

Grade 10 Arts

Units of Study

UNIT 1:	MUSIC - Bootleg Sonata	Start: August	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Aesthetics, Structure, Style • Subject Specific Skills: Composing • Learning Experiences: Students will create a piece of music that uses traditional composition skills in a new or innovative way. Students will be taught ideas and techniques from the classical period such as modulation, sonata form and theme and variations and explore using these ideas in modern styles of music. 			

UNIT 1:	DRAMA - Theatre for Change (Augusto Boal)	Start: August	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Change, audience, innovation • Subject Specific Skills: performance skills: voice, body language, expression. Managing rehearsals and collaborating. • Learning Experiences: Students will research a theatre practitioner's work and context and in groups, create a piece of theatre on a specific social issue, evaluating and reflecting on practice. 			

UNIT 1:	VISUAL ARTS - Art for a purpose	Start: August	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Change • Subject Specific Skills: Art criticism, Art making skills (sketching, drawing, painting), • Learning Experiences: Students will research artworks and artists, develop and record ideas in the process journal, evaluate and reflect on their work as it progresses. 			

UNIT 2:	MUSIC - Shifting Perceptions	Start: November	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Communication, boundaries • Subject Specific Skills: Music technology, composing, arranging. • Learning Experiences: Students will create a piece of music that either blends space - looking at two distinct musical cultures and creating a fusion, or distorts time - using a range of techniques including use of music technology students will distort time in a piece of music. 			

UNIT 2:	VISUAL ARTS - Artists Make a Difference	Start: November	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Communication • Subject Specific Skills: Art criticism, Art making skills (sketching, drawing, painting), • Learning Experiences: Students will create artworks and learn that artists make a difference with world issues including: conflict, cultural tolerance, environmental waste, drought, famine, gender equality, natural/manmade disasters, political asylum, racism, refugees. 			

UNIT 3:	MUSIC - Storytelling	Start: April	Duration: 10 weeks
<ul style="list-style-type: none"> • Concepts: Aesthetics, interpretation • Subject Specific Skills: Music performance skills, individually and in groups • Learning Experiences: Students will consolidate and demonstrate the performance skills they have developed over the program through public and private performances of pieces of music that tell stories in a variety of ways. 			

UNIT 3:	DRAMA - Page to Stage	Start: April	Duration: 10 weeks
<ul style="list-style-type: none"> • Concepts: Aesthetics, interpretation, genre, communication • Subject Specific Skills: performance skills, text study and analysis, understanding production roles • Learning Experiences: Students will work collaboratively to produce a piece of theatre based on a play text or a devised play on a specific theme / stimulus. As well as acting, they will manage the different aspects of production: costumes, set, lighting, sound, staging and directing. 			

UNIT 3:	VISUAL ARTS - Posing Questions and Solving Problems	Start: April	Duration: 10 weeks
<ul style="list-style-type: none"> • Concepts: Communication • Subject Specific Skills: Digital painting skills • Learning Experiences: Students will learn how digital visual language can be composed to tackle human dignity. 			

Grade 10 Drama

Unit 1: Theatre for Change

Start: August

Duration: 12 Weeks

LEARNING EXPERIENCES:

Students explore the work of Brazilian practitioner Augusto Boal and learn about the role of the artist as an agent for social change. They will study the innovative techniques developed by Boal: Image Theatre, Invisible Theatre and Forum Theatre and how they can be used to initiate discussions about issues in a community. Students will create and perform a piece of Forum theatre.

KEY CONCEPT: ?

Change / audience / innovation

STATEMENT OF INQUIRY:

Artists have a role in initiating social and political change and this often results in innovative changes to the art form.

INQUIRY QUESTIONS:

Factual:

Who is Augusto Boal? What was the context (e.g. life circumstances, environment, socio-political situation) that led to the development of his techniques?

Conceptual:

How does a particular context give rise to a response by an artist? What role can artists play to initiate change in the world?

