

RAFFLES WORLD ACADEMY



RAFFLES
WORLD ACADEMY

ARTS – VISUAL 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.

RWA Scope and Sequence – Visual Arts - Creating

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:

	P1	P2	P3	P4	P5	P6	P7	P8
Learning Ladder Ban (P1-P8)	<ul style="list-style-type: none"> • Experiments with blocks, colours and marks. • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me. 	<ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • Developing preferences for forms of expression 	<ul style="list-style-type: none"> • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realizes tools can be used for a purpose 	<ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects • Manipulates materials to achieve a planned effect 	<ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 	<ul style="list-style-type: none"> • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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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:

	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
Learning Ladder Ban (1C-3B)	<ul style="list-style-type: none"> • Experiment with marks, lines, shapes, textures and patterns.(D.K.1.) • Make drawings based on his/her personal or imaginative life use of step by step.(D.K2) • Explore shapes and as seen in natural and manufactured objects.(D.K.3) • Draw from observations.(D.K.4) 	<ul style="list-style-type: none"> • Experiment with a variety of color drawing instruments and media to develop color awareness(PC.K. 1) • Use color to express vividly recalled feelings, experiences and imaginings(PC.K.2) • Discover color in the visual environment to help develop sensitivity to color (PC. K.3) • Discover color, pattern and rhythm in colorful objects(PC.K.4) • Discover the relationship between how things feel and how they look(PC.K4) 	<ul style="list-style-type: none"> • Experiment with the effects that can be achieved with simple print-making (P.K.1.) • Use a variety of print-making techniques (P.K.2.) 	<ul style="list-style-type: none"> • Explore and discover the possibilities of Mixed Media for imaginative expression (MM.K.1.) • Explore with materials and techniques to produce a range of artwork (MMk.2) • Create artwork that represents natural and constructed environments. (MM.K.3.) 	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures (CN.K.1.) • Make imaginative structures.(CN.K.2) 	<ul style="list-style-type: none"> • Explore the possibilities of fabric and fiber as media for imaginative expression(FF.K.1) • Make simple collages(FF.K.2) • Invent a costume(FF.K.3)

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	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
Learning Ladder Ban (3B-5B)	<ul style="list-style-type: none"> Experiment with marks, lines, shapes, textures and patterns (D.1.1.) Makes drawing based on his/her personal or imaginative life. (D.1.2.) Explore shapes and as seen in natural and manufactured objects. (D.1.3.) Draw from observations. (D.1.4.) 	<ul style="list-style-type: none"> Explore color with a variety of materials and medias. (PC.1.1) Use color expressively to interpret themes based on his or her personal or imaginative life.(PC.1.2) Paint objects chosen for their color possibilities. (PC.1.3.) Discover color in the visual environment and become sensitive to tonal variations in pure color (hue) (PC.1.4.) Discover harmony and contrast in natural and manufactured objects and through themes chosen for their color possibilities. (PC.1.5.) 	<ul style="list-style-type: none"> Experiment with the effects that can be achieved with simple print making techniques.(PK.1.1) Use of variety of printing making techniques to make theme-based or non-representational prints. (PK.1.2.) 	<ul style="list-style-type: none"> Explore and discover the possibilities of Mixed medias as a medium for imaginative expression.(MM.1.1) Explore with materials and techniques to produce a range of artwork. (MM.1.2) Create artwork using a variety of artistic process and materials. (MM.1.3) Experiment with Elements of line, shapes, texture and patterns in your art. (MM.1.4) 	<ul style="list-style-type: none"> Explore and experiment with the properties and characteristics of materials in making structures. (CN.1.1) Make imaginative structures. (CN.1.2.) 	<ul style="list-style-type: none"> Explore and discover the possibilities of fabric and fiber as media for imaginative expression. (FF.1.1.) Make small inventive pieces with fabric and fiber. (FF.1.2.) Invent a costume. (FF.1.3.)

