

Curriculum - MYP 5

*Term end assessment will be held based on the complete term syllabus between 20th Nov to 29th Nov for Term-I and 18th April to 26th April for Term-II.

Language and Literature (English)

Unit 1: The bizarre thinking of the human mind		Duration: July to September (12 weeks)	
<p>Contents:</p> <p><u>Literature Texts :-</u> Film : Frankenstein - Mary Shelley Graphic Novel : The strange case of Dr.Jekyll and Mr.Hyde - R. L. Stevenson Novel : The Time Machine - H.G.Wells <i>Explain</i> the genre of science fiction <i>Explore</i> the historical background <i>Examine</i> the literary features of the texts <i>Compare and contrast</i> the texts based on the themes, motifs and symbols <i>Analyse</i> the characters from the texts as per POV</p> <p><u>Vocabulary :-</u> Pertaining to the text</p> <p><u>Grammar :-</u> Revision of all that had been taught in MYP-4</p> <p><u>Punctuation :-</u> Revision of all that had been taught in MYP-4</p> <p><u>Language:-</u> <i>Reading/Speaking/Listening</i> : Socratic Seminar with a Paideia Approach, Brainstorm for ideas <i>Viewing/Presenting/Listening</i> : Create films for service (Drive against Substance Abuse) <i>Reading/Writing</i> : News Report, Interview, Conversation/Dialogue, Blog, Screenplay, Graphic Novel format</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	<i>Film</i> : Frankenstein - Mary Shelley <i>Analyse</i> the characters from the texts as per POV <i>Compare and contrast</i> the texts based on the themes, motifs and symbols	30.07.2018	30.07.2018

BCD	<i>Graphic Novel</i> : The strange case of Dr.Jekyll and Mr.Hyde - R.L.Stevenson	23.08.2018 (News Report : Home Assignment)	30.08.2018
ABCD	<i>Film</i> : Frankenstein - Mary Shelley <i>Graphic Novel</i> : The strange case of Dr.Jekyll and Mr.Hyde - R.L.Stevenson <i>Novel</i> : The Time Machine - H.G.Wells <i>Explain</i> the genre of science fiction <i>Explore</i> historical background of the texts <i>Examine</i> the literary features of the texts <i>Compare and contrast</i> the texts based on themes, motifs and symbols <i>Analyse</i> the characters from the texts as per POV	25.09.2018 (Socratic Seminar)	29.09.2018
IGCSE 0500 First Language English Revision : October to Mid-November : (5 weeks)			

Language and Literature (Hindi)

Unit- 1 अंतःसम्बंध		Duration: July (4 weeks)	
<p>Contents: Knowledge-- Knowledge-- कहानी के तत्व-बड़े घर की बेटी-(कहानी) लेखक-प्रेमचन्द ,गिल्लू-महादेवी वर्मा ,चरित्र(लेख),पिता का पत्र पुत्री के -अनुवादक-प्रेमचन्द,,Concept- पिता के द्वारा पुत्री को जीवन की सीख पत्र के द्वारा बचपन में ही दी गई।नामपात्र,देशकाल,विषय-वस्तु,भाषाशैली,वातावरणSkills-कहानी की प्रस्तुति,हावभाव के साथ, चरित्र चित्रण, कहानी की सीख, शब्दार्थ, मुहावरे, विलोम. वाक्यांशों के लिए एक शब्द,पत्र-लेखन(औपचारिक,अनौपचारिक पत्र) साक्षात्कार,रचनात्मक लेख, सारांश, भाषण आदि</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion AB	कहानी के तत्व-बड़े घर की बेटी-(कहानी) लेखक-प्रेमचन्द ,पिता का पत्र पुत्री के	9th August	16th August
Criterion CD	-अनुवादक-प्रेमचन्द,,	28th August	12th Sept