Debatable:

Should art have a purpose? Can an audience be moved by art to change the world?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Thinking Creatively

Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Research, Reflection, Communication

RESOURCES / LITERATURE OPTIONS:

- Augusto Boal's Books: Games for Actors and Non Actors, Theatre of the Oppressed, Rainbow of Desire
- Articles about Boal, e.g. <https://www.theguardian.com/world/2009/may/06/augusto-boal-obituary>
- You-tube videos about his work, e.g. [Interview with Boal](#)

SUMMATIVE ASSESSMENT TASKS:

1. Task 1: Research presentation
2. Task 2: Exploring the statement of inquiry and developing an artistic intention
3. Task 3: Process and Product: creating a piece of theatre
4. Task 4: Commentary - evaluating learning

Grade 10 Music

Unit 1: Bootleg Sonata

Start: August

Duration: 10 Weeks

LEARNING EXPERIENCES:

Students will create a piece of music that uses traditional composition skills in a new or innovative way. Students will be taught ideas and techniques from the classical period such as modulation, sonata form and theme, and variations and explore using these ideas in modern styles of music.

KEY CONCEPT:

Aesthetics, Structure, Style

STATEMENT OF INQUIRY:

Traditional aesthetic principles can be innovated to apply to any style or form

INQUIRY QUESTIONS:

Factual:

What is structure in music? What are modulation and the circle of fifths?

Conceptual:

Does a form or structure define a genre?

Debatable:

Does using ideas from classical music in modern styles make it more interesting?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They use what they have learned as the basis for their own art.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Thinking Creatively

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think/explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations.

ATLs:

Select and use technology effectively and productively
Create original works and ideas; use existing works and ideas in new ways

RESOURCES / LITERATURE OPTIONS:

- Music Technology - Soundtrap <https://www.soundtrap.com/tutorials>

SUMMATIVE ASSESSMENT TASKS:

1. Journal Ai, Bi, Cii
2. Artistic Intention Ci
3. Final Piece Aiii, Bii, Ciii
4. Commentary Di, Dii

Grade 10 Visual Arts

Unit 1: Art for a Purpose

Start: August

Duration: 12 Weeks

LEARNING EXPERIENCES:

In this unit, students learn art appreciation and critique. They investigate, analyze and synthesize ideas, consider alternate points of view and meaning and develop creative connections. They create artworks that artists ask questions, raise issues, increase awareness, and/or propose solutions.

KEY CONCEPT:

Change

STATEMENT OF INQUIRY:

Artists raise awareness of the implications of change and innovation through their work.

INQUIRY QUESTIONS:

Factual:

What have we learned about our past world from artists' work?

Conceptual:

How might art expose truths and ask questions?

Debatable:

To what extent does art have a role in raising awareness, preventing problems and/or solving issues?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Presentation (Criteria A and D)

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.

B: Proposal (Criteria C)

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Process and product (Criteria B and C)

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Commentary (Criteria A and D)

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Research, Reflection, Communication, Self-Management

RESOURCES / LITERATURE OPTIONS:

- Leonardo da Vinci, Circa 1492: [Art in the Age of Exploration](#)
- Adolphe Appia, [revolutionary \(futurist\) set designs](#)
- John Maeda 'How Technology and Design Inform Creative Leaders'
- Art series '[Art Through Time – A Global View](#)'

SUMMATIVE ASSESSMENT TASKS:

- Final product
- Process portfolio
- Commentary

Grade 10 Visual Arts

Unit 2: Artists Make a Difference

Start: January

Duration: 10 Weeks (20 Hours)

LEARNING EXPERIENCES:

In this unit, students learn art appreciation and critique. They investigate, analyze and synthesize ideas, consider alternate points of view and meaning and develop creative connections. They create artworks and learn that artists make a difference with world issues including: conflict, cultural tolerance, environmental waste, drought, famine, gender equality, natural/manmade disasters, political asylum, racism, refugees.

KEY CONCEPT:

Change
Related Concepts / Subject Specific: Expression

STATEMENT OF INQUIRY:

Art has the power to impact the world

INQUIRY QUESTIONS:

Factual:

What events have changed the world?
Which events/periods in time have been documented through art?
Which artists have impacted the world through their art?

