

RAFFLES WORLD ACADEMY



RAFFLES
WORLD ACADEMY

**ARTS – PERFORMING ARTS
CREATING
RWA SCOPE AND SEQUENCE**

RWA Scope and Sequence – Visual Arts - Creating

MISSION AND CORE VALUES

Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human development Authority (KHDA).

Our GUIDING STATEMENTS

Our Vision

Providing world class education.

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

Our Philosophy

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility | Innovation

The RWA Motto

Towards Excellence

The RWA Mascot

Arabian Stallion

The RWA definition of International-Mindedness:

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

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IB MISSION STATEMENT

IB mission statement The International Baccalaureate 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 organization 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.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Phase 1

Overall Expectation Phase 1: Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

PYP Conceptual Understanding:

- We can enjoy and learn from creating art.
- The creative process involves joining in, exploring and taking risks.
- In creating art, people make choices to construct meaning about the world around them.
- We can express ourselves through arts.
- Our experiences and imagination can inspire us to create.

Learning Objectives:

	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (P1-P8)	<ul style="list-style-type: none"> • Improvises rhythm patterns and songs with classroom instruments 	<ul style="list-style-type: none"> • Identifies objects or actions in a story or poem that can be represented in sound • Creates a song using the words of a poem in which the song has little repetition of melody or rhythm 	

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Phase 2

Overall Expectation Phase 2: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

PYP Conceptual Understandings:

- We can communicate our ideas, feelings and experiences through our artwork.
- We solve problems during the creative process by thinking critically and imaginatively.
- Applying a range of strategies helps us to express ourselves.
- We are receptive to the value of working individually and collaboratively to create art.

Learning Objectives:

	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (1c-3B)	<ul style="list-style-type: none"> • Sings and plays improvised responses on Sol, Mi, and La. 	<ul style="list-style-type: none"> • Creates a tone-poem or sound track using classroom instruments to illustrate a story. • Invents original graphic or symbolic systems to notate an original song and can reproduce the song accurately using the notation. • Creates a song using the words of a poem. When performing it, rhythm and pitch characteristics of the song are maintained. 	
	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (3B-5B)	<ul style="list-style-type: none"> • Improvises short songs and instrumental pieces, using a variety of sound sources. 	<ul style="list-style-type: none"> • Composes short pieces using a variety of sound sources. 	

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Phase 3

Overall Expectation Phase 3: Learners show that, as artists, they can influence thinking and behavior through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

PYP Conceptual Understandings:

- Arts have the power to influence thinking and behaviour.
- We make connections between our artwork and that of others to extend our thinking.
- We can explore our personal interests, beliefs and values through arts.

Learning Objectives

	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (5B-6B)	<ul style="list-style-type: none"> • Improvises simple rhythmic and melodic ostinato accompaniments for familiar songs 	<ul style="list-style-type: none"> • Composes short melodies using do, mi, fa, sol, and la 	<ul style="list-style-type: none"> • Uses computer software to compose simple pieces, using a variety of sounds
	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (6B-8B)	<ul style="list-style-type: none"> • Creates and arranges music to accompany readings or dramatizations • Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies 	<ul style="list-style-type: none"> • Create simple melodies following a given success criteria 	<ul style="list-style-type: none"> • Uses more advanced features of music software to create own musical works

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Phase 4

Overall Expectation Phase 4: Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

PYP Conceptual Understandings:

- We act on the responses to our artwork to inform and challenge our artistic development.
- We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
- Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.

Learning Objectives:

	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (8B-9B)	<ul style="list-style-type: none"> • Improvises melodic “answers” to “questions” played or sung by the teacher – the “answer” being of the same length, in the same tempo, and in the same style as the “question” 	<ul style="list-style-type: none"> • Composes short pieces in recognizable forms using a variety of sound sources • Writes musical pieces in such a way that the work can be performed again in the same way on another day 	<ul style="list-style-type: none"> • Evaluates the appropriate software application for various music projects
	Improvising	Composing & Arranging	Keyboard & IT Applications
Learning Ladder Ban (9B-11B)	<ul style="list-style-type: none"> • Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys 	<ul style="list-style-type: none"> • Searches, downloads, and imports MIDI files into notation software and manipulates the key, tempo, instruments, etc. • Composes pieces in recognizable forms using a variety of sound sources 	<ul style="list-style-type: none"> • Searches, downloads, and imports MIDI files into notation software and manipulates the key, tempo, instruments, etc.