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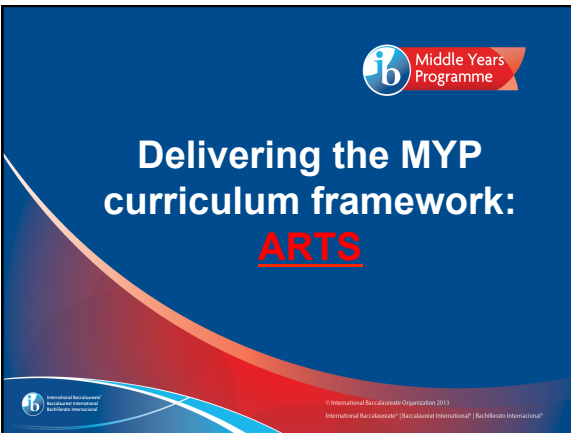
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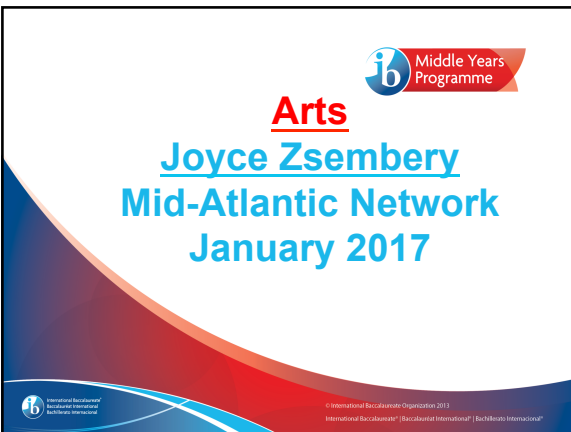
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## Housekeeping

- Have your Arts Guide and electronic copy of MYP: From principles into practice ready for use
- Fill out the tent card with name, grade(s), discipline
- Use those sticky notes!
- Breaks to be provided
- If you need to leave the room, please do so
- Ask questions!!
- Please put all cell phones away



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## Aims of the workshop

- develop a collaborative approach to the structures and principles of the subject group framework and requirements
- build upon effective teaching and learning strategies and design assessment tasks that will support the implementation of the subject group requirements



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## Aims of the workshop

- engage in relevant, innovative, challenging student-centered environments
- align your educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education
- reflect upon your own practice and capabilities



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Middle Years  
Programme

# Session 1 - Requirements



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## Some requirements in MYP ARTS



All schools must ensure that:

- in MYP years 1–3, students engage in a minimum of one visual arts discipline **and** one performing arts discipline
- NOTE: both are not required each year!!!**
- the sum of arts subject group hours in MYP years 1–3 meets the minimum requirement of 150 hours, of which a minimum total of 50 hours must be dedicated to visual arts and a minimum total of 50 hours must be dedicated to performing arts. The remaining 50 hours may be allocated to any arts subject(s) at the discretion of the school.
- Recommended 70 hours in years 4 & 5
- Students must use the arts process journal in all MYP arts courses every year.



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## PROCESS JOURNAL

- What is a process journal?
- How would it be used in my discipline?
- What would a process journal look like in:
  - Dance
  - Music
  - Theatre
  - Visual Arts
- Arts Guide pgs. 19, 33-34



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**Mission Statement**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





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**The central place of the IB learner profile**

How is the learner profile reflected in your classroom?

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**Session 2 –  
Written curriculum:  
Concepts**



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## Session objectives

- discuss the challenges of developing and delivering an MYP unit of work using a published unit of work from a subject-specific TSM and the document *Evaluating an MYP unit planner*
- extend the understanding of all key MYP concepts and how they may ground interdisciplinary teaching and learning
- consolidate understanding of key and related concepts by framing a conceptual understanding of a new unit of work
- review the subject-specific teaching and learning resources on the online curriculum centre (OCC)