Conceptual:

How do artists impact humankind and the environment?
To what extent does art motivate society from thinking into doing?

Debatable:

Can the emotional response to art be as significant when the art is about an issue or event that the audience has not experienced?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowledge and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Thinking Creatively

Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

- Self-Management: Reflection skills
- Thinking: Transfer skills

RESOURCES / LITERATURE OPTIONS:

- *Games for Actors and Non-Actors* by Augusto Boal (1992 Routledge) – Image Theatre/Invisible Theatre/Forum Theatre:
- Access and equal opportunities in Theatre: <http://www.tcgcircle.org/2013/08/access-and-equal-opportunity/>
- Patriot's day (Boston marathon) film: <http://www.imdb.com/title/tt4572514/>

SUMMATIVE ASSESSMENT TASKS:

1. Final performance
2. Process portfolio
3. Commentary

Grade 10 Music

Unit 2: Shifting Perceptions

Start: November

Duration: 10 Weeks

LEARNING EXPERIENCES:

In this unit students will create an original or reinterpret an existing artwork in order to distort, abstract or blend space and time. This unit will provide opportunity for students to explore music of different cultures and how they can be blended and the cultural history of this process. Alternatively this unit will allow students to explore distortion and a range of music technology techniques.

KEY CONCEPT:

Communication / boundaries

STATEMENT OF INQUIRY:

Art distorts, abstracts and blends space and time

INQUIRY QUESTIONS:

Factual:

How do artists convey a sense of space and time? In what ways can art distort space and time? What role have the arts played in turning points in history?

Conceptual:

How do artists create alternative perspectives? How do the arts transcend actual or perceived boundaries?

Debatable:

To what extent do the arts blend the past, present or future?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

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D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Use intercultural understanding to interpret communication
Create original works and ideas; use existing works and ideas in new ways

RESOURCES / LITERATURE OPTIONS:

- Steve Reich <https://www.britannica.com/biography/Steve-Reich>
- Ravi Shankar <https://www.britannica.com/biography/Ravi-Shankar>
- Indian Music http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_india1.shtml
- Music Technology - Soundtrap <https://www.soundtrap.com/tutorials>

SUMMATIVE ASSESSMENT TASKS:

1. Research Presentation (A and D)
2. Artistic Intention (C)
3. Final Piece (B)
4. Journal (ABCD)

Grade 10 Visual Arts

Unit 2: Artists Make a Difference

Start: April

Duration: 10 Weeks (20 Hours)

LEARNING EXPERIENCES:

In this unit, students learn art appreciation and critique. They investigate, analyze and synthesize ideas, consider alternate points of view and meaning and develop creative connections. They create artworks and learn that artists make a difference with world issues including: conflict, cultural tolerance, environmental waste, drought, famine, gender equality, natural/manmade disasters, political asylum, racism, refugees.

KEY CONCEPT:

Communication
Related Concepts / Subject Specific: Expression

STATEMENT OF INQUIRY:

Art has the power to impact the world

INQUIRY QUESTIONS:

Factual:

What events have changed the world?
Which events/periods in time have been documented through art?
Which artists have impacted the world through their art?

Conceptual:

How do artists impact humankind and the environment?
To what extent does art motivate society from thinking into doing?

Debatable:

Can the emotional response to art be as significant when the art is about an issue or event that the audience has not experienced?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowledge and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

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D: Responding

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ATLs:

- Social: Collaboration skills
- Self Management: Organization skills

RESOURCES / LITERATURE OPTIONS:

- [Painting the town](#)
- [Banksy does New York](#)
- [Art installation, 1600 pandas raises awareness of endangered animals](#)
- [100 photos](#)

SUMMATIVE ASSESSMENT TASKS:

1. Final product
2. Process portfolio
3. Commentary

Grade 10 Drama

Unit 3: Page to Stage

Start: April

Duration: 8-10 Weeks

LEARNING EXPERIENCES:

Students will create a collaborative production of a scripted piece of theater or a devised play on a specific theme / stimulus. In doing so, they will draw together all the skills they have acquired in characterization, acting, design (costume, sound and lighting, set) and directing. They will take on different roles in the ensemble, according to their preference. The final piece will be performed for an invited audience, to the school or wider community.

