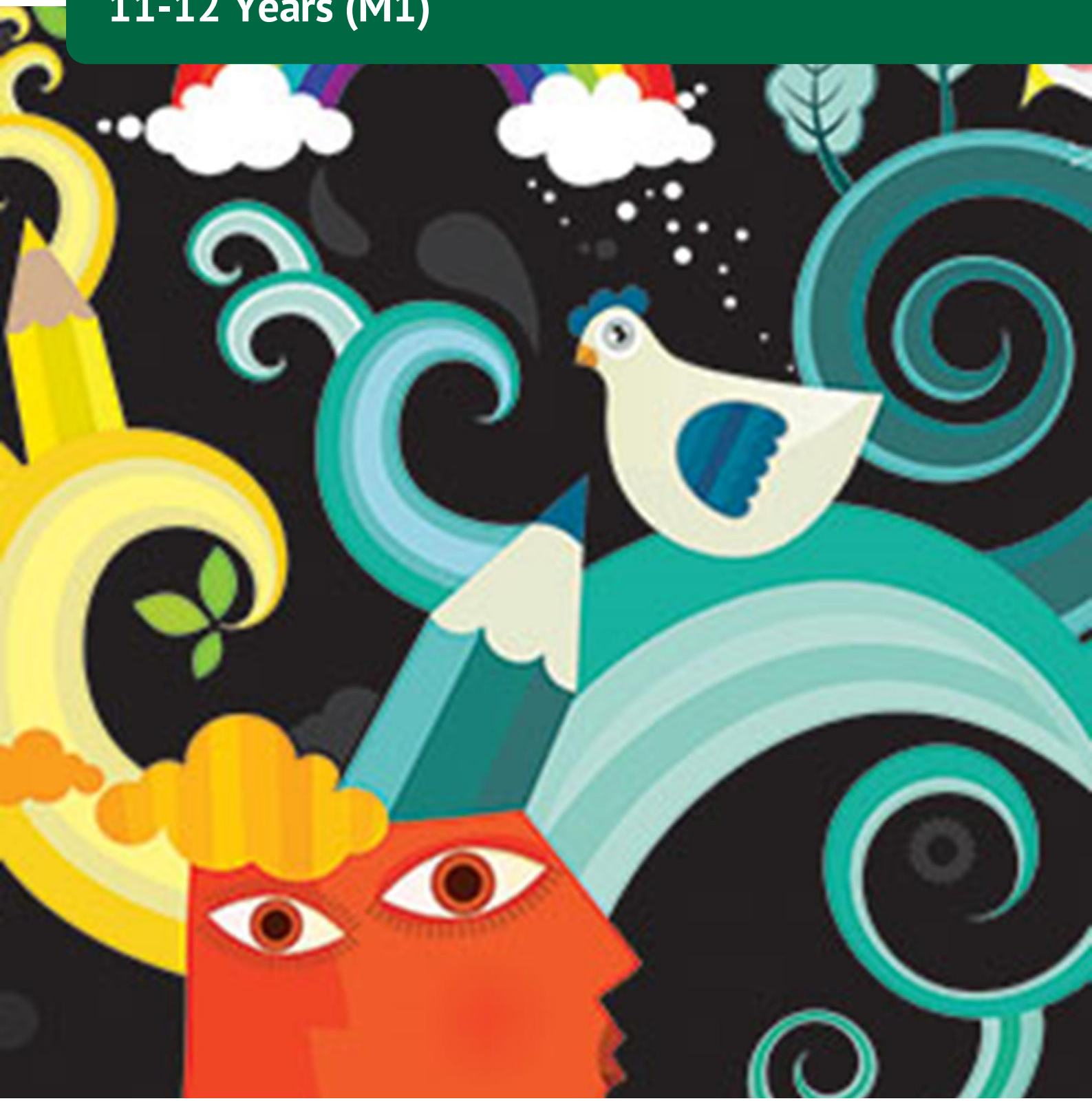
imyc Creativity

11-12 Years (M1)



Fieldwork Education
Improving Learning

greatlearning.com/imyc

Contents

Learning Goals

Art Learning Goals

Students will:

4.01 Know that the study of art is concerned with visual, tactile and personal expression used to share and express emotions, ideas and values

4.02 Know the contributions and impacts of various artists in different countries and how their work influenced or was influenced by society

4.04 Be able to recognise influential artists from particular countries, genres or periods and the pieces of art they produced