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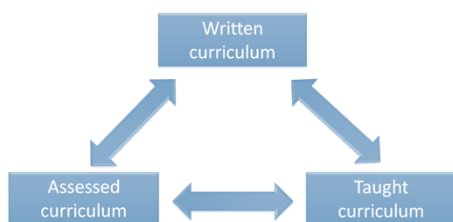
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## MYP curriculum framework



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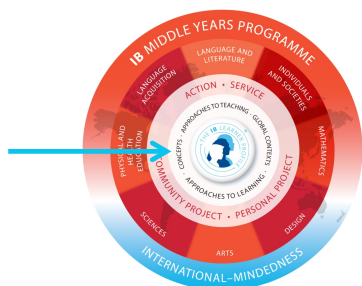
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### What is a concept?

**DEFINITION:**  
 Concepts bring focus & depth to study & lead students to enduring understanding. "A concept serves as an integrating lens" and encourages the transfer of ideas within and across the disciplines "as students search for patterns and connections in the creation of new knowledge." (Erickson 2008)

**CHARACTERISTICS:**  
 Timeless, Universal, Abstract  
 Represented by one or two words, or a short phrase  
 Specific examples of the concept reflect common attributes

Concepts

**SUBJECT-SPECIFIC EXAMPLES:**  
 Aesthetics, Change, Communication, Communities, Connections, Culture, Creativity, Development, Form, Global Interactions, Identity, Perspectives, Relationships, Time/Space/Place

**CONCEPTS ARE:**  
 Not skills  
 Not topics

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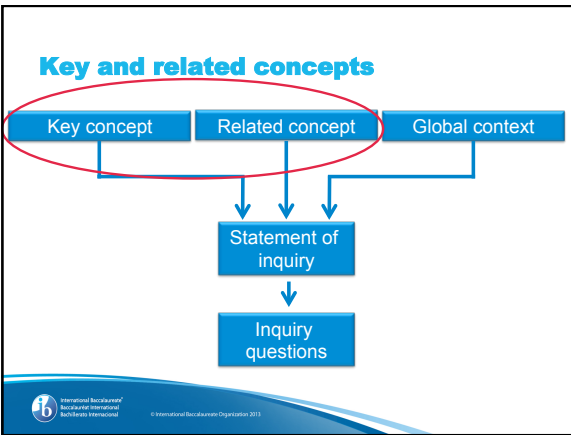
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### Introducing the key concepts in **Arts**

<b>Aesthetics</b>	<b>Change</b>	Form	Communities
Connections	Creativity	Culture	Development
Global interactions	Time, place and space	<b>Identity</b>	Relationships
Perspective	Systems	Logic	<b>Communication</b>

Find definitions on page 23 in the Arts Guide

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### Key concepts

- Broad, organising, powerful ideas
- Transcend the subject groups
- Subject groups do not have to use all of the key concepts listed in *MYP: From principles into practice*



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### Related concepts

- While the key concepts provide breadth, the related concepts provide depth to the programme.
- Related concepts emerge from the discipline and provide conceptual focus and depth to understanding related to disciplinary content.
- Related concepts can be found on page [24 in the Arts Guide](#).
- Definitions of related concepts can be found on pages [54 and 55 in the Arts Guide](#).

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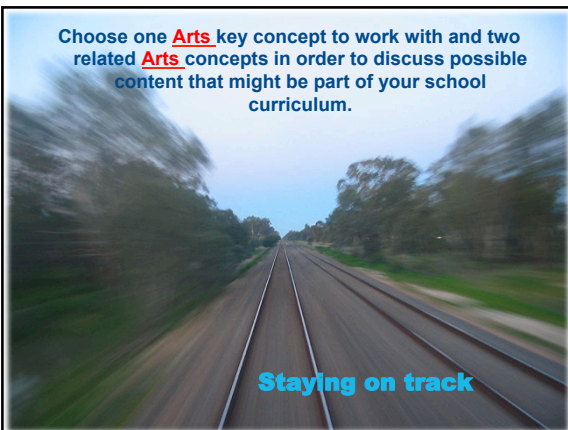
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Choose one **Arts** key concept to work with and two related **Arts** concepts in order to discuss possible content that might be part of your school curriculum.