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Phase 3

Overall Expectation Phase 3: Learners show that, as artists, they can influence thinking and behaviour 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 behavior.
- 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

	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
Learning Ladder Ban (5B-6B)	<ul style="list-style-type: none"> • Experiment with marks, lines, shapes, textures, patterns and tones that can be made with a different drawing instruments on a range of surfaces. (D.2.1) • Makes drawing based on his/her personal or imaginative life with step by step. (D.2.2) • Explore shapes and as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects. (D.2.3) • Draw from observations. (D2.4) 	<ul style="list-style-type: none"> • Explore color with a variety of materials and medias.(PC. 2.1) • Use color expressively to interpret themes based on his or her personal or imaginative life. (PC.2.2) • Paint objects chosen for their color possibilities.(PC.2.3) • Discover color in the visual environment and become sensitive to tonal variations in pure color (hue). (PC.2.4) • Discover harmony and contrast in natural and manufactured objects. (PC.2.5) 	<ul style="list-style-type: none"> • Experiment with the effects that can be achieved with simple print making techniques. (PK. 2.1) • Use of variety of printing making techniques to make theme-based or non-representational prints. (PK.2.2) 	<ul style="list-style-type: none"> • Explore and discover the possibilities of Mixed medias as a medium for imaginative expression. (MM.2.1) • Explore with materials and techniques to produce a range of artwork. (MM.2.2) • Create artwork using a variety of artistic process and materials. (MM.2.3) • Experiment with Elements of line, shapes, texture and patterns in your art. (MM.2.4) • Invent mixed-media pieces in both representational and non-representational modes. (MM.2.5) 	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures. (CN.2.1) • Make imaginative structures. (CN 2.2) 	<ul style="list-style-type: none"> • Explore and discover the possibilities of fabric and fiber as media for imaginative expression. (FF.2.1) • Make small inventive pieces with fabric and fiber. (FF.2.2) • Invent a costume. (FF.2.3)

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	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
Learning Ladder Ban (6B-8B)	<ul style="list-style-type: none"> Experiment with the marks, lines, shapes, patterns and tones that can be made with different drawing instruments on a range of surface. (D.3.1) Make different drawings using steps. (D.3.2) Express his/her imaginative life and interpret imaginative themes using inventive pattern. (D.3.3) Learn how to observe objects in front of you, like shape, colors, textures and volume. Draw from observation. (D.3.4) 	<ul style="list-style-type: none"> Explore color with a variety of materials and media. (PC.3.1) Make paintings based on color wheel and appropriate color scheme, exploring the spatial effects of color and tone, using overlapping, and with some consideration of scale. (PC.3.2) Express his/her imaginative life and interpret imaginative themes using color expressively. (PC.3.3) Discover color in the visual environment and become sensitive to color differences and tonal variations through color mixing. (PC. 3.4) Explore the relationship between how things feel and how they look. (PC.3.5) 	<ul style="list-style-type: none"> Experiment with a basic and simple printmaking techniques. (PK.3.1) Use one or two colors of print-making techniques to make theme-based or nonrepresentational prints.(PK.3.2) Make prints for functional uses (as well as for their own sake). (PK.3.3) Use a computer art program to create original images that are not dependent on clip art.(PK.3.4) 	<ul style="list-style-type: none"> Explore and discover the possibilities of Mixed medias as a medium for imaginative express. (MM.3.1) Explore with materials and techniques to produce a range of artwork. (MM.3.2) Create artwork using a variety of artistic process and materials. (MM.3.3) Experiment with Elements of line, shapes, texture and patterns in your art. (MM.3.4) Invent mixed-media pieces in both representational and non-representational modes. (MM.3.5) 	<ul style="list-style-type: none"> Explore and experiment with the properties and characteristics of materials in making structures. (CN.3.1) Make drawings from observation to analyses the structures of buildings and the natural structures of plants. (CN.3.2) 	<ul style="list-style-type: none"> Explore and discover the possibilities of fabric and fiber as media for imaginative expression. (FF.3.1) Make small inventive pieces in fabric and fiber. (FF.3.2) Make collage work, emphasizing individuality and variety. (FF.3.3)

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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:

	Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
Learning Ladder Ban (8B-9B)	<p>Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces. (D. 4.1)</p> <p>Make drawings from recalled experiences, emphasizing pattern, detail, context and location. (D.4.2)</p> <p>Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail. (D.4.3)</p> <p>Draw from observation. (D.4.4)</p>	<p>Explore color with a variety of materials and media. (PC.4.1)</p> <p>Make paintings based on recalled feelings and experiences, exploring the spatial effects of color and tone, using overlapping, and with some consideration of scale. (PC.4.2)</p> <p>Express his/her imaginative life and interpret imaginative themes using color expressively.(PC.4.3)</p> <p>Paint from observation.(PC.4.4)</p> <p>Discover color in the visual environment and become sensitive to color differences and tonal variations through color mixing. (PC.4.5)</p> <p>Discover harmony and contrast in natural and manufactured objects and through themes chosen for their color possibilities. (PC.4.6)</p> <p>Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work. (PC 4.7)</p> <p>Explore the relationship between how things feel and how they look. (PC.4.8)</p>	<p>Experiment with a widening range of printmaking techniques. (PK.4.1)</p> <p>Use a widening range of print-making techniques to make theme-based or nonrepresentational prints. (PK.4.2)</p> <p>Make prints for functional uses (as well as for their own sake). (PK.4.3)</p> <p>Use a computer art program to create original images that are not dependent on clip art. (PK.4.4)</p>	<p>Explore and discover the possibilities of mixed media as a medium for imaginative expression. (MM.4.1)</p> <p>Make project using Elements of Art with different materials.(MM.4.2)</p> <p>Make sturdy figures using the medias expressively and with imaginative details. (MM.4.3)</p> <p>Work inventively and expressively with cubes or oblong blocks of paper /cardboard.(MM.4.4)</p> <p>Work inventively and expressively with paper Mache. (MM.4.5)</p>	<p>Explore and experiment with the properties and characteristics of materials in making structures. (CN.4.1)</p> <p>Make drawings from observation to analyses the structures of buildings and the natural structures of plants. (CN.4.2)</p> <p>Make imaginative structures. (CN.4.3)</p>	<p>Explore and discover the possibilities of fabric and fiber as media for imaginative expression. (FF.4.1)</p> <p>Make small inventive pieces in fabric and fiber. (FF.4.2)</p> <p>Make soft toys, emphasizing individuality and variety. (FF.4.3)</p> <p>Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design. (FF.4.3)</p>

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Learning Ladder Ban (9B-11B)	<ul style="list-style-type: none"> Experiment with marks, lines, shapes, textures, patterns and tones that can be made with a different drawing instrument on a range of surfaces. (D.5.1) Makes drawing based on his/her personal or imaginative life with a growing sense of spatial relationships.(D.5.2) Explore shapes and as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects. (D.5.3) Draw from observations. (D.5.4) 	<ul style="list-style-type: none"> Explore color with a variety of materials and medias. (PC.5.1.) Use color expressively to interpret themes based on his or her personal or imaginative life. (PC.5.2) Paint objects chosen for their color possibilities. (PC.5.3) Discover color in the visual environment and become sensitive to tonal variations in pure color (hue). (PC.5.4) Discover harmony and contrast in natural and manufactured objects and through themes chosen for their color possibilities. (PC.5.5) 	<ul style="list-style-type: none"> Experiment with the effects that can be achieved with simple print making techniques. (PK.5.1) Use of variety of printing making techniques to make theme-based or non-representational prints. (PK.5.2) 	<ul style="list-style-type: none"> Explore and discover the possibilities of Mixed media as a medium for imaginative expression. MM.5.1) Create the form using recycled materials and medias expressively. (MM.5.2) Make sturdy figures using the medias expressively and with imaginative details. (MM.5.3) Make a mixed media project in two dimensional. (MM.5.4) Experiment with and develop line, shape, texture and pattern in different art material. (MM.5.5) 	<ul style="list-style-type: none"> Explore and experiment with the properties and characteristics of materials in making structures. (CN.5.1) Make imaginative structures. (CN.5.2) 	<ul style="list-style-type: none"> Explore and discover the possibilities of fabric and fiber as media for imaginative expression. (FF.5.1) Make small inventive pieces with fabric and fiber. (FF.5.2) Invent a costume. (FF.5.3)