4.05 Be able to evidence how artists, craftspeople and designers from a variety of traditions from around the world use materials, forms and techniques to express their feelings, observations and experiences

4.07 Be able to create an original work of art using a variety of processes, materials, tools and media to express their ideas, thoughts, emotions and views of the world

4.08 Be able to create art to achieve a particular purpose so that the idea goes beyond art being exclusively for self-expression and creativity

4.10 Be able to describe works of art in terms of meaning, design, materials, technique, place and time

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Students will:

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4.02 Know about the main physical and human features and environmental issues in particular localities

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4.06 Know how the features of particular localities influence the nature of human activities within them

4.08 Know how people and their actions affect the environment and physical features of a place

4.10 Know how the weather and climate affect, and are affected by, human behaviour

4.11Know how the geography of a region shapes economic development

- **4.13 Be able to use and interpret globes, maps, atlases, photographs, computer models and satellite images in a variety of scales**
- **4.14 Be able to make plans and maps using a variety of scales, symbols and keys**

4.18 Be able to explain the relationships between the physical characteristics and human behaviours that shape a region

4.22 Develop an understanding of how localities are affected by natural features and processes

4.23 Develop an understanding of how and why people seek to manage and sustain their environment

ICT & Computing Learning Goals

Students will:

- **4.05 Be able to select and use technology and the internet safely, responsibly, respectfully, creatively and competently, for a range of purposes and audiences**
- **4.06 Be able to manipulate, combine and present different forms of information from different sources in an organised and efficient way**

4.13 Develop an understanding of how the internet, the World Wide Web and Cloud computing function, and how they facilitate communication and creativity

4.15 Be able to communicate effectively using a range of digital tools including online environments

4.22 Know how to apply design principles when developing computer models and programs

- **4.23 Be able to design, write and debug computer programs in two or more programming languages (e.g. Python, Ruby, PHP, HTML)**

4.24 Be able to design, create, use and evaluate creative digital solutions for authentic purposes, considering the end-user

4.25 Develop an understanding of the user-centered design process and apply this in practice when creating digital content

Language Arts Learning Goals

Students will:

- **4.09 Be able to read and comprehend for different purposes including stories, dramas, poems and literature**
- **4.10 Be able to use a variety of strategies to understand meaning**

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- **4.17 Be able to write in a range of different forms appropriate for their purpose and readers**

4.18 Be able to write narratives to communicate real or imagined events using descriptive details and event sequences

- **4.21 Be able to use writing to organise thoughts, experiences, emotions and preferences**
- **4.23 Be able to use a range of strategies and tools for planning, drafting and revising their writing**

4.25 Know the rules for grammatical construction and usage

4.26 Know the rules for spelling, punctuation and capitalisation

4.27 Be able to recognise the devices used by an author to accomplish a purpose

4.28 Be able to recognise different forms, genres and themes

4.29 Be able to explain and describe the main features, ideas, themes, events, information and characters in a text

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4.34 Be able to recognise and use different linguistic conventions

4.35 Develop an understandingthat language is used differently in different situations

4.36 Develop an understandingthat language and the way it is used affects the relationships between people

4.37 Develop an understanding that there are cultural differences between the way language is used by different people and in different situations

4.38 Develop an understanding that the meaning of language can be influenced by the situation, form, unexpressed intentions, physical posture, facial expression and gestures

4.39 Develop an understanding that forms of communication benefit from the application of rules

4.40 Know that everyone has a creative side

4.41 Be able to improvise a play, using the roles, situation and elements of a story

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Students will:

4.01 Know that the study of music is concerned with musical expression and communication

4.02 Know the uses of the elements of music

4.04 Know the characteristics of representative music genres and styles from a variety of cultures

4.06 Be able to use music vocabulary and apply the elements of music to analyse and describe musical forms

4.07 Be able to interpret standard notation symbols

4.08 Be able to sing and/or play a melody with accompaniment

4.10 Be able to create or compose short pieces within specified parameters

4.14 Be able to improvise, extend or create music to express emotion, ideas, creativity and imagination

Physical Education Learning Goals

Students will:

4.01 Know that the study of physical education is concerned with healthy lifestyle choices and activity which lead to physical, emotional and mental balance

4.02 Know the principal rules of established sporting and athletic activities

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4.06 Be able to steadily improve performance with control, coordination, precision and consistency in a range of physical skills and techniques whenever possible

