

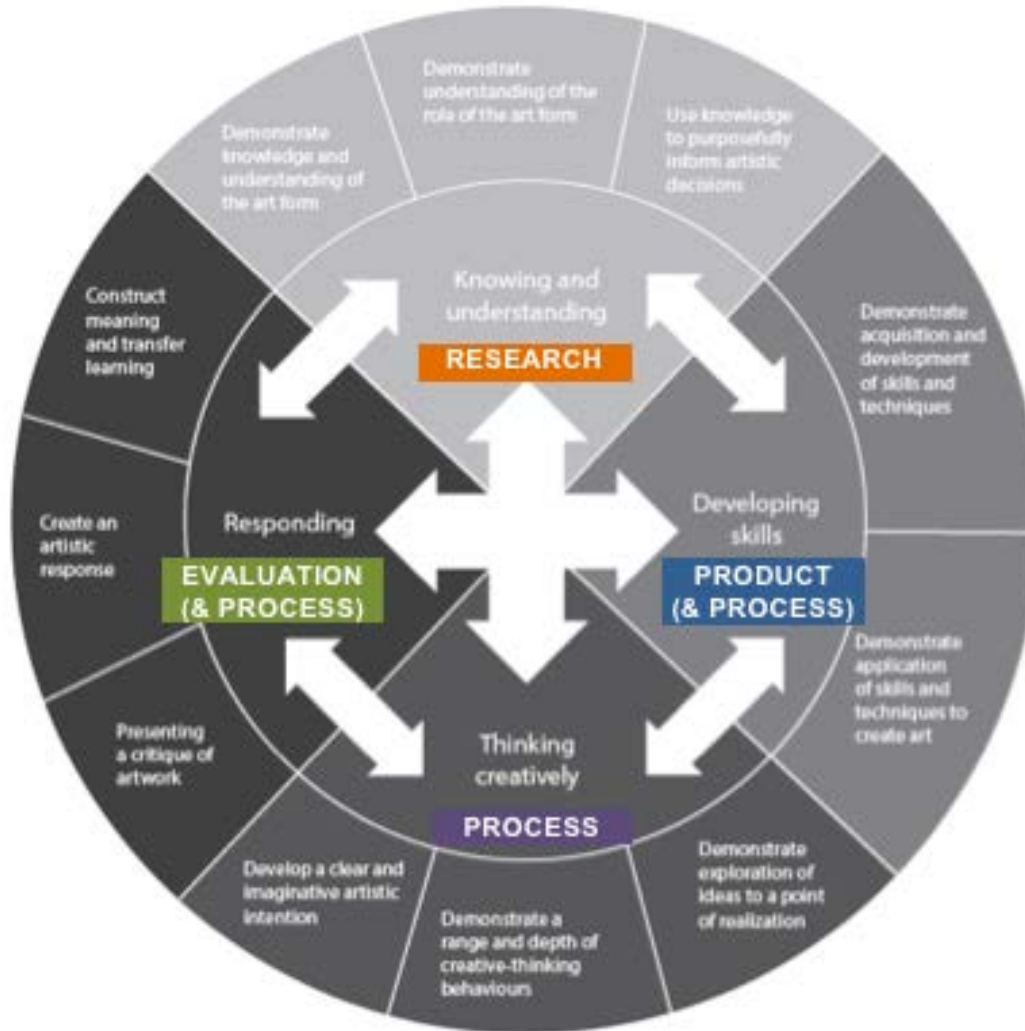


THE ARTS IN FORM 3 & 4

The Arts

- All students will follow one IB MYP Arts course in Form 3 - the choice is between Drama, Music or Visual Arts
- In Form 4, the Visual Arts & Music courses are also the start of the HKDSE elective courses; students may continue with these courses in Forms 5 & 6
- Students starting the IB Diploma in Form 5 could continue their Arts course in Music, Theatre, or Visual Arts
- In exceptional cases students with suitable aptitude can change between the Arts at the end of F3 and beginning of F4 (but only after discussion and agreement by teachers and parents involved)

MYP ARTS OBJECTIVES AT CSS



Criteria A: Knowledge & Understanding
(Research)

Criteria B: Developing skills
(Final Product and Process)

Criteria C: Creative Thinking
(Process)

Criteria D: Responding
(Evaluation and Process)

DRAMA F3 & F4



- **Unit One – Physical Theatre.** Exploring how physical movement can be its own language supported, or not, by spoken word. Through a series of physical activities they put together a performance based on concepts and themes rather than character and story.
- **Unit two- Page to Stage.** Learners explore a playtext to develop their acting and technical theatre skills. Each learner is casted in a scene as well as taking a technical role
- **Unit Three- Devising Theatre.** Utilising the previous two units, learners start with the stimulus of “conflict” to devise their own performance combining playtexts and physical theatre explorations
- **Unit four – Monologues and Stanislavski.** Students choose an existing monologue and use the Stanislavski system to create a naturalistic character which they then apply to their performance
- **Unit five - Commedia Dell'arte.** Learners research the 16th century style of improvisational masked theatre, present their findings to the rest of the class and then develop performance skills in the art form and devise an assessed group performance.
- **Unit six – Production Unit.** Having identified a topic of interest learners either stage an existing playtext or create a new performance with the assistance of the teacher. The unit is flexible to allow for each year group’s strengths and areas of interest
- **Unit seven – Theatre of the Oppressed.** Students learn about and experiment with forum theatre, working towards a performance. Learners understand and develop techniques to explore ‘how theatre can have a social impact on the world around us.

