

RAFFLES WORLD ACADEMY



RAFFLES
WORLD ACADEMY

**ARTS – VISUAL ARTS
RESPONDING
RWA SCOPE AND SEQUENCE**

RWA Scope and Sequence – Visual Arts - Responding

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

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 the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

PYP Conceptual Understanding:

- We enjoy and experience different forms of arts.
- The art is a means of communication and expression.
- People make meaning through the use of symbols.
- People share art with others.
- We express our responses to artwork in a variety of ways.
- We reflect on our artwork and the work of others.

Learning Objectives:

	P1	P2	P3	P4	P5	P6	P7	P8
Learning Ladder Ban (P1-P8)	<ul style="list-style-type: none"> • Enjoy experiencing artworks • Show curiosity and ask questions about artwork • 	<ul style="list-style-type: none"> • Describe what they notice about an artwork 	<ul style="list-style-type: none"> • Identify the materials and processes used in the creation of an artwork 	<ul style="list-style-type: none"> • Express opinions about an artwork • 	<ul style="list-style-type: none"> • Communicate their initial responses to an artwork in visual, oral or physical modes 	<ul style="list-style-type: none"> • Make personal connections to artworks 	<ul style="list-style-type: none"> • Analyze the relationships within an artwork and construct meanings 	<ul style="list-style-type: none"> • Create artwork in response to a variety of stimuli

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Phase 2

Overall Expectation Phase 2: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

PYP Conceptual Understandings:

- We are receptive to art practices and artworks from different cultures, places and times (including our own).
- People communicate ideas, feelings and experiences through the arts.
- We can reflect on and learn from the different stages of creating.
- There is a relationship between the artist and the audience.

Learning Objectives:

	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
Learning Ladder Ban (1C-3B)	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists (RD.K.1) 	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. (RPC.K.1) 	<ul style="list-style-type: none"> • Look at, handle and talk about familiar objects for experience of shape, texture, pattern.(RP.K.1) • Look at and talk about his/her work, the work of other children and art prints composed of simple shapes and textures. (RP.K.2) • Look at and talk about examples of simple print design in everyday use posters, wallpaper and fabrics. (RP.K.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about objects used to create artwork. • (RMM.K.1) • Look at, handle and talk about his/her own work, the work of other children and simple pieces of artwork.(RMM.K.2) 	<ul style="list-style-type: none"> • Looks at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures.(RCN.K.1) • Look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts. (RCN.K.2) • Look at and talk about his/her work and the work of other children.(RCN.K.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities. (RFF.K.1) • Look at and talk about his/her work and the work of other children.(RFF.K.2) <ul style="list-style-type: none"> ▪

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	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
Learning Ladder Ban (3B-5B)	<ul style="list-style-type: none"> Look at and talk about his or her work. The work of other children and the work of the artists.(RD.1.1.) 	<ul style="list-style-type: none"> Look at and talk about his or her work. The work of other children and the work of the artists.(RPC.1.1). 	<ul style="list-style-type: none"> Look at, handle and talk about familiar objects for experience of shape, textures and patterns.(RP.1.1) Look at and talk about his or her work, the work of other children and art prints that have relatively simple shapes, textures and patterns. (RP.1.2) Look at examples of print design in everyday use. (RP.1.3) 	<ul style="list-style-type: none"> Look at, handle and talk about natural and manufactured objects for three-dimensional form.(RMM.1.1) Look at and talk about his/her work, the work of other children (RMM.1.2) 	<ul style="list-style-type: none"> Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole. (RCN.1.1) Look at and talk about his/her work and the work of other children (RCN.1.2) Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints) (RCN.1.3) 	<ul style="list-style-type: none"> Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities.(RFF.1.1) Look at and talk about his/her work and the work of other children (RFF.1.2)

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Phase 3

Overall Expectation Phase 3: Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

PYP Conceptual Understandings:

- When experiencing arts, we make connections between different cultures, places and times.
- People explore issues, beliefs and values through arts.
- There are different kinds of audiences responding to different arts.
- We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.