Staying on track

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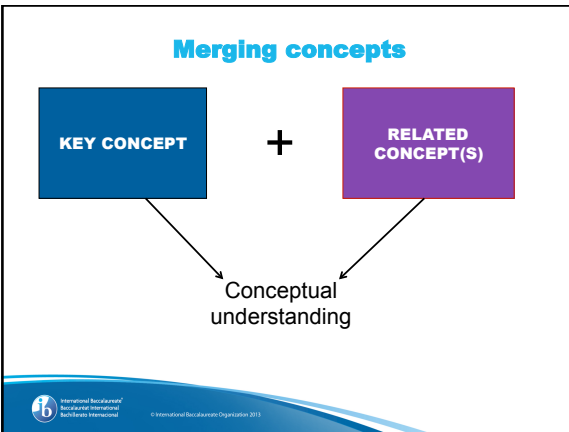
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### Your turn!

#### Generate at least 3 possible conceptual understandings with your own unit

- **Structure** provides **composition** with **boundaries**.
- **Innovation** and **expression** are used to explore **identity**.
- **Communication** varies according to **boundaries** and **interpretation**.

**CAUTION:** Make sure you come up with a statement that transfers beyond subject specific content.

The diagram shows three overlapping circles labeled 'Systems', 'Networks', and 'Scale' inside a larger circle. An arrow points down from this diagram to the text 'What do we want students to understand through a relationship between these concepts?'.

What do we want students to understand through a relationship between these concepts?

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### Online curriculum centre

The image shows a computer setup with a monitor, keyboard, and mouse. The monitor displays the text 'WANT TO KNOW MORE ABOUT ANYTHING MYP?'.

**GO TO THE OCC!**

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Middle Years  
Programme

# Session 3 – Written Curriculum: Global contexts and international mindedness


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## Session objectives

- Consolidate the role of MYP global contexts as they relate to both the unit and international mindedness




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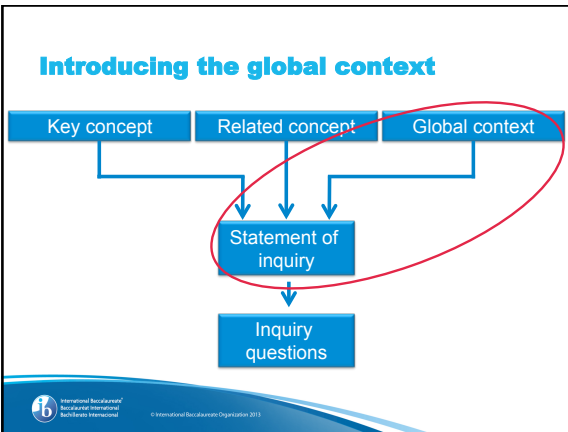
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### Global contexts

- IB programmes aim to develop international mindedness in a global context.
- Global contexts make learning relevant and enable students to develop competencies and personal values necessary for global engagement.
- Students will do this through exploring personal, local, national and/or international issues and ideas of global significance.

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### Global contexts

- allow for relevance, engagement and a direct route for inquiry into next millennium perspectives. All effective learning is contextual.
- help answer the question, "Why are we learning this?"
- celebrate our common humanity and encourage responsibility for our shared guardianship of the planet
- comprise a range of ideas and issues that can be personally, locally, nationally, internationally and globally significant

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## Exploring the MYP global contexts

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



See section Curriculum: Written "Learning in context",



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## The grand bazaar!

Using the descriptions of the global contexts (MYP:

From principles into practice, pages 60-62),

discuss:

How do the global contexts promote international mindedness

- In your planning?
- In the classroom?
- Amongst colleagues?



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## The grand bazaar!