	गिल्फू-महादेवी वर्मा ,चरित्र(लेख)		
Unit 2: संवाद और संप्रेषण		Duration: August (4 weeks)	
Contents: Knowledge- दौड़ -उपन्यास- ममता कालिया Concept- उपन्यास के तत्व-पात्र,देशकाल,विषय-वस्तु,भाषाशैली,वातावरण, Skills- चरित्र चित्रण,,उपन्यास के आधार पर समीक्षा			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Unit-2 Hindi Criterion A (Class Test)	दौड़ -उपन्यास- ममता कालिया	19th Sept	Same day
II Term			
Unit 3-अंतःप्रभाव +Unit 4-व्यक्तित्व		Duration: Sep (4 weeks)/Oct (4 weeks)	
Content;- Knowledge- सत्य के प्रयोग अथवा आत्मकथा -लेखक: मोहनदास करमचंद गाँधी-अनुवादक: काशीनाथ त्रिवेदी Concept- आत्मकथा के तत्व- व्यक्ति,कार्य, समायावधि , Skills- आत्मकथा लेखन । विषय, घटना, अनुभव आदि Content;- Knowledge-- सामाजिक, सांस्कृतिक व वैश्विक विषयों पर आधारित लेख व रिपोर्ट आदि Concept- (हिंदी समाचार पत्र-पत्रिकाओं से)ब्लग लेखन,डायरी लेखन, रिपोर्ट लिखना, Skills- लेखन शैली का विकास,जैसे-वाद-विवाद पर पक्ष एवं विपक्ष पर अपने विचार लिखना, साक्षात्कार, समूह में चर्चा,ब्लग लिखना, सारांश लेखन, समीक्षा करना, भाषण			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of Submission
Unit 3+4 Criterion ABCD	सत्य के प्रयोग अथवा आत्मकथा,ब्लग लेखन,डायरी लेखन, रिपोर्ट लिखना,	5th Dec	16th Dec

French

Unit 1: J'aime faire ca!	Duration: July – August 2018 (8 weeks)
Contents: Developing awareness of the nature of language and language learning in	

terms of talking effectively about leisure: music, cinema, theatre, sport, reading, events, TV programmes, making excuses and apologies, giving personal opinions, forming a sound base of Grammar: Verb: jouer, adverbs, comparisons, direct object pronouns, the superlative, the pluperfect tense

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criterion: C (orals)	Leisure and its place in life	7 Aug 2018	15 Aug 2018
Criterion: D	Leisure and its place in life	12 Sept 2018	14 Sept 2018
Criterion: A	Necessity of leisure in life	9 Oct 2018	10 Oct 2018
Criterion: B	Swiss wrestling_an usual art	11 Oct 2018	12 Oct 2018

Unit 2: Decouvrons! Duration: September 2018 (4 weeks)

Contents: Providing enjoyment and intellectual stimulation while talking about holiday planning, tourist information, hotels and youth hostels, maps & routes, holiday activities, developing transferable skills such as comparison with previous holidays.
Grammar: future tense, conditional, avoir lieu, après avoir/être+past participle, present and past tense

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
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II Term

Unit 3: La sante apporte la bonte Duration: Duration: October 2018 (4 weeks)

Contents: Developing ability to communicate effectively using the target language while talking about health, medicines, doctor's appointment, maintaining good health, body parts and their functions in French, addictions and rehabilitation.
Forming a sound base of grammar: reflexive verbs, reflexive pronouns 'qui', 'que', body

parts, 'en' + present participle			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Unit 4: Nos rêves, nos efforts		Duration: November 2018 (4 weeks)	
Contents: Developing ability to communicate effectively using the target language while talking about education, examinations, Career, pocket money, part-time jobs, preparing for interviews, work, service, future planning, money; forming a sound base of grammar_ usage of two verbs together, demander a/de and infinitive, future tense with quand and the conditional			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Unit 5: Sauvons notre terre_ notre mère!		Duration: December '18 (4 weeks)	
Contents: Encouraging positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations such as countries and nationalities, general facts about the world, disasters: manmade and natural, traffic problems and pollution, environment and the challenges it is facing, saving earth; Literature: Letter by Planet Earth 'Planete en danger', from 'Le monde en francais', Advance materials Grammar_: the passive, il faut + infinitive, some 're' ending verbs			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission

Mathematics

Unit 1: Graph	Duration: 22 hours (July -August)
Contents: <ul style="list-style-type: none"> Graphs of linear and polynomial functions, Gradients and distances 	

- Plotting curves.
- Finding gradients and solutions on the graphs.
- Sketching linear and quadratic curve.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
B,C and D	Whole unit	6th August	21st August