4.07 Be able to select a physical activity they enjoy and decide how they will participate in their chosen activity

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- **4.10 Be able to use safe and acceptable tactics to steadily improve their own performance and that of a team**

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4.13 Be able to apply the rules and conventions of a range of sports and activities

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- **4.02 a) Select a scientific issue to investigate and formulate a research question that recognises a potential relationship between two variables, and generate a hypothesis**
- **4.02 b) Plan an investigation and make predictions**
- **4.02 c) Select appropriate apparatus and sampling groups, and identify health and safety issues**
- **4.02 d) Make systematic and accurate measurements to gather data to test a hypothesis**
- **4.02 e)Record and present his/her findings accurately using the most appropriate medium, scientific vocabulary and conventions**
- **4.02 f) Identify patterns in the results and draw conclusions based on the evidence**
- **4.02 g) Suggest ways in which his/her investigations and working methods could be improved**

4.02 h) Relate their own investigations to wider scientific ideas

4.04 Develop an understanding that scientific knowledge is built up from the systematic collection and analysis of evidence and the application of rigorous reasoning applied to the evidence

4.07 Develop an understanding of the ethical responsibility all scientists face

4.27 Know about the particulate nature, structure and properties of matter; atoms and molecules

4.28 Know about the structure and conservation of matter - materials and mass - and the total energy of a system

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4.03 Know how to combine creativity with skills to predict new ideas and inventions

4.04 Know that the natural resources available in a particular region affect the development and progress of its technology

4.05 Know that the quality of a product depends on how well it is made and how well it meets its intended purpose

4.06 Know about the principles of nutrition and health and the properties and characteristics of the different food groups

- **4.07 Be able to investigate the way in which simple products in everyday use are designed and made and how they work**
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4.16 Develop an understanding of developments in design and technology and how technology can impact individuals, society and the environment.

Art Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit students consider how artists are inspired by and interpret the same or similar subject matter and themes in very different ways. They focus on colour and how its use can be vital in expressing emotions through art. They create at least one artwork that explores their own ideas about subject matter while practising a range of painting techniques and using media purposefully to express their intentions. They have the opportunity to produce an abstract portrait inspired by Pablo Picasso (or another expressive artist) bringing together their own ideas and aspects of the chosen work.

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Art Journaling Questions

- What does creativity mean to you?
- Can you reflect on the different ways artists have been creative?
- What images did you look at or see in the past few days that you think of as being 'creative'?
- Have your thoughts about creativity changed during your work in Art?
- Has there been an aspect of this project that your creative input didn't work out?
- Are you happy you tried it anyway?
- Looking at your artwork, what is the most creative aspect?
- What aspect could have had more creativity injected into it?

Geography Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit students investigate a range of local environments, including their own, in order to learn about the ways communities make use of existing resources in order to meet the challenges of living and prospering. They research aspects of the physical environment, both natural and manmade and have opportunities to collaborate as they develop solutions to specific issues of geographical locations such as irrigation, transport, shelter. Finally, students apply what they have learned to create a new solution to an existing geographical challenge.

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4.23 Develop an understanding of how and why people seek to manage and sustain their environment

Geography Journaling Questions

- How creative are you in using the local geography to solve specific problems or issues?
- What are the most important features of creative responses to the environment?
- What influence does culture have on creativity?
- How are human activities affected by the natural environment?
- How do human activities affect the natural environment?
- Why do people use what is around them to solve problems?
- Are any ideas truly unique or do they always build on an existing concept?

ICT & Computing Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit, students explore how digital technologies have enabled an explosion of new creations through bringing together existing ideas in innovative ways. They focus on how computers have revolutionised the gaming world. Through research and exploration of the evolution of computer games, students learn how to combine concepts derived from existing games in order to develop new ideas to create games. During this process, students examine their own innovative ideas, reflecting on how they designed their games by combining elements from one or more games they have already experienced. They collaborate to give and receive feedback on each other's ideas for their games, focusing on 'playability' and 'creativity'.

