing and exploring visual element of colour (Chroma, value, hue) in the nature and in the paintings
- analysing and understanding colour dimensions, contrasts of different colours (chromatic and achromatic tone scale, warm and cold colours, complementary colours)
- understanding subject specific terminology: 2D shape/surface, clear colours, Chroma, value, hue, chromatic and achromatic tone scale, warm and cold colours, complementary colours, arranging colour shapes/surfaces, redefinition of surface, rhythm, symmetry - asymmetry, movement
- creating art in different painting techniques
- responding: reflecting and evaluating on the theme

Unit 3: Modelling and building - Mass/Form and Space - Exploration of various 3D arts, materials and tools

Through the activities of observing and analysing relationship/contrast between masses and space in sculpture and architecture, students will understand and learn how to use subject specific vocabulary. They will be able to create their own piece of artwork by applying modelling and building skills in different techniques as well as knowledge of the visual elements (mass/form and space).

Key Concept: FORM

Related Concept: COMPOSITION

Global Context: ORIENTATION IN SPACE AND TIME

Statement of inquiry: 3D arts (sculpture and architecture), materials and tools must change along with the times to stay relevant in society.

Main Content Addressed:

- observing and exploring visual elements of mass/3D form and space in the nature and in the sculpture and architecture
- analysing and understanding relationship between mass/volume and space in sculpture and architecture; rhythm of shapes and textures, basic 3D shapes, complex spatial structure and construction in natural and man - man environment, ratio, proportion of 3D shapes
- understanding subject specific terminology: surface, texture, ornament/pattern, rhythm, sculpture, construction, structure, architecture, ratio/proportion; materials, tools
- creating art in different modelling and building techniques (materials and tools)

Unit 4: Applied art and design - Line, Shape, Texture, Colour, Value, Mass/Form and Space - Consumer art

Through the activities of observing and analysing relationship/contrast between shape, material and function in one of design academic area (industrial/product design, graphic design, fashion design, textile design, interior design, decorative arts, photography, architecture), students will understand and learn how to use subject specific vocabulary. They will be able to create their own piece of functional product by applying different kind of drawing, painting, modelling and building skills in different techniques, materials and media.

Key Concept: AESTETICS

Related Concept: VISUAL CULTURE

Global Context: PERSONAL AND CULTURAL EXPRESSION

Statement of inquiry: Personal expression in applied art consider cultural and traditional significance of the product.

Main Content Addressed:

- understanding differences between design academic areas: industrial/product design, graphic design, fashion design, textile design, interior design, decorative arts, photography and architecture
- analysing and understanding relationship between shape/aesthetics, material and function in one of design academic area; redefinition, surface, 2D and 3D shape, tone scale, valueless of clean colours, proportion
- observing and exploring visual elements of line, shape, texture, colour, value, mass/form and space in applied art and design.
- understanding subject specific terminology: design areas industrial/product design, graphic design, fashion design, textile design, interior design, decorative arts, photography and architecture; redefinition, surface, 2d and 3D shape, tone scale, colour valueless, texture, ornament/pattern, contrast, rhythm, proportion; materials, tools
- designing an idea or/and making a piece of applied art/functional product
- creating product in different drawing, painting, modelling and building techniques, combine techniques, or using IT programmes and tools in digital designing.
- responding: reflecting and evaluating on the theme



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Subject Overviews

MYP 1

Arts

Visual Art



MYP1: VISUAL ART

Unit 1: The Elements of visual art - Creating composition

Through the activities of actively listening, observing and using different art techniques and materials (in drawing, painting, modelling), students will understand the process of making art and learn how to use subject specific vocabulary in their reflection/evaluation. They will be able to create their own artwork composition by applying their knowledge and understandings of the visual elements.

Key Concept: Creativity

Related Concepts: Visual culture

Global Context: Personal and cultural expression

Statement of Inquiry: The artwork is created of visual elements which selection is a product of an artist's creativity.

Main Content Addressed:

- active observing different pieces of artworks/academic areas in visual art
- understanding subject specific terminology: surface, types of lines, linear raster, 3D illusion, shade; colour properties: lightness value, tone; optical colour mixing, symbolic and associative effects of colours; mass/volume; art composition
- understanding and applying different art techniques and developing art skills
- still life, portrait
- creating and evaluating their own artwork

Unit 2: Visual art materials and techniques - Texture and structure

Through the activities of observing, investigating/exploring art materials and techniques students get to know the possibilities of making different textures and structures in their own artwork.