Unit 2: Geometry

Duration: 20 hours [August - September]

Contents:

- Angle properties,
- Triangle properties
- Circle Theorems
- Similarity and congruence
- constructions, locus.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A- test	Geometry and graph	20th September	Same day

Unit 3: Set,vectors and matrices

Duration: 25 hours [September -October]

Contents:

- Sets and set notations
- Venn diagrams
- Logical problems
- Vectors, Column vectors, modulus, vector geometry,
- Matrix operations, inverse of matrix
- Simple transformation, Transformation using matrices.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A, B	Set , vectors and matrices	2nd November	Same day
Unit 4: IDU with Physics		Duration: July-August	
Contents: Graphs and statistics			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
C, D	Whole graph and statistics	17th September	3rd October

Individuals and Societies (Business Studies)

Unit 1: External influences on business activity	Duration: July-August,2018
<p>Contents: 1 Government economic objectives and policies</p> <p>1.1 How government control over the economy affects business activity:</p> <ul style="list-style-type: none"> ● Government economic objectives, e.g. increasing Gross Domestic Product (GDP) ● Main stages of the business cycle; growth, boom, recession, slump ● How changes in taxes and government spending can affect business activity ● How changes in interest rates can affect business activity ● How businesses might respond to these changes <p>● 1.2 Environmental and ethical issues</p> <ul style="list-style-type: none"> ● Environmental concerns and ethical issues as both opportunities and constraints for businesses: <ul style="list-style-type: none"> ○ How business activity can impact on the environment, e.g. global warming ○ The concept of externalities; possible external costs and external benefits of business decisions ○ Sustainable development – how business activity can contribute to this ○ How/why business might respond to environmental pressures and opportunities; 	

pressure groups

- The role of legal controls over business activity affecting the environment, e.g. pollution controls
- Ethical issues a business might face; conflicts between profits and ethics
- How business might react and respond to ethical issues, e.g. child labour

- **1.3 Business and the international economy**

The importance of globalisation:

- The concept of globalisation and the reasons for it
- Opportunities and threats of globalisation for businesses
- Why some governments might introduce import tariffs and quotas
- **1.3.1 Reasons for the importance and growth of multinational companies (MNCs):**
 - Benefits to a business of becoming a multinational
 - Potential benefits to a country and/or economy where a MNC is located, e.g. jobs, exports, increased choice, investment
 - Potential drawbacks to a country and/or economy where a MNC is located, e.g. reduced sales of local businesses, repatriation of profits
- **1.3.2 The impact of exchange rate changes:**
 - Depreciation and appreciation of an exchange rate
 - How exchange rate changes can affect businesses as importers and exporters of products, e.g. prices, competitiveness, profitability (exchange rate calculations will not be examined)

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A,B,C and D	Unit -1 Full content	13th August,2018 (Home assignment)	20th August,2018
Unit 2 : Financial information and decisions		Duration: September- October,2018	

Contents: 2 Business finance: needs and sources

2.1 The need for business finance:

The main reasons why businesses need finance, e.g. start-up capital, capital for expansion and additional working capital
 Understand the difference between short-term and long-term finance needs

2.2 The main sources of capital:

Internal sources and external sources with examples
 Short-term and long-term sources with examples, e.g. debt or equity for

long-term finance

Importance of micro-finance in developing economies

The main factors considered in making the financial choice, e.g. size and legal form of business, amount required, length of time, existing loans

Recommend and justify appropriate resource(s) of finance in given circumstances.

2.3 Cash-flow forecasting and working capital

The importance of cash and of cash-flow forecasting:

- **Why cash is important to a business**
- **What a cash-flow forecast is, how a simple one is constructed and the importance of it**
- **Amend or complete a simple cash-flow forecast**
- **How to interpret a simple cash-flow forecast**
- **How a short-term cash-flow problem might be overcome, e.g. increasing loans, delaying payments, asking debtors to pay more quickly**
- **Working capital: The concept and importance of working capital.**

2.4 Income statements

What profit is and why it is important:

- **How a profit is made**
- **Importance of profit to private sector businesses, e.g. reward for risk taking/enterprise, source of finance**
- **Difference between profit and cash**

