

**ARTS**

**MUSIC**

**pMYP - Year 1**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
<b>Do We Need Music Theory?</b>	Communication	Structure, Composition	Scientific and Technical Innovation	Transcribing sound means we can communicate our ideas and analyse them.	Ai, ii, iii Bi, ii Ci, ii, iii D i, ii	Communication Skills, Transfer Skills	Introduction to Music Clefs, Notes Intervals Scales and Keys Melody Rhythm Chords Harmony
<b>The Orchestra</b>	Aesthetics	Analysis, Play	Identities and Relationships	Identifying the connection between sound and written music is key to understanding musical expression and aesthetics.	Ai, ii, iii Bi, ii Ci, ii, iii D i, ii	Creative Thinking Skills, Collaboration Skills, Organisation Skills	Conductor's Job Strings Winds Brass Drums Famous Classical Music Masterpieces
<b>Can We Hear Images?</b>	Communication	Innovation, Structure	Personal and Cultural Expression	New meaning can be communicated when we experiment and innovate with personal and cultural forms.	Ai, ii, iii Bi, ii Ci, ii, iii D i, ii	Communication Skills, Collaboration Skills, Reflection Skills, Creative Thinking Skills	Ways of Describing Music using pitch, duration, texture, structure, tone-colour, dynamics and expressive techniques to express ourselves. Approaching rehearsing, experimenting and presenting musical ideas from active listening.

**MYP1 - Year 3**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
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<b>Music Theory</b>	Aesthetics	Composition, Structure	Scientific and Technical Innovation	Analysing the relationship between written music and emotions, colours of music and well-structured ideas leads to a complex approach to our understanding and comprehension of the world.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Communication Skills, Analysing Skills, Creative Thinking Skills	Scales Melody Rhythm Chords Harmony Basics of Composition	
<b>Music and Emotions</b>	Communication	Expression, Presentation	Identities and Relationships	Examining and working with emotions helps us understand our feelings and understanding of our nature.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Transfer Skills, Affective Skills, Communication Skills	What can we express and communicate through music? Basics of the Analysis of Music Examples of different emotions portrayed via music How melody, rhythm and harmony can be used to express feelings Lied Cantata Opera Symphony Impressionism Film Music Modern Music	
<b>Does Music Have Boundaries?</b>	Identity	Boundaries, Innovation	Globalisation and Sustainability	Innovation and Progress can test the boundaries we have, producing new identities and ideas.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Communication Skills, Collaboration Skills, Reflection Skills, Creative Thinking Skills	Basics of Music Analysis, Patterns, Graphic Score, Structure, Electronic Music, Orchestration, Motif, Tone Cluster, Motivic Development	
<b>MYP3 - Year 4</b>								
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content	

<b>Does Music Have a Story to Tell?</b>	Identity	Interpretation, Narrative	Personal and Cultural Expression	Identifying the cultural context or features of a narrative helps us interpret and experience the stories of others.	Ai, ii, iii Bi, ii Ci, ii, iii D i	Communication Skills, Information Literacy Skills, Creative Thinking Skills, Transfer Skills	How melody, rhythm and harmony can be used to interpret stories (Romeo and Julliet, Faust, Orfeus, Harry Potter etc.) Classical Music examples Lieder Oratorio Opera Symphonic Poem Folk Music Film Music examples
<b>Women in Music</b>	Change	Expression, Boundaries	Social and Political History	Transformation and change through time overlaps with personal ideas and a drive to push boundaries.	Ai, ii, iii Bi, ii Ci, ii, iii D i	Communication Skills, Colaboration Skills, Creative Thinking Skills, Reflection Skills	Francesca Caccini Fanny Mendelssohn Clara Schumann Ella Fitzgerald Aretha Franklin Whitney Houston Madonna Lady Gaga Billie Eilish
<b>Human Voice and What It All Can Do</b>	Identity	Presentation, Expression	Identities and Relationships	Identifying the relationships between emotions, abilities and ideas leads to a better approach to expression.	Ai, ii, iii Bi, ii Ci, ii, iii D i	Communication Skills, Organisation Skills, Creative Thinking Skills, Reflection Skills	Intonation Basic Physiology of Voice Voice Types, Voice Ranges Lied Opera Popular Song

**VISUAL ART**

**pMYP - Year 1**

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Lines	Change	Composition, Expression	Orientation in space and time	Lines represent outlines and edges of objects appearing all around us in nature and those that are man-made. Lines in drawings represent simplified objects.	Ai, ii, iii Bi, ii Ci, ii, iii D i	Communication skills - Give and rec	- explore an art element - the line that can be drawn or that exists only in our imagination. Lines are regular and smooth or irregular and uneven. Straight or curved, drawn by a hand or using a ruler. We can see the lines in nature, in a city, or in our home.- explore the term "Abstract Art" Meet the artist: Piet Mondrian

Masks	Communication	Representation, Visual culture	Personal and cultural expression	Societies around the world express their values and beliefs in a variety of visual cultures.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Research - Access information to be informed and inform others, - Present information in a variety of formats and platforms, - Seek a range of perspectives from multiple and varied sources	Mask ( <a href="https://www.lexico.com/definition/mask">https://www.lexico.com/definition/mask</a> ) 1. covering for all or part of the face, worn as a disguise, or to amuse or frighten others - exploring the meaning of wearing a mask, - exploring Slovak traditional masks and costumes as well as other cultures and their masks - Creating masks using a variety of materials (paper – paper maché, textile – fabrics, yarns, feathers, wire ...) and techniques (drawing, coloring, forming with paper maché or plaster ..). Meet the artists: Giuseppe Arcimboldo, Dezider Tóth
Reuse & Figures	Change	Interpretation, Presentation	Personal and cultural expression	Reusing brings new perspectives	Ai, ii, iii Bi, ii Ci, ii, iii Di	Communication skills - Use intercultural understanding to interpret communication	Unravel the story "hidden behind the piece of aluminum foil" reusing and transforming disposed material into a new art object. Meet the artists: research the work of Slovak artist Roman Ondák and his art concepts and Swiss artist Alberto Giacometti.