DRAMA F3 & F4

Variety of presentations/performances to different audiences

Develops awareness of social and global issues through practical exploration

Analysis of live theatre

Analysis of playscripts and contextual understanding

Exploration of worldwide theatre traditions

Development of performance skills through movement, acting, choreography and speech

Development of technical / stage management skills

Drama helps in all fields of work in terms of public speaking, social interaction, emotional maturity, autonomy

Develops confidence and language acquisition through structured explorations and performances

In F5 & 6 only IBDP Theatre

Future careers-

- Specific career paths are Acting/performance, drama teaching, Set Designer, Costume Designer, Broadcast Technician, Production Assistant, Speech Coach, Drama Therapist, Business & Arts Administration, Directing, Dramaturgy, playwriting or literary management, Creative Media, Sound Designer, Community Arts Worker, Theatre-in-Development practitioner, Artistic Director, movement/choreography/combat coach

MUSIC F3 & F4

The Units-

- **Unit 1-Baroque Dance music-** Research, listen and analyse Baroque dance music to create a *Gigue* composition using a software and perform in a style of the baroque period.
- **Unit 2- Music Making and Digital Technology-** Create an arrangement of an existing piece of music in GarageBand. Students will research and analyse on genres that they are interested in and apply acquired knowledge to create own arrangements with music creation software.
- **Unit 3- Chinese Music-** Inquire the changes in a society that could influence the development of its Chinese traditional music. Present a group performance using Chinese musical elements.
- **Unit 4- Limelight-** Explore how does a society influence the creation of art. Create an original song about social injustice, global issues, personal expression using a music software with an accompanying music video to reach wider audience to deliver their message.
- **Unit 5- Western Arts Music-** Listen, analyse, compare different eras of the Western art music and create a representational piece. Social/political/religious/historical/cultural context will be discussed in the direction of the influence in music and vice versa.
- **Unit 6 - Music Personal Project-** Students' choice of mini personal project among the skills they've learned through MYP; research, performance recital, original compositions, arrangement, motion picture soundtrack, tutorial video, learning a new instrument, etc.



MUSIC F3 & F4

3 Principal areas of study in music:

Musical knowledge and analysis-

Various cultures, genres of music from Baroque to 20th Century art to contemporary

Composition-

Using diverse media to create a portfolio of composition

Performance-

Solo and group performance

In F5 & F6 there is HKDSE Music and IBDP Music

Future careers-

Arranger, producer, orchestrator, composer, film scorer/composer, jingle writer, songwriter, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, Music Business/Management , Music Education and Music Therapy

VISUAL ARTS F3 & F4

The Units

- **Unit 1 - Natural Forms print.** Abstraction and beauty in the natural environment. Observational drawing skills and process of abstraction through drawing. Research into various print techniques and print artists. Lino printing techniques.
- **Unit 2- Self-portrait painting** - The process of artistic creation can lead to self-awareness. Research self-portraiture and produce a self portrait, Self-expression within art. Tonal drawing skills, and painting techniques. Research into the history of portraiture and self-expression within art.
- **Unit 3 - Documentary Photography-** Art as a visual document of a place/event. Digital photograph and digital editing techniques, concepts of narrative & document in art and research into history of photography
- **Unit 4- Social Issues poster** Art as a reflection of the society it is produced in. Students research an issues relating to in Hong Kong and investigate contemporary designers/illustrators to explore their own society and develop their understanding of design and composition.
- **Unit 5 - East meets West Painting-** How cultures meet. Research the connections between Western and Eastern contemporary art and the use of appropriation. Produce a painting based on their research
- **Unit 6- Mixed Media.** Exploration of found objects/mixed media techniques with a student selected theme. Development of ideas, media experiences and self-expression.



VISUAL ARTS F3 & F4

Development of skills and knowledge learnt in Form 1 & 2

Experience a range of new visual techniques and media

Understand how the visual arts contributes to culture and society

Understanding the Art's role in fostering self-expression and self-awareness

In F5 & F6 there is HKDSE Visual Art and IBDP Visual Art

Future careers-

Advertising, Animator, Architect, Art teacher, Art therapist, Caricature artist, Cartoonist, Commercial artist, Curator, Corporate communication specialist, Costume designer,, Fashion designer, Film production, Game designer, Graphic designer, Layout artist, Illustrator, Makeup artist, Painter, Photographer, Photojournalist, Set designer, Television production, Videographer, Web designer