Key Concept: Identity

Related Concept: Expression

Global Context: Identities and relationship

Statement of inquiry: Exploration of various art materials and techniques produced different kind of expressions in the art form.

Main Content Addressed:

- observing and exploring textures in the nature and in the artworks
- analysing and understanding the rhythm
- observing structures in the nature and in the artworks

- texture/surface, relief, different type of reliefs, ornament
- different types of textures
- different types of structures
- creating art in different techniques of drawing, painting, modelling

Unit 3: Mass and Space - 3D shapes

Through the activities of observing and analysing relationship/contrast between masses and space in sculpture and architecture, students will create their own sculpture and better understand and design the architecture, in a context of space and time. Additionally, students will develop 3D drawing and modelling skills in different techniques.

Key Concept: Change

Related Concept: Representation

Global Context: Orientation in space and time

Statement of inquiry: The biggest change in a history of visual art that you cannot get away is one that has been happening in a space, especially in architecture.

Main Content Addressed:

- explore relationship between mass/volume and space in sculpture
- explore relationship between mass/volume and space in architecture
- contrast of masses and space in sculpture
- basic elements in architecture - complex structure and construction
- sculpture and architecture through history of art
- modelling and building techniques and principles
- reflecting on the theme

Unit 4: Shape, material and function - Masks

Through the activities of observing, exploring, presenting, reflecting and evaluating relationship between shape, material and function in one of design academic area, students begin to broaden their knowledge on different principles of art and design in creating own decorative or/and functional product (Mask/ritual design)

Key Concept: Communication

Related Concept: Visual culture

Global Context: Personal and cultural expression

Statement of inquiry: People around the world express their traditional values and beliefs in a variety of visual cultures.

Main Content Addressed:

- analysing, exploring and understanding relationship between shape, material and function in one of design academic area
- shape, material and function in art and design
- making and designing 3D artwork
- reflecting and evaluating on the theme



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Subject Overviews

MYP 2

Arts

Visual Art



MYP2: VISUAL ART

Unit 1: Golden ratio – Proportions

Interdisciplinary unit – Biology (Unit: Cells)

Through the activities of observing, active listening, investigating, measuring proportions (golden ratio) in the artworks and natural or manmade environments, student become aware of the ideal proportion. Therefore, they are using their knowledge and experience to create a harmonic proportion and form in the artwork.

Key concept: Aesthetics

Related concept: Visual culture

Global context: Identities and relationships

Statement of inquiry: Golden ratio is a basis of aesthetics/idealistic proportion system found in nature, human body and in the famous artworks.

Main Content Addressed:

- observing, comparing different systems of proportion through history of art
- measuring human figure, human proportions,
- active analysing natural shapes and artworks from history of art
- understanding and finding out golden ratio in the work of art
- designing golden square
- designing golden scissors
- creating "golden" art in one of drawing, painting or modelling techniques
- reflecting and evaluating the theme

Unit 2: VARIOUS FORMS OF FINE ARTS - Visual art themes, methods and techniques

Through the activities of observing, understanding and applying knowledge of different art techniques and materials in drawing, painting, modelling and building, students will understand the process of making art and learn how to create their own artworks by applying their knowledge about the principles of design.

Key concept: Aesthetics

Related concept: Composition

Global context: Personal and cultural expression

Statement of inquiry:

Various forms of fine art originate from personal ideas, feelings, expression and cultural valueless.

Main Content Addressed:

- active observing different kind of drawings, paintings and sculptures from history of art
- understand subject specific terminology/principles of design (contrast, balance, rhythm, symmetry - asymmetry)
- composition - decomposition
- creating their own artwork by using one or two principles of designing art
- reflecting on the theme

Unit 3: 3D Illusion - Modelling principles

Through the activities of analysing the principle of tone/value scale in painting and the principle of colour modulation in painting, students are capable to apply their knowledge in creating 3D illusion/volume or space in different drawing and painting techniques.

Key concept: Form

Related concept: Presentation

Global context: Scientific and technical innovation

Statement of inquiry: Presentation/illusion of the form/shape depends of a choice of mediums, techniques, material and the way of drawing, painting or modelling.

