FIB ENGLISH

INTRODUCTION

The syllabus enables students to read, interpret and evaluate literary and non-fiction texts. Students will develop an understanding of literal meaning, inferential meaning, relevant contexts and of the deeper themes or attitudes that may be expressed.

Through their studies, students will learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

AIMS

The syllabus aims to:

- prepare students for IB English SL and HL.
- expose students to selected texts and topics studied by IGCSE Language and Literature courses.
- introduce students to selected IB English topics.
- introduce students to the various methodology and learning styles expected at IB
- develop students' range and accuracy of written and spoken English.
- help students communicate an informed personal response appropriately and effectively.
- teach students to appreciate different ways in which writers achieve their effects.

SYLLABUS

No	Topic	No	Topic
1	Introduction to Text Types	4	Prose Study: The Great Gatsby
2	Drama Study: A View From The Bridge	5	Poetry Study: IGCSE Anthology
3	Mini-EE: Research and Writing Skills	6	Written Task

APPROACHES TO LEARNING:

- Thinking Skills
- Communication Skills.
- Self-Management Skills.
- Research Skills.
- Social Skills.

ASSESSMENT OBJECTIVES:

- Knowledge and understanding.
- Application and analysis.
- Synthesis and evaluation.
- Selection and use of appropriate presentation and language skills.

ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 1	1 hour	50%	Literature Analysis
Paper 2	1 hour	50%	Language Analysis

Textbooks and References

Literature Texts

1. *A View From The Bridge* (Arthur Miller)
2. *The Great Gatsby* (F Scott Fitzgerald)
3. *IGCSE Poetry Anthology*

FIB MATHEMATICS

INTRODUCTION

The FIB Mathematics curriculum is a one-year course designed to prepare the students for IB Diploma. The curriculum covers essential concepts, skills and presumed knowledge required to pursue the IB Diploma mathematics at higher / standard level.

AIMS

The syllabus aims to enable students to:

- consolidate and extend their mathematical skills, and use these in the context of more advanced techniques;
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving;
- appreciate the interconnectedness of mathematical knowledge;
- acquire a suitable foundation in mathematics for further study in the subject or in mathematics-related subjects;
- devise mathematical arguments and use and present them precisely and logically;
- integrate information technology (IT) to enhance the mathematical experience;
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations;
- develop creativity and perseverance in the approach to problem solving;
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics; and
- provide foundation for IB Diploma Mathematics, AS and A Level, HSC, VCE, AP Calculus and other equivalent courses.

SYLLABUS

No	Topic	No	Topic
1	Functions	7	Straight line graphs
2	Quadratic functions	8	Circular measure
3	Indices and surds	9	Trigonometry
4	Factors of polynomials	10	Series and Binomial Theorem
5	Simultaneous equations	11	Differentiation and integration
6	Logarithmic and exponential functions	12	Vectors in two dimensions

APPROACHES TO LEARNING:

Thinking Skills
Recalling formula and recognition of patterns, Interpreting and classifying, Problem solving and application, evaluation and generalization.

Communication Skills
Mathematical communication using appropriate notation and terminology, presentation using table, graphs, etc. as required, discussion of concepts in pairs / groups and application of mathematics to solve real-life problems using relevant explanation and technology.

Social Skills
Peer teaching and collaborative learning.

Self-management Skills
Persistence with problem solving, organisation and time-management.

Research Skills
Formulating conjectures, developing novel methods to find solutions to familiar / unfamiliar problems and making connections with different areas of mathematics.

ASSESSMENT OBJECTIVES:

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

AO1: Demonstrate knowledge and understanding of mathematical techniques

AO2: Apply mathematical techniques

ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 1	2 hours	100% 100 marks	Candidates answer all questions. Graphic Display calculator is required.

Students are required to obtain a minimum of grade B in the end of year examination for FIB Mathematics to qualify for IB Diploma mathematics at higher level.

Textbooks and References

Cambridge IGCSE and O Level Additional Mathematics Coursebook (0606) 2nd Edition by Sue Pemberton (Publisher: Cambridge University Press).