ICT & Computing Learning Goals

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- **4.23 Be able to design, write and debug computer programs in two or more programming languages (e.g. Python, Ruby, PHP, HTML)**

4.24 Be able to design, create, use and evaluate creative digital solutions for authentic purposes, considering the end-user

4.25 Develop an understanding of the user-centered design process and apply this in practice when creating digital content

ICT & Computing Journaling Questions

- How has your learning in the unit helped you to make sense of the development of the computer games industry?
- What new programming skills have you learned during this unit?
- Give examples of how you have used your existing experience and knowledge to help you write your new game.
- Reflect on how the ICT and Computing tasks in the unit helped you to deepen your understanding of the user-centered design process and how you applied this in practice when creating your game.
- Give examples of how your learning experiences in the unit helped link to the learning in other subjects and personal goals of the IMYC, e.g. enquiry, communication, etc.
- Describe how using your knowledge of ICT and Computing in creating a new game will influence the way you approach developing new programs in future.

Language Arts Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit students consider and analyse how characters can be explored and developed in new, innovative ways using diverse sources. They create their own character (dramatis persona) through writing and drama. They initially use photographs as stimulus to explore character development and give their characters voice through written diary entries and dramatic performance. The unit culminates in the students bringing together their various explorations of the character as well as their reflections on the process in the writing of a short dramatic story.

Language Arts Learning Goals

Students will:

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4.41 Be able to improvise a play, using the roles, situation and elements of a story

4.43 Be able to make use of voice, language, posture, movement and facial expression

Language Arts Journaling Questions

- How do authors use existing techniques to write creatively?
- How can characters be developed in different ways?
- Where can you get inspiration to write creatively?
- What did you most enjoy about the process of writing creatively?
- What did you find most challenging?

Music Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit, through looking at notation, instruments and rhythm, students explore the many ways that existing ideas, knowledge and skills can be brought together in music to create something new or original. They explore how cultures around the world have developed musical ideas and learn about how some of the music from those cultures has been combined to form new musical ideas, called fusions. They also explore the relationship between European classical music forms and their influence on modern popular music. Students learn how music is a combination of elements and associated features and practise manipulating the features within these elements to create original pieces of music through improvising, exploring and bringing together what they have learned and combining them with the musical ideas of others.

Music Learning Goals

Students will:

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4.02 Know the uses of the elements of music

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4.06 Be able to use music vocabulary and apply the elements of music to analyse and describe musical forms

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4.08 Be able to sing and/or play a melody with accompaniment

4.10 Be able to create or compose short pieces within specified parameters

4.14 Be able to improvise, extend or create music to express emotion, ideas, creativity and imagination

Music Journaling Questions

- What do you understand about the purpose and importance of elements such as pitch, duration, tempo, dynamics, texture, structure and timbre in music?
- In what ways did you combine musical elements in your group's compositions?
- What new musical ideas did you add to the rhythms in your African music? How successful were your ideas?
- What example did you look at where one style of music was brought together with another style?
- What was interesting, new or innovative about the resulting fusion?
- In what ways did you create a fusion of musical ideas?
- Which new, creative musical ideas did you add to an already established piece of music? How successful was the resulting creation?
- What did you learn about 'arranging' a piece of music in a new way?

Physical Education Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit, students consider the importance of the continual practice that is necessary to develop skills that enable athletes to combine strategies in innovative ways. They learn about how individual athletes have used innovative techniques to impact on specific sports and how individual innovation can affect the outcome of team games. They explore how to combine tactics and strategies in new ways and then create different set plays to counteract game play scenarios, to put these into practice and then review their efficacy.

Physical Education Learning Goals

Students will:

4.01 Know that the study of physical education is concerned with healthy lifestyle choices and activity which lead to physical, emotional and mental balance

4.02 Know the principal rules of established sporting and athletic activities

4.05 Know how to respond to challenges and disappointments with confidence and appropriate emotions during athletic events

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4.11 Be able to identify the features of a good physical performance

4.12 Be able to evaluate their own performance objectively and make a plan of action

4.13 Be able to apply the rules and conventions of a range of sports and activities

Physical Education Journaling Questions

- What sport do you think you have the most talent for?
- What do you need to be able to do to get creative in sport?
- You can't be innovative in sport without breaking the rules. Do you agree or disagree with this statement? Can you give reasons for your answer?
- What is the most creative sporting moment you have personally witnessed or experienced?

Science Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit, students learn how elements and compounds can be combined to produce new products, and why this area of chemistry has so many applications, resulting in everything from production of innovative materials to chocolate bars. Students will learn about the signs that a chemical reaction has taken place, recognising that the properties of the substances might change, and they will begin to be able to explain their observations.

