

اكاديمية امباسادور الدولية
AMBASSADOR
INTERNATIONAL ACADEMY
INSPIRE INQUIRE INNOVATE



Arts Scope and Sequence

Visual Arts

	Pre-K/KG1 PSPE (Phase 1)	KG2/Grade 1 (Phase 2)
Conceptual understandings	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We enjoy and experience different forms of arts. The art is a means of communication and expression. People make meaning through the use of symbols. People share art with others. We express our responses to artwork in a variety of ways. We reflect on our artwork and the work of others. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks. In creating art, people make choices to construct meaning about the world around them. We can express ourselves through arts. Our experiences and imagination can inspire us to create. 	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We are receptive to art practices and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the audience. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively. Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.
Learning outcomes	<p>VISUAL ART(responding)</p> <ul style="list-style-type: none"> enjoy experiencing artworks show curiosity and ask questions about artworks describe what they notice about an artwork identify the materials and processes used in the creation of an artwork analyse the relationships within an artwork and construct meanings communicate their initial responses to an artwork in visual, oral or physical modes make personal connections to artworks express opinions about an artwork create artwork in response to a variety of stimuli. <p>VISUAL ART(creating)</p> <ul style="list-style-type: none"> engage with, and enjoy a variety of visual arts experiences select tools, materials and processes for specific purposes combine different formal elements to create a specific effect realize that their artwork has meaning use their imagination and experiences to inform their art making create artwork in response to a range of stimuli take responsibility for the care of tools and materials take responsibility for their own and others' safety in the working environment participate in individual and collaborative creative experiences. 	<p>VISUAL ART(responding)</p> <ul style="list-style-type: none"> investigate the purposes of artwork from different times, places and a range of cultures including their own sharpen their powers of observation identify the formal elements of an artwork use appropriate terminology to discuss artwork describe similarities and differences between artworks identify the stages of their own and others' creative processes become an engaged and responsive audience for a variety of art forms. <p>VISUAL ART(creating)</p> <ul style="list-style-type: none"> identify, plan and make specific choices of materials, tools and processes sharpen their powers of observation demonstrate control of tools, materials and processes make predictions, experiment, and anticipate possible outcomes combine a variety of formal elements to communicate ideas, feelings and/or experiences identify the stages of their own and others' creative processes consider their audience when creating artwork.

	Grade 2/Grade 3 PSPE (Phase 3)	Grade 4/Grade 5 (Phase 4)
Conceptual understandings	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • When experiencing arts, we make connections between different cultures, places and times. • People explore issues, beliefs and values through arts. • There are different kinds of audiences responding to different arts. • We use what we know to interpret arts and deepen our understanding of ourselves and the world around us. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Arts have the power to influence thinking and behaviour. • We make connections between our artwork and that of others to extend our thinking. • We can explore our personal interests, beliefs and values through arts. 	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Through exploring arts across cultures, places and times we can appreciate that people innovate. • People communicate across cultures, places and times through arts. • The arts provide us with multiple perspectives. • We reflect and act on the responses to our creative work. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • We act on the responses to our artwork to inform and challenge our artistic development. • We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. • Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.
Learning outcomes	<p>VISUAL ART(responding)</p> <ul style="list-style-type: none"> • compare, contrast and categorize artworks from a range of cultures, places and times • identify and consider the contexts in which artworks were made • use their knowledge and experiences to make informed interpretations of artworks • reflect on their own and others' creative processes to inform their thinking • use relevant and insightful questions to extend their understanding • recognize that different audiences respond in different ways to artworks • provide constructive criticism when responding to artwork. <p>VISUAL ART(creating)</p> <ul style="list-style-type: none"> • show awareness of the affective power of visual arts • make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures • create artwork for a specific audience • use a personal interest, belief or value as the starting point to create a piece of artwork • use a range of strategies to solve problems during the creative process. 	<p>VISUAL ART(responding)</p> <ul style="list-style-type: none"> • explain the cultural and historical perspectives of an artwork • understand the role and relevance of visual arts in society • reflect on the factors that influence personal reactions to artwork • reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities • critique and make informed judgments about artworks. <p>VISUAL ART(creating)</p> <ul style="list-style-type: none"> • become increasingly independent in the realization of the creative process • adjust and refine their creative process in response to constructive criticism • identify factors to be considered when displaying an artwork • utilize a broad range of ways to make meaning • select, research and develop an idea or theme for an artwork • develop an awareness of their personal preferences.