Learning Objectives

	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
Learning Ladder Ban (5B-6B)	<ul style="list-style-type: none"> • Look at and talk about his or her work. The work of other children and the work of the artists. (RD.2.1) 	<ul style="list-style-type: none"> • Look at and talk about his or her work. The work of other children and the work of the artists. (RPC.2.1) 	<ul style="list-style-type: none"> • Look at, handle and talk about familiar objects for experience of shape, textures and patterns. (RP.2.1) • Look at and talk about his or her work, the work of other children and art prints that have relatively simple shapes, textures and patterns.(RP.2.2) • Look at examples of print design in everyday use.(RP.2.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for three-dimensional form.(RMM.2.1) • Look at and talk about his/her work, the work of other children (RMM.2.2) 	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole.(RCN.2.1) • Look at and talk about his/her work and the work of other children. (RCN.2.2) • Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints). (RCN.2.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities. (RFF.2.1) • Look at and talk about his/her work and the work of other children.(RFF.2.2)
Learning Ladder Ban (6B-8B)	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children. (RD.3.1) 	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. (RPC.3.1) 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of texture, shape, and pattern.(RP.3.1) • Look at and talk about his/her work, the work of other children and art prints or print design that emphasis the play of shape, texture or line. (RP.3.2) • Look at and talk about examples of design in everyday use.(RP.3.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for three-dimensional form.(RMM.3.1) • Look at and talk about his/her work, the work of other children (RMM.3.2) 	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, and outline. (RCN.3.1) • Look at and talk about his/her work and the work of other children. (RCN.3.2) • Look at and talk about interesting examples of contemporary architecture. (RCN.3.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about own work with visual and spatial qualities. (RFF.3.1.) • Look at and talk about his/her work and the work of other children. (RFF.3.2) • Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures. (RFF.3.3)

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Phase 4

Overall Expectation Phase 4: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others

PYP Conceptual Understandings:

- Through exploring arts across cultures, places and times we can appreciate that people innovate.
- People communicate across cultures, places and times through arts.
- The arts provide us with multiple perspectives.
- We reflect and act on the responses to our creative work.

Learning Objectives:

	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
Learning Ladder Ban (8B-9B)	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists.(RD.4.1) 	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. (RPC.4.1) 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern.(RP.4.1) • Look at and talk about his/her work, the work of other children and art prints or print design that emphasis the play of shape, texture or line.(RP.4.2) • Look at and talk about examples of design in everyday use.(RP.4.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about medias and materials used to create a three-dimensional form. (MMR.4.1) • Look at and talk about his/her work, the work of other children and figurative and non-representational pieces of art work (slides or prints). (MMR.4.2) • Look at and talk about ritual masks, street theatre masks and figures, and functional (or slides or prints) (MMR.4.3) 	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, and outline. (RCN.4.1) • Look at and talk about his/her work and the work of other children. (RCN.4.2) • Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history (RCN.4.3) 	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities.(RFF.4.1) • Look at and talk about his/her work and the work of other children. (RFF.4.2) • Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures (RFF.4.3) • Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible. (RFF.4.4)

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	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
Learning Ladder Ban (9B-11B)	<ul style="list-style-type: none"> Look at and talk about his or her work. The work of other children and the work of the artists. (RD.5.1) 	<ul style="list-style-type: none"> Look at and talk about his or her work. The work of other children and the work of the artists. (RPC.5.1) 	<ul style="list-style-type: none"> Look at, handle and talk about familiar objects for experience of shape, textures and patterns.(RP.5.1) Look at and talk about his or her work, the work of other children and art prints that have relatively simple shapes, textures and patterns.(RP.5.2.) Look at examples of print design in everyday use. (RP.5.3) 	<ul style="list-style-type: none"> Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form. (MMR.5.1) Look at and talk about his/her work, the work of other children and figures by famous artist with contrasting styles (or slides or prints). (MMR.5.2) Look at and talk about a local building complex, at a famous building and at visually stimulating arts (or slides or prints). (MMR.5.3) 	<ul style="list-style-type: none"> Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole. (RCN.5.1) Look at and talk about his/her work and the work of other children.(RCN.5.2) 	<ul style="list-style-type: none"> Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities.(RFF.5.1) Look at and talk about his/her work and the work of other children.(RFF.5.2) Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures. (RFF.5.3) Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible. (RFF.5.4) Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible. (RFF.5.4)