In your same table groups:



- **Step 1:** In the last session, you explored the relationship between key and related concepts (conceptual understanding).
- **Step 2:** Explore how the use of the different global contexts would shape the nature of your conceptual understandings.
- **Step 3:** Select a global context/descriptor/possible exploration(s) and justify why you chose this context.
- Find explorations chart in MYP:PiP, pgs. 59 - 62



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## Don't let the bazaar get bizarre!

Global context	Focus question(s) and description	Example explorations
Identities and relationships	Who am I? Who are we? Students will explore identity, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	<div>Possible explorations to develop</div> <ul style="list-style-type: none"> <li>• Competition and cooperation; teams, affiliation and leadership</li> <li>• Identity formation; self-esteem; status; roles and role models</li> <li>• Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life</li> <li>• Physical, psychological and social development; transitions; health and well-being; lifestyle choices</li> <li>• Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind</li> </ul>



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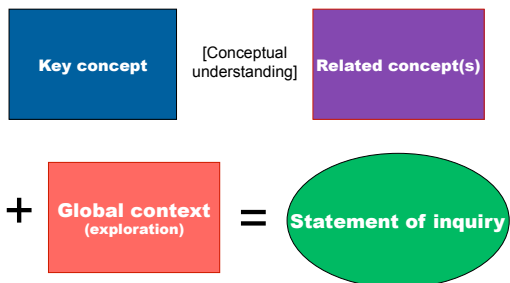
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## Creating the statement of inquiry



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## Tips:

The statement of inquiry:

- Should not use proper or personal nouns or pronouns.
- Should not use the verb "to be"
- Should have a present tense verb and contain at least two concepts and a reference to a context exploration.
- Is a **transferable** idea.
- May need a qualifier (often, may, can) if it is not true in all situations, but is still an important idea.



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**KEY and RELATED CONCEPTS**

combined with a



**GLOBAL CONTEXT**  
(exploration)  
form

the **STATEMENT OF INQUIRY**

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**Let's look at some Sol's**

- “Symbols and conventions are used in composition to convey meaning.”
- Add a global context
- “Symbols and conventions are used to convey meaning through composition and are influenced through time and space.”

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**Statement of Inquiry**

**VOILÀ!**



We've just created a statement of inquiry!

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### Let's try another Sol

- “The way an individual discovers and develops a sense of aesthetics and style can be shaped by personal and cultural expression.”
- Add a global context exploration
- “The way an individual discovers and develops a sense of aesthetics and style can be shaped by personal and cultural expression and explored through one's artistry.”

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### Look, Think, Decide, Justify, Share

Consider which one of the 6 **Global Context “groups”** you might choose in order to explore this picture...



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### How to use the global context table

#### Globalization and sustainability

How is everything connected?

Global context group

Focus question

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; **how local experiences mediate the global**; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment

**Consider:** the global context description

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**Choose ONE of these possible global context explorations to set the context for your content**

- Markets, commodities and commercialization
- Human impact on the environment
- Commonality, diversity and interconnection

**Note:** Explorations are provided as examples to be used to **focus the inquiry**. When separated by commas (,) or semi-colons (;), this indicates a new exploration even if they are within the same "bullet" point. If words are connected by the word "and", they refer to the same exploration. It is recommended to use them both in order to explore both ends of the spectrum.

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**Choice of exploration should be a natural flow with the *conceptual understanding*...**  
 (eg.) **Cultural development** may cause **conflicts** of interest.

**Key concept:**  
**Development**

**Related concepts:**  
**Culture, Conflict**

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**The MYP unit planner (2014)**

Key concept	Related concept(s)	Global context
What are we learning?		Why are we learning?
Statement of inquiry		
Inquiry questions		
Factual	Need to contextualize, the <b>concepts</b> (conceptual understanding): the <b>WHY</b> of the <b>WHAT</b> into a statement of inquiry.	
Conceptual		
Debatable		
Objectives		Relationship between the summative assessment task(s) and the statement of inquiry:
Including assessment criteria:		
Approaches to learning (ATL)		

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MYP: FPIP p62 bullet 1

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Middle Years  
Programme

# Session 4 – Written curriculum: Inquiry



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## Session objectives

- consolidate understanding of concepts and context as a statement of inquiry
- design appropriate inquiry questions to guide inquiry (factual, conceptual, debatable)
- reflect upon the implications of an inquiry-based approach to teaching and learning



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## Trace the elements ...