2.5 Income statements:

- **Main features of an income statement, e.g. revenue, cost of sales, gross profit, profit ('profit' was known as 'net profit' in the 2014 and previous syllabuses) and retained profit**
- **Use simple income statements in decision making based on profit calculations (constructing income statements will not be examined)**

Balance sheets

5.4.1 The main elements of a balance sheet:

- **The main classifications of assets and liabilities**
- **Examples to illustrate these classifications**

5.4.2 Interpret a simple balance sheet and make deductions from it, e.g. how a business is financing its activities and what assets it owns, sale of inventories to raise finance (constructing balance sheets will not be examined)

5.5 Analysis of accounts

5.5.1 How to interpret financial statements by calculating and analysing accounting ratios:

- **Gross profit margin**
- **Profit margin ('profit margin' was known as 'net profit margin' in the 2014 and previous syllabuses)**
- **Return on Capital Employed**

<ul style="list-style-type: none"> • Current ratio • Acid test ratio <p>5.5.2 Liquidity:</p> <ul style="list-style-type: none"> • The concept and importance of liquidity <p>5.5.3 Why and how accounts are used:</p> <ul style="list-style-type: none"> • Needs of different users of accounts and ratio analysis • How users of accounts and ratio results might use information to help make decisions, e.g. whether to lend to or invest in the business. 			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A	Unit -2 Full content	18th September, 2018 (Class assignment)	18th September, 2018

Individuals and Societies (Economics)

Unit 6: Economic Indicators		Duration: July -August	
Contents: <ul style="list-style-type: none"> - The Retail Price Index - Causes of inflation - Consequences of inflation - Patterns and levels of employment - Causes of unemployment - Gross Domestic Product - Comparing living standards 			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A and D	Unit-6	14/08/18	Same day
Unit 7: Economic Development		Duration: August -September	
Contents:			

- What is development ?
- Policies to reduce poverty
- Factors that affect population growth
- Reasons for different rates of population growth
- Problems of population change
- The effect of changing size of population on an economy
- Changes in population structure and its effect on an economy
- Living standards

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A,B,C and D	Economic indicators in developing and developed economies	04/10/18	12/10/18

Unit 8- International trade and protection

Duration: September-October

Contents:

- Benefits and disadvantages of specialisation
- The current account of the balance of payments
- Exchange rates
- Causes of exchange rate fluctuations
- Consequences of exchange rate fluctuations
- Methods of protection
- The merits of free trade
- The merits of protection

Criteria / task	Course content	Date of assignment	Date of submission
A and D	International aspects	01/11/18	Same day

Individuals and Societies (Global Perspectives)

Unit 1: Sustainable living

Duration: July-August 2018

Contents

1. Analyse the range of perspectives on human made global warming and its consequences.
2. Explore the patterns and trend in growth of population and its impact on environment.

3. Impact of human activity on resources and sustainability globally, nationally and locally.
4. Analysing different perspectives on economic growth and sustainable development.
5. Identify and explore issues of resource exploitation and change in policy requirement for solution.
6. Develop understanding on change in attitude for sustainable living and bring in small changes to save the environmental resources.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criteria ABCD	Report writing	28th July 2018	4th August 2018

Unit 2: Employment

Duration: August -september 2018

Contents: analysed the role of motivation in employment

- explored the definitions of employment and unemployment
- become familiar with the nature of employment and unemployment
- analysed the impact of unemployment in your country compared with other countries
- considered the effects of globalisation on employment

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criteria ABCD	Written test	5th October 2018	Same day

Unit 3: Poverty and inequality

Duration: September-October 2018

Content: Understanding the meaning of Poverty

Identifying and analysing the causes and consequences

Understanding different perspectives [local,global,national]

Understanding the policies to reduce poverty

Recommending possible solutions to reduce the impact of the issues

Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criteria ABCD	Team Research Project	10th oct 2018	2nd Nov 2018

Science (Physics)