Main Content Addressed:

- understanding tone scale (grey scale, colour value)
- understanding the principle of colour modulation
- active observing and practicing the principles of making 3 d optical illusion in drawing or painting
- drawing or painting still-life and portrait
- observing and understanding different style/period and painting techniques in history of art (in the motive of still-life or portrait)

Unit 4: PERSPECTIVE - Types of perspectives

Through the activities of active observing and listening, visualisation, measuring, comparing, students begin to broaden their knowledge to make illusion of a space by using linear or colouristic perspective in creating own artwork/perspective.

Key concept: Perspective

Related concept: Composition

Global context: Orientation in space and time

Statement of inquiry: Perspective is the way of showing space in three dimensions stipulated by context of time (from renaissance and modern art).

Main Content Addressed:

- analyse and understand the renaissance art (geometrical perspective, perspective projection - pyramid)
- analyse and understand modern art, expressionism and fauvism (coloristic perspective,
- illusion of space, spatial plans, geometrical net, linear/geometrical perspective, vanishing point, horizon line
- learning how to draw/use linear/geometrical perspective with one or two vanishing points
- applying linear perspective principle while drawing
- understanding and making illusion of the space/depth by applying warm and cold colour effects, intensity and dynamism of colours
- applying principle of coloristic perspective while painting



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Subject Overviews

MYP 3

Arts

Visual Art



MYP3: VISUAL ART

Unit 1: Composition types and art style - Traditional or Post-modern style emphasis

Through the activities of observing, actively listening and analysing different artworks (in drawing, painting, modelling) through history of art, students will understand different composition types art styles and apply their knowledge to create different compositions in particular style and techniques.

Key concept: Identity

Related concept: Style

Global context: Personal and cultural expression

Statement of inquiry: Artist's style can be expression of internal personal experience, or can be manipulated by the external factors like culture and society.

Main Content Addressed:

- active observing different kind of drawings, paintings and sculptures
- understanding subject specific terminology/principles of design (contrast, balance, rhythm, contrast, proportions, harmony/unity)
- understanding composition as the arrangement of visual elements of design in the art work
- distinguish and apply different composition types: vertical, horizontal, central, diagonal, pyramidal, free
- analyse and reflect on particular art style (set by the teacher)
- creating their own composition in a particular style

Unit 2: The principles of design - Harmonic artwork

Through the activities of observing/analysing and investigating principles of design (contrast, rhythm and symmetry, balance, domination, proportion, harmony) in drawing, painting or printing, students are capable to apply their knowledge in creating harmonic piece of work, in one art technique.

Key concept: Aesthetics

Related concept: Composition

Global context: Personal and cultural expression

Statement of inquiry: Principles of designing (rhythm, symmetry) makes artwork composition more harmonic and represents the cornerstones of aesthetics.

Main Content Addressed:

- understanding principles of design: domination, contrast, balance, rhythm, symmetry, proportion, harmony (repetition of the content)
- understand, recognize and apply different types of symmetry and rhythm in visual art

- investigating and analysing the principle of rhythm (repetition, graduation, variation, alternation, graduation); the principle of symmetry (mirror image, translation, rotation)
- understanding the meaning of ornament, figurative and abstract theme
- observing and understanding principles of design in different artworks; printing techniques/learning about relief printing
- understanding and using printing terms: positive and negative surface, graphic printing techniques (linocut), carving tools, printing plate, brayer, ink tray, press
- sketching ideas (harmonic compositions)
- practicing the principles of design in creating artwork
- understanding and applying linocut technique in creating own harmonic composition
- making many prints from a single plate (actively participating - teamwork)
- reflecting/evaluating the theme

Unit 3: Visual/new Medias - The world of comics and film

Through the activities of actively observing, reading and communicating; investigating, analysing and evaluating comics and film, students will understand the process of making comics and video art and learn how to create their own artworks.

Key concept: Communication

Related concept: Representation

Global context: Orientation in space and time

Statement of inquiry: Visual communication and multimedia reflect relationship between time and space/are influenced by time and space.

Main Content Addressed:

- understanding the meaning of subject specific vocabulary: frame, take, plan, composition, comic/strip, video and film
- analysing and comparing different isolated types of plans in the film (total, middle, American, wide, detail), the art of film, montage editor, cameraman, actor, film director
- creating own comic or video work
- reflecting and evaluating the theme

Unit 4: Fine arts and design - Bauhaus

Through the activities of observing, visualization, finding form and function relationship in design product; comparing different design examples, listening and communicating actively, students begin to broaden their knowledge to make their own design product.