...that show how an Arts teacher has created a statement of inquiry for a unit on **technology in the arts**

Concepts

Change (KEY)  
Function (RELATED)  
Transformation (RELATED)

Global contexts:  
through an inquiry into...

Identities and relationships  
Orientation in time and space  
Personal and cultural expression  
Scientific and technical innovation  
Globalization and sustainability  
Fairness and development

Global Context Exploration

ingenuity and progress

Statement of Inquiry

Ingenuity and progress enable societies to **change** and **transform** the **function** of the arts..

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## The inquiry cycle



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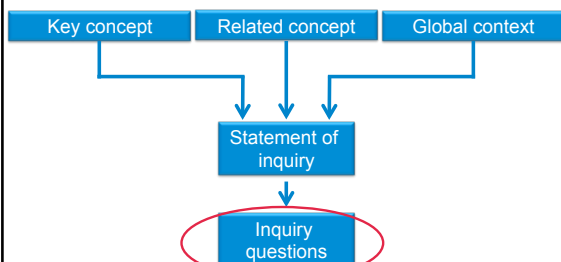
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## Inquiry questions



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## Inquiry questions are drawn from and inspired by the statement of inquiry

### Inquiry questions...

- shape and scope a unit of study
- promote student-initiated inquiries
- satisfy curiosity and deepen understanding
- scaffold objectives that students should strive to achieve

**Factual**

**Conceptual**

**Debatable**



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## What are inquiry questions?

It is hard to ask a question about your destination if you don't know where you're going.



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## Hints for designing inquiry questions

### Factual

Can use starter 'What...'  
Open question that students might be able to Google but find many variations  
E.g.: What are the elements of (insert art discipline)?

### Conceptual

Can use starters 'How....' or 'Why...'  
Open ended questions which unpack a concept or a relationship between concepts  
E.g.: How does one determine what is good in art?

### Debatable

Can use starters that provoke debate  
'Do...' 'Can...' 'Should...' or 'Is...'  
Debatable questions provoke discussion  
E.g.: Can an individual determine the artist's/composer's intent?



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## Asking good inquiry questions...

Ingenuity and progress enable societies to change and transform the function of the arts.

- What **FACTUAL** question might you ask?
- What **CONCEPTUAL** question might you ask?
- What **DEBATABLE** question might you ask?



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## Asking better Inquiry questions...

Line of inquiry: Structure may be used to enhance communication.

What might be a **FACTUAL** question?

Line of inquiry: Students may discover their personal identities through presentation and play.

What might be a **CONCEPTUAL** question?

Line of inquiry: A groups identity relies upon each member understanding and fulfilling their role in the group

What might be a **DEBATABLE** question?



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## Writing great inquiry questions!

In what way might knowing your destination help you to ask better questions?



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## Now you're ready. Let's go!

Establish the purpose of a new unit that you would like to develop individually:

Identify:

- MYP year level
- Potential number of hours of the unit
- Unit title
- Key concept
- Related concept(s)
- Conceptual understanding
- Global contexts
- Global context exploration
- Statement of inquiry
- Inquiry questions

Once completed: share out amongst your table groups



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**Reflection:**  
How did it go?


Middle Years  
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Middle Years  
Programme

**Session 5 –**  
**Assessed curriculum:**  
**Summative assessment**


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**Session objectives**

- design authentic summative assessment tasks
- justify the relationship between the summative task and the statement of inquiry
- explore how summative assessment in years 1-5 support the final eAssessments


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## To be real jigsaw



1. What does a performance-based summative assessment actually measure?
2. What elements would you find in any performance-based summative assessment?
3. What are the motivational factors behind performance-based summative assessments?
4. What is the difference between an activity and a performance of understanding?
5. What is the relationship between the statement of inquiry and the summative assessment task?



