

## Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP arts units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics.	<ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Composition</li> <li>• Personal and cultural expression</li> </ul>	World music Arts appreciation Study of nature Indigenous arts
Symbols and conventions used to convey meaning to audiences are influenced by time and space.	<ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Audience</li> <li>• Orientation in space and time</li> </ul>	Design/scenography Direction Playwriting/interpreting script Ritual Graffiti
Developments in technology can manipulate artists' identity.	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Visual culture</li> <li>• Scientific and technical innovation</li> </ul>	Popular culture Media representation The development of art and art distribution through technology Consumer art Popularization of art
The process of artistic creation can lead to self-discovery.	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Innovation</li> <li>• Identities and relationships</li> </ul>	Self-portraits Characterization Improvisation Free expression
Social media has the potential for global influence and can be a vehicle for change.	<ul style="list-style-type: none"> <li>• Change</li> <li>• Boundaries</li> <li>• Fairness and development</li> </ul>	Artistic choices in a public arts forum Propaganda Advertising Social messaging

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“Craftsmanship”, medium and tools must change along with the times to stay relevant in society.	<ul style="list-style-type: none"> <li>• Change</li> <li>• Presentation</li> <li>• Globalization and sustainability</li> </ul>	Exploration of various arts medium and materials Various forms of craftsmanship Arts across the world Arts through the ages
Pattern and repetition can communicate motion.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Composition</li> <li>• Personal and cultural expression</li> </ul>	Movement in art Physical theatre Repetition and representation sports art Tessellations and mosaic
Iconic representations express a recurring sentiment through time and space.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Representation</li> <li>• Orientation in space and Time</li> </ul>	Imagery icons in visual art and media Symbology Stock characters Formulaic storylines

*Table 3  
Example statements of inquiry*

## Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP arts units.

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
<ul style="list-style-type: none"> <li>• What artists can be considered influential in modern time?</li> <li>• How has the art form changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent does the identity of the artist impact the artwork?</li> <li>• In what ways can the arts influence or even change a society?</li> </ul>	<ul style="list-style-type: none"> <li>• When is process more important than product?</li> <li>• Is everyone an artist?</li> <li>• When does art become labelled as provocative?</li> </ul>

• What conventions or elements can be identified as specific to the genre?	• What is the relationship between arts and audiences?	
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*Table 4  
Examples of factual, conceptual and debatable questions*

## Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important in arts.

Category	Skill indicator
Thinking skills	Map the creative thought process in the arts process journal to generate new ideas and questions.
Social skills	Work collaboratively in a production team with assigned roles and responsibilities.
Communication skills	Listen actively and endorse the views or opinions of others.
Self-management skills	Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition.
Research skills	Create mood boards, sketches and/or storyboards, which translate an idea into practice.

*Table 5  
Examples of arts-specific skill indicators*

Well-designed learning engagements and assessments provide rich opportunities for students to practice and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject-group objectives.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in arts.

Approaches to learning
<b>Thinking (critical thinking):</b> identify problems and develop aims, goals and objectives in designing a storyboard.
<b>Research (media literacy):</b> use a variety of technologies and media platforms to source information, including social media and online networks.

*Table 6*  
*Examples of arts demonstrations of ATL skills*