Key concept: Change

Related concept: Boundaries

Global context: Scientific and technical innovation (products)

Statement of inquiry: Fine arts and designs are bounded together in the moment that happened technological revolution and progress.

Main Content Addressed:

- understanding and distinguish different differences between art, crafts and design (industrial/product design, fashion design, textile design, graphic design)
- understanding and researching history of art and crafts and design (Bauhaus Scholl)
- understand and apply three basic elements in designing one product: the unity of shape, material and function
- understanding the creative cycle/the process of creating (recycling) one new or redesign artistic object
- making own functional and aesthetic design product

Unit 5: Conceptual art - Art Installation/Intervention

Through the activities of observing, actively listening, discussion, making comparison and finding contrasts, reflecting and evaluating artworks, students will understand, present or perform the concept of Art Installation/ Art intervention in a space.

Key concept: Identity

Related concept: Audience

Global context: Orientation in space and time

Statement of inquiry: Art installation/conceptual art are products of interaction between artist's identity, environments and audience.

Main Content Addressed:

- understanding the meaning of conceptual art, art installation/intervention in a space; relationship between mass/volume and space and the main concept/idea
- analysing and comparing different artistic installation/intervention
- reflecting and evaluating own work and work of the peers
- creating own artwork



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Subject Overviews

MYP 0 The Arts

Music



MYP0: MUSIC

Unit 1: Elements of Music

Through the activities of singing, composing, improvising, performing, listening and appraising, students will understand what features make a satisfying melody. They will be able to compose their own basic melodies. Students will apply their knowledge and understandings of the elements of music to each of these activities.

KEY CONCEPT: Form

RELATED CONCEPTS: Composition, Expression

GLOBAL CONTEXT: Globalization and sustainability

STATEMENT OF INQUIRY: Artistic expression through the form can influence the world.

Main Content Addressed:

- Active listening and music appreciation of different compositions
- Understand pitch, duration, dynamic, tempo, timbre and texture
- Understand and own 'question and answer' phrases
- Getting familiar with the basic graphic notation
- Explore keyboard and some percussion instruments
- Listen to examples of elements in action.
- Notate rhythms in simple time signatures.
- Understand treble clef.

Unit 2: Introduction to String Instruments

Through the activities of researching, listening and appraising, students begin to broaden their knowledge on four main string instruments. Students will research the development of the string instruments through time.

KEY CONCEPT: Communication

RELATED CONCEPT: Expression

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Developing skills in non-verbal communication allow us to express ourselves more clearly, and to build relationships with others more easily.

Main Content Addressed:

- types of string instruments
- development of string instruments through time
- understanding string instrument basic playing technique

Unit 3: The Great Composers

Students will choose one of the most famous composers and research his/her life and work. By the end of the unit, students will understand the life and character of great composer. Students will identify the life and times of great classical composers, appreciate composers in historical perspective, recognize that composers were influenced by others and impacted on others. Students will get introduced to the basics of composing.

KEY CONCEPT: Communication

RELATED CONCEPT: Role

GLOBAL CONTEXT: Personal and cultural expression

STATEMENT OF INQUIRY: Role can affect how one expresses and presents oneself.

Main Content Addressed:

- Identify the life and times of great classical composers
- Active listening and music appreciation of different compositions
- Getting familiar with the famous works
- Music score-reading



Matija Gubec International School Zagreb

Subject Overviews

MYP 1 The Arts

Music



MYP1: MUSIC

Unit 1: The Elements of Music

Through the activities of composing, improvising, performing, listening and appraising, students will understand what features make a satisfying melody. They will be able to compose their own melodies. Students will apply their knowledge and understandings of the elements of music to each of these activities.

KEY CONCEPT: Form

RELATED CONCEPTS: Composition, Expression

GLOBAL CONTEXT: Globalization and sustainability

STATEMENT OF INQUIRY: Artistic expression through the form can influence the world.

Main Content Addressed:

- Active listening and music appreciation of different compositions
- Understand pitch, duration, dynamic, tempo, timbre and texture
- Understand and own 'question and answer' phrases
- Compose and perform in ABA and AABA melodic form
- Use graphic notation while performing and composing
- Explore keyboard

Unit 2: The Human Voice

Through the activities of researching, ensemble performing, active listening and appraising, students get to know the possibilities of their own voices, various operatic voices, as well as different vocal and vocal-instrumental music examples.

KEY CONCEPT: Identity

RELATED CONCEPT: Expression

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY:

The voice is a powerful tool which reflects our identities and can be used for expression.