KEY CONCEPT:

Aesthetics, interpretation, genre, communication

STATEMENT OF INQUIRY:

Collaboration and communication are essential skills when working in an ensemble to produce a piece with a coherent aesthetic.

INQUIRY QUESTIONS:

Factual:

What is the context of the piece studied? What are the themes and characters? What is a genre?

Conceptual:

How does each production aspect contribute to the aesthetics of communicated to the audience?

Debatable:

To what degree are artists free to interpret a piece in their own way?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Thinking Creatively

Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Self-management
Practise focus and concentration
Use regular journaling to keep a record of reflections
Communication
Give and receive appropriate feedback

RESOURCES / LITERATURE OPTIONS:

The play will be chosen with the students under guidance from the teacher.

SUMMATIVE ASSESSMENT TASKS:

Students will fulfil their role in the class ensemble in producing / performing a piece of theater to an audience. They will be encouraged to use the skills they have learned throughout the Drama course to make conscious artistic choices in communicating a shared interpretation of the play. Students will be required to write a statement of artistic intention before developing the performance. In a written post-performance analysis students will discuss the effectiveness of their production in communicating the intended message and aesthetic vision to the audience.

Grade 10 Music

Unit 3: Storytelling

Start: April

Duration: 8-10 Weeks

LEARNING EXPERIENCES:

Students will consolidate and demonstrate the performance skills they have developed over the program through public and private performances of pieces of music that tell stories in a variety of ways.

KEY CONCEPT:

Aesthetics, interpretation

STATEMENT OF INQUIRY:

Personal and cultural identity is expressed through stories

INQUIRY QUESTIONS:

Factual:

What are the different types of stories that can be told through music? (program music, song, rhymes)
What are the techniques musicians use to tell a story through music?

Conceptual:

How does culture influence the interpretation and/or the creation of a story?
How can music tell a story without words?
Why do people tell stories? Why are they important to a culture?

Debatable:

After knowing the composer's intention, do we listen to the music in the same way?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Students show an appreciation of the contexts in which art is created and performed.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Thinking Creatively

Students engage in exploration and a process of developing their piece, according to their intentions, to a final artwork

D: Responding

Students demonstrate their ability to critique their own artwork and that of others.

ATLs:

Self-management
Practise focus and concentration
Use regular journaling to keep a record of reflections
Communication
Give and receive appropriate feedback

RESOURCES / LITERATURE OPTIONS:

Berlioz: Symphonie Fantastique - March to the Scaffold

Queen: Bohemian Rhapsody

SUMMATIVE ASSESSMENT TASKS:

1. Research
2. Journal
3. Performance

Grade 10 Visual Arts

Unit 3: Posing Questions and Solving Problems

Start: April

Duration: 11 Weeks (22 Hours)

LEARNING EXPERIENCES:

In this unit, students learn how visual language can be composed to tackle human dignity. The student will be a visual communicator/ artist who creates a digital art piece that communicate his/her opinion about a social issue in the school. After investigating the social issue and creating the final product the students will present it to the school community.

KEY CONCEPT:

Communication
Related Concepts / Subject Specific: Composition

STATEMENT OF INQUIRY:

Visual language can be composed to tackle human dignity.

INQUIRY QUESTIONS:

Factual:

What can be manipulated with the visual language?

Conceptual:

How visual messages about social issues are portrayed?
How can visual be a transforming tool?

Debatable:

Are all the social issues negative?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowledge and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.

B: Developing Skills

Used to assess the student's progress in developing and using the skills and techniques used to create and present / perform their artwork.

C: Thinking Creatively

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D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

- Research
- Communications

RESOURCES / LITERATURE OPTIONS:

- [Annotation](#) guided questions for reflection
- [Color scheme and theory](#)
- [Composition](#)
- InkScape tutorials
- GIMP tutorials
- [Look at these glaciers - photos or drawings?](#)

SUMMATIVE ASSESSMENT TASKS:

1. Final product
2. Process portfolio