

Related concepts in arts			
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure

The appendices contain a glossary of these related concepts for arts.

## Global contexts for learning and teaching

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers must identify a global context for learning and teaching or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

Many inquiries into arts concepts naturally focus on personal and cultural expression. However, teachers are encouraged to design their courses to offer students opportunities to explore other MYP global contexts in relation to the aims and objectives of the subject group.

## 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.

Table 3

### Example statements of inquiry

Statement of inquiry	Key concept Related concept(s) Global context and exploration	Possible project/study
Ingenious experimentation can give rise to unique and beautiful creations.	<ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Composition(s)</li> <li>• Scientific and technical innovation: An exploration into adaptation and ingenuity</li> </ul>	Mixed media visual arts Music arranging Experimental choreography Directorial decisions in theatre/film
Artistry can make communication with an audience more effective.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Audience</li> </ul>	Stage design Film music Illustration

Statement of inquiry	Key concept Related concept(s) Global context and exploration	Possible project/study
	<ul style="list-style-type: none"> <li>Personal and cultural expression: An exploration into artistry</li> </ul>	
New genres may emerge when innovations are adopted by others.	<ul style="list-style-type: none"> <li>Change (transformation)</li> <li>Genre</li> <li>Innovation</li> <li>Orientation in space and time: An exploration of the interconnectedness of individuals</li> </ul>	Any genre(s)
Different styles of expression can facilitate self-discovery and enhance wellbeing.	<ul style="list-style-type: none"> <li>Identity</li> <li>Expression</li> <li>Identities and relationships: An exploration of health and well-being</li> </ul>	Self-portraits Improvisation Mindful art
Different styles can reflect the perception of beauty shared by people of a particular era and/or culture.	<ul style="list-style-type: none"> <li>Aesthetics</li> <li>Interpretation</li> <li>Orientation in space and time: An exploration of eras and/or peoples</li> </ul>	Arts appreciation Studies of nature Study of any era(s)/culture(s) in the arts discipline
Compositions can raise awareness and lead to increased community engagement and change.	<ul style="list-style-type: none"> <li>Change</li> <li>Expression</li> <li>Fairness and development: Social entrepreneurs</li> </ul>	Protest songs Propaganda Theatre for change Street art

## Inquiry questions

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

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

Table 4

### Examples of factual, conceptual and debatable questions

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
<p>What is the relationship between identity and aesthetics?</p> <p>How do the arts help us express our identity?</p>	<p>How can learning about someone's artistic preference help you understand their identity better?</p>	<p>To what extent is art more powerful than words?</p> <p>Is all art created with an audience in mind?</p>