Main Content Addressed:

- human voice anatomy
- healthy use of voice
- different sorts of voices
- operatic voices / vocal music
- singing

Unit 3: Introduction to Keyboard Instruments

Through the activities of researching, listening and appraising, students begin to broaden their knowledge on keyboard instruments. Students will research the development of the keyboard instruments through time.

KEY CONCEPT: Communication

RELATED CONCEPT: Expression

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Developing skills in non-verbal communication allow us to express ourselves more clearly, and to build relationships with others more easily.

Main Content Addressed:

- types of keyboard instruments
- development of keyboard instruments through time
- understanding keyboard instrument basic playing technique



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Subject Overviews

MYP 2 The Arts

Music



MYP2: MUSIC

Unit 1: Instruments of the Orchestra

Through the activities of active listening and appraising, improvising and performing, each student will demonstrate knowledge and an understanding of different music instruments. By the end of unit students should be able to differentiate music instruments of a symphonic orchestra acoustically and visually.

KEY CONCEPT: Communication

RELATED CONCEPT: Expression

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Developing skills in non-verbal communication allow us to express ourselves more clearly, and to build relationships with others more easily

Main Content Addressed:

- music instruments in Western music tradition
- music instrument families
- characteristics of music instrument sound
- conductor / composer / performer

Unit 2: Ensemble Music

Through the activities of active listening and appraising, researching, improvising and performing, each student will demonstrate knowledge and an understanding of different music ensembles. By the end of unit students should be able to differentiate music ensembles acoustically and visually.

KEY CONCEPT: Communication

RELATED CONCEPT: Role

GLOBAL CONTEXT: Personal and Cultural expression

STATEMENT OF INQUIRY: Is the “whole” really greater than the sum of its parts?

Main Content Addressed:

- music ensembles in Western music tradition
- music ensembles in different cultures (research)
- role of ensemble leader
- development of music ensembles through history

Unit 3: World Music

Interdisciplinary Unit – Geography (Unit: Asia, Africa and America)

Through the activities of researching, presenting, active listening and appraising, students will get familiar with the world music. Students will research the differences and similarities between world musical cultures. They will understand how the elements of music and expressive devices are used in music from diverse genres and cultures.

KEY CONCEPT: Communication

RELATED CONCEPT: Expression

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Developing skills in non-verbal communication allow us to express our personal and cultural identities.

Main Content Addressed:

- world music
- development of world music through time
- comparing different musical cultures
- role of the society in music



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Subject Overviews

MYP 3 The Arts

Music



MYP3: MUSIC

Unit 1: Opera and Musical Theatre

Through the activities of listening and appraising, researching and singing, students will get familiar with the most famous excerpts from the operatic and musical theatre literature.

KEY CONCEPT: Communication

RELATED CONCEPT: Interpretation

GLOBAL CONTEXT: Personal and cultural expression

STATEMENT OF INQUIRY: Terminology helps us to communicate our interpretations.

Main Content Addressed:

- Active listening and music appreciation of different compositions
- Understanding specific musical vocabulary
- Getting familiar with the most famous operatic titles
- Getting familiar with the most famous musical theatre titles
- Singing melodies from the most famous world musicals

Unit 2: Ballet and Social Dances

Through the activities of researching, listening and appraising, as well as dancing, students begin to broaden their knowledge on different sorts of social and theatre dances.

KEY CONCEPT: Communication

RELATED CONCEPT: Expression, Composition

GLOBAL CONTEXT: Scientific and technical innovation

STATEMENT OF INQUIRY: Sound can convey a narrative and help define roles.

Main Content Addressed:

- distinguishing the most famous numbers from the classical ballets
- recognizing the basic social dances
- role of the dance in opera and musical theatre

Unit 3: The 20th century music and the music of today

Through the activities of researching, presenting, active listening and appraising, students will get familiar with the most important genres of the 20th century music, as well as the music of today. This is a student-driven unit where students are expected to research the specific genre of music and present the research outcomes.

KEY CONCEPT: Form

RELATED CONCEPT: Boundaries, Genre

GLOBAL CONTEXT: Scientific and technical innovation

STATEMENT OF INQUIRY: Forms and structures can help define a genre

Main Content Addressed:

- Short history of the 20th century art
- Developments in the 20th century music
- Comparing different genres of music
- Music in the 21st century
- Role of the media in music