The use of a Graphic Display Calculator is required. [Calculator model: **TI-Nspire CX non-CAS**]

FIB INQUIRY, INNOVATION AND ENTREPRENEURSHIP (IIE)

INTRODUCTION

The entire course is designed on the concept of project-based learning. It will consist of a combination of instructional and discursive teaching styles with a focus on student-centered learning. Learning is facilitated through the use of technology encouraging student-led learning and creative problem solving.

AIMS

The syllabus aims to help students to:

- develop the approaches to learning (ATL) skills
- reflect purposefully on their learning (metacognition)
- develop the confidence to try new strategies

SYLLABUS

No	Topic / Concept / Activity	No	Skills
1	Project - Technology	1	Research skills
		2	Communication skills
		3	Social Skills
2	Project - App development for school orientation	1	Research skills
		2	Communication skills
		3	Social skills
		4	Thinking skills
3	Project - Crisis management (Rogue satellite)	1	Research skills
		2	Communication skills
		3	Social skills
		4	Thinking skills
		5	Self-management skills

4	Project - Design & Marketing (Restaurant renovation and rebranding)	1 2 3 4 5	Research skills Communication skills Social skills Thinking skills Self-management skills

APPROACHES TO LEARNING:

The course will focus on the five ATL skills – research skills, social skills, communication skills, self-management skills and thinking skills. Students will work on one project per term and the ATL skills will be taught both explicitly and implicitly during the implementation of the project. Students will be given the opportunity to work together in teams to solve problems and create solutions. Metacognition will be an important aspect of the course where students will be asked to reflect on their own thinking in an attempt to develop a greater awareness of how they might improve their performance.

In the early stages of the programme, the focus is on inquiry and innovation. Later in the curriculum, we will investigate the skills of entrepreneurship and use these skills to develop solutions to a problem.

- **Thinking Skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication Skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.
- **Social Skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management Skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed
- **Research Skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings

ASSESSMENT OBJECTIVES:

- Research, analysis and evaluation
- Organisation
- Collaboration

- Reflection
- Communication
- Critical thinking
- Creativity and innovation

FIB GLOBAL STUDIES

INTRODUCTION

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

FIB Global Studies emphasizes the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future. There is no examinable content; candidates are free to research and write on topics of their choice.

AIMS

By taking the FIB Global Studies course, candidates will have opportunities to acquire and apply a range of skills to support them including:

- researching, analysing and evaluating information;
- developing and justifying a line of reasoning;
- reflecting on processes and outcomes;
- communicating information and reasoning; and
- collaborating to achieve a common outcome.

SYLLABUS

No	Topic/ Concept (See IGCSE Concepts)	No	Skills (may be repeated)
1	Terms and Definitions/ Statements of Arguments	1	Reading & Writing Skills
2	Perspectives - looking at issues from a national perspective	2	Teaching: Identifying different perspectives & Understanding issues Student task: Research skills, Communication skills - writing arguments, identifying and evaluation causes and consequences
3	Activism	3	Research skills, Presentation skills, Communication skills - writing arguments, identifying and evaluation causes and consequences

4	Evaluating arguments	4	Questioning knowledgeable claims & questioning reliability of information
5	Democracy	5	Reflecting on issues and perspectives
6	Children & Women's Rights	6	Comprehension skills, understanding key issues, evaluating causes and consequences
7	Human Rights	7	Research skills, communication skills - writing arguments, reflection on personal and team learning, developing a line of reasoning, learning how to reference
8	Media and its impact on women	8	Reflecting on issues and perspective and personal learning
9	International Foreign Aid	9	Questioning underlying beliefs, knowledgeable claims and reliability
10	Religion	10	Comprehension skills, understanding key issues, evaluating causes and consequences

APPROACHES TO LEARNING:

- **Thinking Skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication Skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.
- **Social Skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management Skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed
- **Research Skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings

ASSESSMENT OBJECTIVES:

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

AO1: Research, analysis and evaluation

A02: Reflection

A03: Communication and Reflection

ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 1	1hr 15 mins	50%	Written Examination (70 marks) Candidates answer four compulsory questions based on source material
Paper 2		50%	Individual Report (60 marks) With the guidance of their teacher, candidates choose from one of the specified topic areas and devise a global research question.