Science Learning Goals

Students will:

4.01 Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them

- **4.02 a) Select a scientific issue to investigate and formulate a research question that recognises a potential relationship between two variables, and generate a hypothesis**
- **4.02 b) Plan an investigation and make predictions**
- **4.02 c) Select appropriate apparatus and sampling groups, and identify health and safety issues**
- **4.02 d) Make systematic and accurate measurements to gather data to test a hypothesis**
- **4.02 e)Record and present his/her findings accurately using the most appropriate medium, scientific vocabulary and conventions**
- **4.02 f) Identify patterns in the results and draw conclusions based on the evidence**
- **4.02 g) Suggest ways in which his/her investigations and working methods could be improved**

4.02 h) Relate their own investigations to wider scientific ideas

4.04 Develop an understanding that scientific knowledge is built up from the systematic collection and analysis of evidence and the application of rigorous reasoning applied to the evidence

4.07 Develop an understanding of the ethical responsibility all scientists face

4.27 Know about the particulate nature, structure and properties of matter; atoms and molecules

4.28 Know about the structure and conservation of matter - materials and mass - and the total energy of a system

4.29 Know about energy transfer in chemical reactions (endothermic and exothermic reactions)

4.30 Know about the differences between elements, compounds, pure and impure substances and the separation of simple mixtures

4.31 Know about the formation of chemical bonds (covalent, ionic, and metallic) between atoms to form molecules and other compounds

4.33 Know about the chemical properties of common substances

4.35 Know about the history, structure and uses of the Periodic Table of Elements

4.36 Be able to describe and illustrate an atom and its parts (nucleus, protons and electrons) using a simple model, e.g. the Dalton model

4.38 Be able to distinguish between elements, compounds and mixtures

4.40 Be able to represent simple chemical reactions using formulae and equations

4.41 Be able to classify materials according to their physical and chemical properties

4.42 Be able to use the Periodic Table to identify elements, know their symbols and classify them

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4.45 Be able to define acids and alkalis in terms of neutralisation reactions - using indicators and the pH scale

4.46 Develop an understanding of how substances combine, change or react to form new substances

4.47 Develop an understanding and appreciation of scientific models/laws that explain the fundamental nature of things and the need to remain willing to re-examine existing models

Science Journaling Questions

- How has your learning in the unit helped you to make sense of existing scientific concepts in a new way?
- Give examples of how Scientists have used existing scientific principles to develop new ideas, e.g. the development of the definition of the Atom and the periodic table of the elements.
- Give examples of how the Science learning tasks in the unit helped link to the learning in other subjects and personal goals of the IMYC, e.g. enquiry, communication etc.
- Describe how your scientific research skills and your understanding of how scientific knowledge is built up were developed during the unit
- How did the learning experiences in the unit help you to develop a deeper understanding of how substances combine to form new substances?
- Describe a personal challenge you are facing now and how you think using concepts you know already can help you to face the challenge in a new way.

Technology Introduction

Big Idea

Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way.

Explaining the Theme

In this unit students learn about the importance of textiles in our lives and how innovation in textile manufacturing has been driven by technological advances and market needs. Students investigate the qualities of textiles including new fabrics and then manufacture their own product that meets a specific user's needs. They reflect on their own work and the work of others, responding appropriately and adapting their work throughout.

Technology Learning Goals

Students will:

4.01 Know that technology is concerned with designing and making systems that aid the needs of a society

4.02 Know how the lives of people in different countries are affected by the extent of technological advance

4.03 Know how to combine creativity with skills to predict new ideas and inventions

4.04 Know that the natural resources available in a particular region affect the development and progress of its technology

4.05 Know that the quality of a product depends on how well it is made and how well it meets its intended purpose

4.06 Know about the principles of nutrition and health and the properties and characteristics of the different food groups

4.07 Be able to investigate the way in which simple products in everyday use are designed and made and how they work

4.08 Be able to identify and respond to needs, wants and opportunities with informed designs and products

4.09 Be able to plan and organise a sequence of activities to produce an effective system or product

4.10 Be able to work with a variety of tools and materials confidently and safely to create goods and products

4.11 Be able to test and evaluate the construction of their own work and improve on it

4.12 Be able to evaluate the effectiveness of simple products in everyday use

4.16 Develop an understanding of developments in design and technology and how technology can impact individuals, society and the environment.

Technology Journaling Questions

- Have you ever thought that a textile you use can be improved for different reasons?
- What have you heard other people say about textiles?
- Do you think that all newly created textiles are an improvement on older textiles?

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