Music

	Pre-K/KG1 PSPE (Phase 1)	KG2/Grade 1 (Phase 2)
Conceptual understandings	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We enjoy and experience different forms of arts. The art is a means of communication and expression. People make meaning through the use of symbols. People share art with others. We express our responses to artwork in a variety of ways. We reflect on our artwork and the work of others. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks. In creating art, people make choices to construct meaning about the world around them. We can express ourselves through arts. Our experiences and imagination can inspire us to create. 	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We are receptive to art practices and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the audience. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively. Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.
Learning outcomes	<p>MUSIC(responding)</p> <ul style="list-style-type: none"> Use voice to imitate sounds and learn songs Bring music from home to share Describe the differences in music Move their bodies to express the mood of the music Describe how music makes them feel Distinguish the sounds of different instruments in music Listen to music and create their own work in response Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) Explore body and untuned percussion instrument sounds Recognize different sources of music in daily life Recognize that sound can be notated in a variety of ways. <p>MUSIC(creating)</p> <ul style="list-style-type: none"> Use vocal sounds, rhythms and instruments to express feelings or ideas Create and accompany music using a variety of sounds and instruments Play untuned percussion instruments in time with a beat Use the voice and body to create musical patterns Explore sound as a means of expressing imaginative ideas Recreate sounds from familiar experiences Participate in performing and creating music both individually and collectively Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) Create their own basic musical instruments. 	<p>MUSIC(responding)</p> <ul style="list-style-type: none"> sing individually and in unison recognize music from a basic range of cultures and styles express their responses to music from different cultures and styles create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) explore individually or collectively a musical response to a narrated story reflect on and communicate their reactions to music using musical vocabulary record and share the stages of the process of creating a composition share performances with each other and give constructive criticism. <p>MUSIC(creating)</p> <ul style="list-style-type: none"> explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings express one or more moods/feelings in a musical composition create music to represent different cultures and styles create a soundscape based on personal experiences collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) read, write and perform simple musical patterns and phrases create music for different purposes.

	Grade 2/Grade 3 PSPE (Phase 3)	Grade 4/Grade 5 (Phase 4)
Conceptual understandings	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • When experiencing arts, we make connections between different cultures, places and times. • People explore issues, beliefs and values through arts. • There are different kinds of audiences responding to different arts. • We use what we know to interpret arts and deepen our understanding of ourselves and the world around us. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Arts have the power to influence thinking and behaviour. • We make connections between our artwork and that of others to extend our thinking. • We can explore our personal interests, beliefs and values through arts. 	<p>RESPONDING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • Through exploring arts across cultures, places and times we can appreciate that people innovate. • People communicate across cultures, places and times through arts. • The arts provide us with multiple perspectives. • We reflect and act on the responses to our creative work. <p>CREATING</p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> • We act on the responses to our artwork to inform and challenge our artistic development. • We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. • Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.
Learning outcomes	<p>MUSIC(responding)</p> <ul style="list-style-type: none"> • Sing with accuracy and control focusing awareness on the musical elements • Sing partner songs • Discuss music that relates to social issues and/or values • Compare aspects of music from different times and places • Create and perform a movement sequence accompanied by music that they have created • Share and compare their experiences as audience members at various performances • Describe the process used to create their own music and compare it with others, in order to improve their compositions • Analyse different compositions describing how the musical elements enhance the message • Reflect upon how their music expresses their personal voice and the impact it has on others. <p>MUSIC(creating)</p> <ul style="list-style-type: none"> • Create a musical composition expressing their own ideas and feelings on a social issue • Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends) • Create and perform a movement sequence using known musical elements • Improvise upon a basic pattern to reinforce the importance of the individual within the group • Create and record a composition focusing on form, structure and style to give more meaning to their message • Express themselves as individuals through musical composition • Read and write music using non-traditional notation. 	<p>MUSIC(responding)</p> <ul style="list-style-type: none"> • sing individually and in harmony • explain the role and relevance of music in their own culture, its uses and associations through place and time • interpret and explain the cultural and/or historical perspectives of a musical composition • modify their practices and/or compositions based on the audiences' responses • explore different artistic presentations that are/ were innovative and their implications. <p>MUSIC(creating)</p> <ul style="list-style-type: none"> • create music that will be continually refined after being shared with others • present, in small groups, innovative musical performances on a selected issue • incorporate the other arts and available resources in order to broaden their creative expression • read and write music in traditional and/or non- traditional notation