Unit 1: Electricity and Magnetism		Duration: July- Aug (6 weeks)	
Contents: Electric currents: Charge, Current in circuit, potential difference, resistance, series and parallel circuits, power, mains electricity at home, Magnets and currents: Magnets, magnetic fields, Electromagnetism, force on current, motors, electromagnetic induction, generators, coils and transformers, Electronics: Diodes, rectification, Transistors, Logic gates.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A	Magnets and Currents	1st August	Same day
Criterion B and C	Electricity and Magnetism	16th August	27th August
Unit 2: Thermal Physics		Duration: Aug- Sep (4 weeks)	
Contents: Thermal Effects: Temperature, thermal conduction, convection, thermal radiation, gas laws, specific heat capacity, Latent heat.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion B and C	Thermal Effects	4th Sep	11th Sep
Criterion D	Thermal Effects	20th september	1st Oct
Unit 3: IDU with Maths		Duration: Sep-oct (4 weeks)	
Contents: Thermal Effects: Temperature, thermal conduction, convection, thermal			

radiation, gas laws, specific heat capacity, Latent heat.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criterion A and D	Thermal Effects	17 September	3rd Oct

Science (Chemistry)

Unit 1: Chemical reactions

Duration: July Aug

Contents: Electricity and chemistry - electrolytes , electrolysis and electrolysis of aqueous copper (II) sulfate using carbon electrodes and using copper electrodes (as used in the refining of copper)

- Describe the electrode products and the observations made during the electrolysis of: molten lead (II) bromide, concentrated hydrochloric acid, concentrated aqueous sodium chlorid

Chemical energetics-exothermic and endothermic reactions, energy level diagrams showing exothermic and endothermic reactions. Calculate the energy of a reaction using bond energies

Energy by burning fuels-hydrogen as a fuel reacting with oxygen to generate electricity in a fuel cell. (Details of the construction and operation of a fuel cell are not required.)

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criteria-A	Chemical reaction	15 sept 2018	Same day
B and C	Lab investigation(factors affecting rate of reaction)	18 Aug 2018	29 Aug 2018

Unit 2: Stoichiometry

Duration:

Contents:-4.1 Stoichiometry

- Use the symbols of the elements and write the formulae of simple compounds. Determine the formula of an ionic compound from the charges on the ions present. Construct word equations and simple balanced chemical equations.
- Define relative molecular mass,

4.2 The mole concept.• Calculate stoichiometric reacting masses, volumes of gases and solutions, and concentrations of solutions.Physical and chemical changes; Rate (speed) of reaction

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A	Calculations based on mole concept, foot bridge method;empirical and molecular formula	09 Nov.2018	Same day in class
D	Essay writing-(purity of substances)	25 Oct.2018	31Oct.2018

Science (Biology)

Unit 1: body systems		Duration: July Aug	
Contents: Coordination and Response, Reproduction			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Crit B, C- Reflex experiment Crit A- Test	Coordination and Response	27 July	3 AUG
	Coordination and Response, Reproduction	20 Aug	
Unit 2: Genetics		Duration: Sept Oct	
Inheritance , Variation and selection,			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
	Inheritance , Variation and	30 Oct	30 Oct

Crit D- Essay about GMO	selection, Biotechnology and genetic engineering		
II Term			
Unit 3: Continuity of life and its Interactions with other organisms , Evolution		Duration: Nov Dec	
Contents:Continuity of life and its Interactions with other organisms , Evolution			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Crit A- Test	Continuity of life and its Interactions with other organisms , Evolution	14 Dec	

ICT -

Unit 1: ICT Applications and the effects of using It	Duration: 8 weeks
Contents: communication applications data handling applications measurement applications microprocessors in control applications modelling applications applications in manufacturing industries school management systems booking systems banking applications computers in medicine computers in libraries expert systems computers in the retail industry	

monitoring and tracking systems recognition systems monitoring and tracking systems satellite systems			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A,B,C,D	Entire course content of unit 1	16/07/2018	08/08/2018
Unit 2: Website authoring		Duration: 8 weeks	
Contents: web development layers create a web page use stylesheets test and publish a website			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A,B,C,D	Entire course content of unit 2	31/08/2018	8/10/2018

Arts

Unit 1: Elementary music, arranging & composing		Duration: July-Dec.	
Contents: · Elements review & revision Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.			
<ul style="list-style-type: none"> · Transcribe simple aural examples into melodic and rhythmic notation. · Learn, analyze and use the techniques of SONG ARRANGEMENT to PERFORM A PRECOMPOSED SONG · Perform a repertoire of instrumental / vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. · Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media. 			