Textbooks and References

Complete Global Perspectives for Cambridge IGCSE & O Level (Oxford University Press, 2015)

Cambridge IGCSE & O Level Global Perspectives Coursebook (Cambridge University Press, 2016)

FIB CHEMISTRY

INTRODUCTION

Foundation International Baccalaureate (FIB) are each designed as a one-year course for pupils who are interested to continue with the learning of Chemistry at the IB level.

AIMS

The aim of FIB Chemistry course is to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students. In particular, it enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- develop an interest in, and care for, the environment.
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.
- develop an understanding of the scientific skills essential for both further study and everyday life.

It also acts as a good foundation Science for pupils who intend to pursue International Baccalaureate Chemistry in their further studies.

SYLLABUS

No	Topic	No	Topic
1	The Particulate Nature of Matter	6	Chemical Energetics & Equilibrium
2	Atoms, elements and compounds	7	Chemical Kinetics
3	The Periodic Table	8	Acids, bases and oxides
4	Chemical Bonding	9	Electricity and chemistry
5	Stoichiometry (Mole Concept)	10	Organic Chemistry

ASSESSMENT OBJECTIVES:

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

AO1: Knowledge with understanding

AO2: Handling information and problem solving

AO3: Experimental skills and investigations

ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 2	45 minutes	**37.5%** 30 marks	**Compulsory multiple choice paper**. Thirty items of the four-choice type.
Paper 4	1 hour 15 minutes	**62.5%** 60 marks	**Short-answer and structured questions paper.** Questions will be based on pupils' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- FIB students are expected to sit and pass in the school's interview and progression examination at the end of the year.
  Only successful students will be promoted into the IB Diploma.
- Students who have passed the IGCSE or O Level examinations are guaranteed entry to the IB programme the following year, whereas the other FIB students must pass the school's end of year internal examinations.
- Students are required to obtain a **grade B** at the End of year progression examination of the science subject in order to take the subject at HL level at IB.

APPROACHES TO LEARNING:

- **Thinking Skills**

Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.

- **Communication Skills**

Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.

- **Social Skills**

Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

- **Self-management Skills**

Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed

- **Research Skills**

Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings

Textbooks and References

Complete Chemistry for IGCSE by Oxford University Press

FIB BIOLOGY

INTRODUCTION

Foundation International Baccalaureate (FIB) are each designed as a one-year course for pupils who are interested to continue with the learning of Biology at the IB level.

AIMS

The aim of FIB Biology course is to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students. In particular, it enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- develop an interest in, and care for, the environment.
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.
- develop an understanding of the scientific skills essential for both further study and everyday life.

It also acts as a good foundation Science for pupils who intend to pursue International Baccalaureate Biology in their further studies.

SYLLABUS

No	Topic	No	Topic
1	Characteristics of living organisms	6	Nutrition in Humans
2	Cell structure and organisation	7	Nutrition in Plants
3	Movement in and out of cells	8	Respiration
4	Enzymes	9	Transport in Humans
5	Biological Molecules	10	Coordination and response

ASSESSMENT OBJECTIVES:

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

AO1: Knowledge with understanding

AO2: Handling information and problem solving

AO3: Experimental skills and investigations

ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 2	45 minutes	**37.5%** 30 marks	**Compulsory multiple choice paper**. Thirty items of the four-choice type.
Paper 4	1 hour 15 minutes	**62.5%** 60 marks	**Short-answer and structured questions paper.** Questions will be based on pupils' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- FIB students are expected to sit and pass in the school's interview and progression examination at the end of the year.
  Only successful students will be promoted into the IB Diploma.
- Students who have passed the IGCSE or O Level examinations are guaranteed entry to the IB programme the following year, whereas the other FIB students must pass the school's end of year internal examinations.
- Students are required to obtain a **grade B** at the End of year progression examination of the science subject in order to take the subject at HL level at IB.

APPROACHES TO LEARNING:

- **Thinking Skills**

Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.

- **Communication Skills**

Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.

- **Social Skills**

Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

- **Self-management Skills**

Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed

- **Research Skills**

Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings

Textbooks and References

Complete Biology for IGCSE (Pickering), Biology Matters by Lam et.al (Marshall Cavendish Education) and Conceptual Learning Biology by Sia (GLM Publication)

FIB PHYSICS

INTRODUCTION

Foundation International Baccalaureate (FIB) are each designed as a one-year course for pupils who are interested to continue with the learning of Physics at the IB level.