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### Summative assessment

Objectives:	Outline of summative assessment task(s):	Relationship between summative assessment task(s) and statement of inquiry:
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### Approaches to learning (ATL)



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## Objectives and summative assessment

### Summative assessment



- Objectives
- Outline of summative assessment task(s)
- Relationship between summative assessment task(s) and the Statement of Inquiry
  - move beyond simple descriptions
  - performances link back to the essential understandings identified in the statement of inquiry



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## Objectives and assessment criteria

The objectives represent the structure of knowledge of the MYP

**Factual knowledge**  
**Conceptual knowledge**  
**Procedural knowledge**

They encompass the knowledge, understanding, skills and attitudes that we expect students to develop through the subject.



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## Summative assessment tasks and the statement of inquiry

Summative assessment tasks must be designed to allow students to

- meet the chosen objectives and their strands.
- show their understanding of the statement of inquiry.

There must be a demonstrated *relationship* between the summative assessment task(s) and the statement of inquiry.



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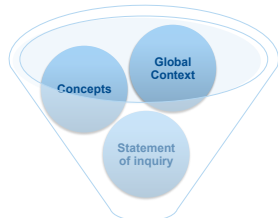
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## Creating summative assessment tasks



**Inquiry Questions**

**Summative assessment task(s)**

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## GRASPS

**G = Goal** "Your task is..."

**R = Role** "You are a..."



**A = Audience** "Your audience is..."

**S = Situation** "The challenge involves dealing with..."

**P = Product, Performance and Purpose**  
"You will create a \_\_\_\_\_ in order to \_\_\_\_\_."

**S = Standards and Criteria for Success**  
"Your performance needs to..."

A suggested structure to develop depth and complexity for the assessment task

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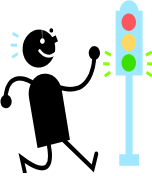

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## I object! Refer to your **Arts** guide to:

Identify which objectives and their strands would best assess your summative assessment task.

**Ready? Go!**  
**Choose yours...**

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## Justify

The relationship between the summative assessment task(s) and statement of inquiry.




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**Reflection:**  
In light of what you know...

 Middle Years Programme


What does a performance-based summative assessment actually measure?

What elements would you find in any performance-based summative assessment?

What are the motivational factors behind performance-based summative assessments?

What is the difference between an activity and a performance of understanding?

What is the relationship between the statement of inquiry and the summative assessment task?

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**Formative assessment**

*Teachers will need to consider how they will monitor and support learning as students engage with the unit.*

- part of the learning process
- based on shared objectives
- applied to ongoing work
- regular feedback sessions

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**Aligning the teaching and learning process**

Action: Teaching and learning through inquiry

Learning context	Learning objectives
Learning experiences and teaching strategies	Formative assessment
	Differentiation

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### What's achieved with the tilt?

Content	Learning experiences and teaching strategies	Formative assessment	Differentiation



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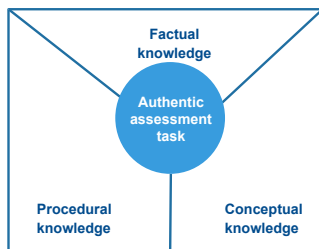
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### Y formative learning experiences matter!



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### Ready?

### Set?

### Go!

**STEP 1:** Participants should choose one of the three types of formative learning experiences (factual, procedural, and conceptual) and design their own learning experience that builds to their own summative assessment task.

**STEP 2:** How would you formatively assess this learning experience that you just designed?

**STEP 3:** How might you differentiate this learning experience?



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**Y 'Approaches to learning' is the foundation for inquiry**

Using the learning experiences identified and described during the previous activity ("Y"), reconsider your selected ATL skills for this unit and determine (now) if any others are pertinent to support the learning experiences (factual), (procedural), (conceptual).

- Which specific ATL skill(s) is/are providing the foundation for student inquiry?
- Circle them.



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