- Improvise melodic and rhythmic embellishments and variations on given melodies.
Use criteria according to the elements of music to evaluate the quality and effectiveness of musical performances and compositions.
- Identify and describe how music functions in the media and entertainment industries.
Identify various careers for musicians in the entertainment industry.
- Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
- Perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensemble.
- Compare music from Indian & Western cultures as to some of the functions music serves and the roles of musicians.
- Improvise melodic and rhythmic embellishments and variations on given melodies
- Compose, improvise, and perform basic rhythmic, and melodic patterns independently in classroom instruments
Identify various methods of music composing and write your opinion about the best one.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
A & D	Whole unit	15th Oct.	27th Oct.
B & C	Music performing & Process journal	15th Oct.	27th Oct.

Unit: Classical Fusion (Vocal Music)

Duration: July to Dec

Contents: National songs and school prayer Song(Ganesh Bandana)

- Introduction of Classical Music and Fusion
 - Practice and perform some popular Fusion, Ghazal and Sugam Sangeet
 - A brief idea about Semi-classical Music(Basically two Genres- Bhajan & Ghazal)
 - Voice Training and Grooming Session(“Om”-kar, “Aa”-kar, “Sa”-Path etc)
 - Basic Idea about Western Chords and Some Terms
 - Note Pehchan and Identification of Disorganized Notes(Use of Tibra and KomalSwars) i.e
- Ear Training**
- Read, write, and perform Traditional musical notations
- Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music.
- Development throughout the project.
- Describe the role and importance of Fusion Music in our society.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Criteria A & D	Whole unit	15th Oct.	27th Oct.
Criteria B & C	Music performing & Process journal	15th Oct.	27th Oct.
Unit 1: Dance -Story telling		Duration: July – December 2018	
<p>Contents: · Compare and contrast of 2 artists. How artists tell stories through Dance Dramas. How learner want to express story and their own exploration of medium. Dance Drama techniques including basic Dance moves, facial expressions, composition, story depiction and techniques.</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Task 1 – Presentation (Criteria A and D)	<p>Relationship between the artworks and their context <i>(Context: facts or circumstances that surround an event or situation.)</i> Critical analysis of two works from different artists.</p>	15th october 2018	27th October 2018
Task 2 – Proposal (Criterion C)	Demonstration of a range of creative-thinking behaviours related to the statement of inquiry.		
Task 3 – Process and Product (Criteria B and C)	<p>Creating Dance Drama Exploration of artistic ideas The product created / performed or presented.</p>		
Task 4 – Commentary	Impact of the student’s artistic response on the world around them and their		

<p>(Criteria A and D)</p>	<p>ability to convey their identity and creative expression through their artistic story. A critique of their own work including reflection on the statement on inquiry/inquiry questions.</p>		
<p>Task 1 – Presentation (Criteria A and D)</p> <p>Task 2 – Proposal (Criterion C)</p> <p>Task 3 – Process and Product (Criteria B and C)</p>	<p>Critical analysis (compare and contrast) of two works from different artists. Relationship between the artworks and their context (Context: facts or circumstances that surround an event or situation)</p> <p>A selection of process journal extracts including:</p> <ul style="list-style-type: none"> · The development of the student’s artistic intention which should be in line with the statement of inquiry and the global context. <p>Demonstration of a range of creative-thinking behaviours related to the statement of inquiry.</p> <p>Process and Product (Criteria B and C) A demonstration of individual student skills and techniques evidenced through:</p> <ul style="list-style-type: none"> · A minimum of three 	<p>15th october 2018</p>	<p>27th October 2018</p>

<p>Task 4 – Commentary (Criteria A and D)</p>	<p>recorded examples of skills acquired, developed and applied (including one at the beginning, one near the middle, and one at the end of the unit) to show the acquisition of skills and progression of work.</p> <ul style="list-style-type: none"> · Exploration of artistic ideas · The product created / performed or presented. <p>Task 4 – Commentary (Criteria A and D) A commentary that includes:</p> <ul style="list-style-type: none"> · Understandings gained about story telling through art · Evidence of the use of acquired knowledge to inform the development of student’s own artwork · Impact of the student’s artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story. <p>A critique of their own work including reflection on the statement on inquiry/inquiry questions.</p>		
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Unit 1: VA-Storytelling	Duration: July – Dec
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Contents:
Compare and contrast of 2 artists.
How artists tell stories in VA.
How learner want to express story and their own exploration of medium.