AIMS

The aim of the FIB Physics course is to provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students. In particular, it enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- develop an interest in, and care for, the environment.
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.
- develop an understanding of the scientific skills essential for both further study and everyday life.

It also acts as a good foundation Science course for pupils who intend to pursue International Baccalaureate Physics in their further studies.

SYLLABUS

No	Topic	No	Topic
1	Units and measurements	4	Properties of waves, including light and sound
2	General Physics	5	Electricity and magnetism
3	Thermal Physics	6	Atomic Physics

APPROACHES TO LEARNING:

- **Thinking Skills**

Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.

- **Communication Skills**

Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.

- **Social Skills**

Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

- **Self-management Skills**

Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed

- **Research Skills**

Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings

ASSESSMENT OBJECTIVES:

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

AO1: Knowledge with understanding

AO2: Handling information and problem solving

AO3: Experimental skills and investigations

ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 2	45 minutes	**37.5%** 30 marks	**Compulsory multiple choice paper**. Thirty items of the four-choice type.
Paper 4	1 hour 15 minutes	**62.5%** 60 marks	**Short-answer and structured questions paper.**

			Questions will be based on pupils' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- FIB students are expected to sit and pass in the school's interview and progression examination at the end of the year.
  Only successful students will be promoted into the IB Diploma.
- Students who have passed the IGCSE or O Level examinations are guaranteed entry to the IB programme the following year, whereas the other FIB students must pass the school's end of year internal examinations.
- Students are required to obtain a **grade B** at the End of year progression examination of the science subject in order to take the subject at HL level at IB.

Textbooks and References

Complete Physics for Cambridge IGCSE by Oxford University

FIB MUSIC

INTRODUCTION

FIB International Baccalaureate Music course runs on a twice-weekly, one-term carousel programme with Art and Drama.

AIMS

The aim of FIB Music course is to provide a balanced and holistic arts education through the appreciation and engagement with music and its role in the various arts forms. The programme enables learners to:

- recognise how music has a direct and indirect influence on the various arts forms such as moving images i.e. films and videos.
- develop relevant aptitude and interest to appreciate and enjoy music and the arts.
- develop a higher order thinking through good practices for research, analysis and writing during the concept proposal and evaluation process.
- develop an understanding of the audio and video production skills that will be essential for further study in academic and work life.
- Improve organization and communication skills.
- develop skills, processes in order to communicate concepts and ideas fluently.
- Engage in creative and imaginative expressions.
- apply creative problem-solving skills.

SYLLABUS

No	Topic	No	Topic
1	Original Video Production with soundscapes and music designs	4	Audio editing with Garageband, Logic Pro X, Adobe Audition or Cubase
2	Audio recording with professional microphone and digital audio console	5	Video editing with I-movie, Adobe Premiere or Final Cut Pro X softwares
3	Creative filming with Green screen, LED lighting and professional audio setup	6	Creative Problem Solving skills

APPROACHES TO LEARNING:

(Adapted from IBO)

- **Thinking Skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication Skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.
- **Social Skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management Skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research Skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

ASSESSMENT OBJECTIVES:

- Demonstrate
  Knowledge of audio and video production skills

- Analyse
  Evaluate the creative process

- Develop
  Knowledge structure and creativity through creative problem solving

ASSESSMENT FORMAT:

	Week	Description
PHASE 1	1 - 3rd week	Concept Proposal & recommended research and timeline.
PHASE 2	4th – 7 week	Audio and Video production and editing.
PHASE 3	8th – 10 week	Showcase, reflection and future works.

PIB DRAMA

INTRODUCTION

PIB International Baccalaureate Drama module runs on a twice-weekly, one-term carousel programme with Music and Art

AIMS

The aim of PIB Drama course is to provide a balanced and holistic education through the appreciation and engagement with Drama in Education. The programme enables learners to:

- Explore a variety of dramatic forms and performance techniques
- Develop an appreciation for drama in performance as participant and as audience
- Understand the educational, cultural and social purposes of various forms of drama
- Develop communication and presentational skills
- Learn to work collaboratively through decision-making, perspective taking, negotiation and creative problem solving
- Develop higher order thinking for critical inquiry, research and analysis through structured creative processes.