### MYP1 - Year 2

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Colors	Change	Expression, Style	Scientific and technical innovation	The order of color is a mirror of its time.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Reflection skills - Focus on the process of creating by imitating the work of others	- color mixing - primary, secondary, tertiary colors - complementary colors - warm/cold colors - composition - landscape - exploring color pallets through centuries Meet the artists: Impressionists & Postimpressionists and Gerhard Richter
Flora & Fauna	Aesthetics	Composition, Interpretation	Orientation in space and time	The composition of a piece of work communicates its aesthetic beauty and helps creators express ideas and feelings.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Creative-thinking skills	Inspiration in nature - flora & fauna with focus on insects - exploring realistic life drawing and its transformation into imagination - material experimentation - collage out of own painted paper - extraction of realistic drawings to symbols

### MYP2 - Year 3

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Vincent Van Gogh	Identity	Expression, Style	Identities and relationships	The process of artistic creation can lead to self-discovery.	Ai, ii, iii Bi, ii Ci, ii, iii Di	Communication, Social, Self-management, Research, Thinking	This Unit discovers who was Vincent Van Gogh - his artistic contribution to us. We look at the ability to look at things, as David Hockney said about Vincent van Gogh: "Lots of people don't look at things, just scan the ground in front of them, so they can walk, but they don't really look at things. Van Gogh REALLY looked, he really did." We look at things and observe everyday things and practice drawing. Meet the artists: Vincent Van Gogh and David Hockney
Mobiles - kinetic sculpture	Change	Boundaries, Innovation	Scientific and technical innovation	Adaptations and technical innovation	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Collaboration skills, Organization skills	- creating kinetic sculptures using wire and upcycling different materials

### MYP3 - Year 4

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Street art	Communication	Expression, Narrative	Fairness and development	Communities may define and communicate their space with expressive visuals.	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Communication skills, Collaboration skills	<ul style="list-style-type: none"> <li>- research about Street Art</li> <li>- Where does the art start or end, is street art real ART?</li> <li>- public space - whom does public space belong to?</li> <li>- legal or not? look at street art festivals (connection to architecture - urbanism - murals)</li> <li>- creating stencils - reflecting environmental problem (or political problem)</li> <li>Meet the artist: phenomenon Banksy</li> </ul>
Still life	Aesthetics	Composition, Style	Orientation in space	When the stylish composition is	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Creative-thinking skills - Make guesses, ask "what if" questions and generate testable hypotheses	<ul style="list-style-type: none"> <li>- Perspective drawing (horizon line, vanishing points, and vanishing lines) - exploring renaissance, Meet the artist: Pablo Picasso <a href="https://www.tate.org.uk/art/art-terms/s/still-life">https://www.tate.org.uk/art/art-terms/s/still-life</a></li> </ul>

### MYP4 - Year 5

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Portraits	Identity	Interpretation, Narrative	Identities and relationships	Exploring one's identity leads to an understanding of human relationships and development.	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Critical-thinking skills - Consider	<ul style="list-style-type: none"> <li>- face proportions</li> <li>- portraits, self-portraits</li> <li>- Dry pastel drawing</li> <li>- Bust sculpture drawing</li> <li>- Assemblage</li> <li>Meet the artists: Rembrandt, Robert Rauschenberg</li> </ul>
Patterns	Change	Interpretation, Style	Globalization and sustainability	Patterns appear all around us in nature and man-made; therefore, art is a way of organizing information to enhance daily living.	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Self-management - Practise focus and concentration	<ul style="list-style-type: none"> <li>- learning patterning techniques</li> <li>- tessellation</li> <li>- researching Slovak tile works</li> <li>- creating clay tile - relief</li> <li>Meet the artist: M. C. Escher</li> </ul>

### MYP5 - Year 6

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Catwalk	Identity	Presentation, Representation	Globalization and sustainability	Fashion reflects personalities and art styles.	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Organization skills, Information literacy skills	<ul style="list-style-type: none"> <li>- creating a dress out of textile and non-textile materials - using textile techniques - weaving, sewing, embroidery, - sketching using collage - creating Fashion Accessory not necessary used by humans - might be created for an animal</li> <li>- exploring 20th-century fashion history and the term Haute couture</li> <li>Meet the artist: Vivienne Westwood punk and ecology</li> </ul>
Light plays	Aesthetics	Expression, Narrative	Scientific and technical innovation	Innovations help us unveil our story.	Ai, ii, iii Bi, ii Ci, ii, iii Di, ii	Critical-thinking skills, Communication skills	<ul style="list-style-type: none"> <li>- creating mosaic - composition - using transparent materials</li> <li>- research "glass" through history</li> <li>- How was it made - Stained glass window? - V&amp;A</li> <li>Meet the artists: Henry Matisse, Gerhard Richter, Vincent Hložník</li> </ul>