Illustration techniques including basic proportion of human figures, facial expressions, composition, story boarding and techniques.

Summative assessments:

Criteria / task Criteria-A,B,C,D all strands.	Course content	Date of assignment	Date of submission
<p>Task 1 – Presentation (Criteria A and D)</p> <p>Task 2 – Proposal (Criterion C)</p> <p>Task 3 – Process and Product (Criteria B and C)</p> <p>Task 4 – Commentary (Criteria A and D)</p>	<p>Relationship between the artworks and their context <i>(Context: facts or circumstances that surround an event or situation.)</i> Critical analysis of two works from different artists.</p> <p>Demonstration of a range of creative-thinking behaviours related to the statement of inquiry.</p> <p>Creating story board. Exploration of artistic ideas · The product created / performed or presented.</p> <p>Impact of the student’s artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story. A critique of their own work including reflection on the statement on inquiry/inquiry questions.</p>	<p>15th october 2018</p>	<p>27th October 2018</p>

<p>Task 1 – Presentation (Criteria A and D)</p>	<ul style="list-style-type: none"> · Critical analysis (compare and contrast) of two works from different artists. <p>Relationship between the artworks and their context (Context: facts or circumstances that surround an event or situation)</p>	<p>15th october 2018</p>	<p>27th October 2018</p>
<p>Task 2 – Proposal (Criterion C)</p>	<p>A selection of process journal extracts including:</p> <ul style="list-style-type: none"> · The development of the student’s artistic intention which should be in line with the statement of inquiry and the global context. <p>Demonstration of a range of creative-thinking behaviours related to the statement of inquiry.</p>		
<p>Task 3 – Process and Product (Criteria B and C)</p>	<p>Process and Product (Criteria B and C)</p> <p>A demonstration of individual student skills and techniques evidenced through:</p> <ul style="list-style-type: none"> · A minimum of three recorded examples of skills acquired, developed and applied (including one at the beginning, one near the middle, and one at the end of the unit) to show the acquisition of skills and progression of work. 		

<p>Task 4 – Commentary (Criteria A and D)</p>	<ul style="list-style-type: none"> · Exploration of artistic ideas · The product created / performed or presented. <p>Task 4 – Commentary (Criteria A and D) A commentary that includes:</p> <p style="padding-left: 40px;">Understandings gained about story telling through art</p> <ul style="list-style-type: none"> · Evidence of the use of acquired knowledge to inform the development of student’s own artwork · Impact of the student’s artistic response on the world around them and their ability to convey their identity and creative expression through their artistic story. <p>A critique of their own work including reflection on the statement on inquiry/inquiry questions.</p>		
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Physical and Health Education

<p>Unit 1: Diet and Nutrition</p>	<p>Duration: July to August 2018</p>
<p>Contents: Recap of nutrition–food groups, the health eating, food pyramid, the healthy food plate, healthy eating habits.</p> <p>Composition and uses of–carbohydrates, proteins and fats.</p> <p>How the body uses (breaks down) carbohydrates,</p>	

proteins and fats as fuel Sources.

Nutrition (fuel) for various physical activities—endurance activities,explosive activities,Everyday activities.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
Crit: A	Diet and Nutrition Food groups Food pyramids Composition of food: Carbohydrate,protein, fat.	17 August 2018	24 August 2018

Unit 2: Athletics	Duration: September to November 2018
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Contents:
 Event skills, techniques, strategies and movement concepts – 100 mtrs, 200 mtrs, 400 mtrs and 4 x 100 mtrs relay.

 Design training programme for endurance.
 Design training programmed for speed.
 Training programmed for Explosive activities.

Summative assessments:

Criteria / task	Course content	Date of assignment	Date of submission
B C,D	Athletics: techniques,movements,strategi es in events Training programmes for speed,endurance and explosive activities.	12 December 2018	17 December 2018