SYLLABUS

No	Topic	No	Topic
1	*Tableaux, Mime and Movement* Constructing & deconstructing narratives through non –verbal tools of drama	4	*Devised Theatre and Improvisation* Devising dramatic pieces through improvisation and collaboration
2	*Elements of Physical Theatre* Exploring the use of time, space and levels in physical expression	5	*Dramatic Inquiry and Analysis* Using process drama strategies to explore topics, themes, issues, play texts and stimuli
3	*Voice Techniques* Understanding the use of vocal expression, verbal dynamics, posture and breathing in performance.	6	*Play Building* Sequencing and structuring of dramatic scenes in order to convey meaning, ideas and feelings

APPROACHES TO LEARNING:

(Adapted from IBO)

- **Thinking Skills**
  Students apply deep-thinking to critically inquire and analyse dramatic situations, characters and scenes. During the process, students use inferential skills to evaluate and synthesise information

- **Communication Skills**
  Students learn to communicate their ideas through verbal (role-play / improvisation) and non-verbal (tableaux/mime/movement) communication tools of drama.

- **Social Skills**
  Students are given the opportunity to work individually and in groups. They engage in creative work through collaboration. Throughout the process, students are encouraged to listen, observe and respond constructively.

- **Self-management Skills**
  Students learn to manage their organisation and time management skills when working on tasks. They are encouraged to make informed choices in the artistic processes to experiment, develop and refine ideas.

- **Research Skills**
  Students analyse given stimuli and formulate questions for inquiry, They observe, plan, and collect data based on a given topic and learn to interpret their findings through structured creative processes.

ASSESSMENT OBJECTIVES:

-Demonstrate knowledge and understanding of specific drama techniques.

-Analyse and evaluate dramatic scenes and narratives

-Develop ideas through collaboration and co-creation

-Refine work by exploring ideas, selecting and experimenting with appropriate techniques and processes

ASSESSMENT FORMAT:

Assessment	Description
Pair Work	To create movement pieces based on techniques of physical expression covered during lessons
Group Work	To present scenes from a selected dramatic piece.
Individual Work	To evaluate learning and maintain a journal throughout the term,

Textbooks and References

There are no textbooks for this subject, instead we reference:

-Theatre Games for the Classroom: A Teacher's Handbook by Viola Spolin

-Viola Spolin: "Improvisation for the Theatre – A handbook of Teaching and Directing"

-The Viewpoints Book by Anne Bogart

-Structuring Drama Work by Jonathan Neelands

PIB VISUAL ARTS

INTRODUCTION

PIB International Baccalaureate Art course runs on a twice-weekly, one-term carousel programme with Music and Drama.

AIMS

The aim of PIB Art course is to provide a balanced and holistic education through the appreciation and engagement with the Art subject. The programme enables learners to:

- develop good practices for research, analysis, evaluation and the writing of art
- explore and engage with art from a variety of context, deepening their understanding of the visual arts within the global community
- develop skills, processes in order to communicate concepts and ideas coherently
- engage in creative and imaginative expressions.

The students work with a range of art forms from two-dimensional, three-dimensional, lens-based or screen-based works. Through art-making, students undergo the cycle of creative process:

- Define the problem/ theme
- Research and collect information
- Brainstorm and analyse ideas
- Develop solutions
- Presentation of ideas/ Evaluate

SYLLABUS

No	Topic	No	Topic
1	*Elements and Principles of Art* Line, Colour, Texture, Value, Space, Shape, Contrast, Balance, Emphasis, Rhythm, Unity, Scale & Proportion	4	*Media and Techniques* Ink, Pencil, Marker, Watercolour, Collage, Adobe Capture
2	*Research and Writing about a work of Art* MLA referencing, understanding context, artist's intention, analysing and interpreting art, comparing art works	5	*Developing ideas and Documentation of Processes*
3	*Drawing Portraits* Scale & Proportion, Ways of drawing portraits, Defining Selfies, Coherence in serial works	6	*Presentation and Evaluation*

Due to the short term of the course, the Pre-IB/ FIB is not a foundation course preparing students to offer the International Baccalaureate Visual Arts of the Diploma Programme.

APPROACHES TO LEARNING:

(Adapted from IBO)

- **Thinking Skills**
  Reflective, creative, critical thinking skills, application, synthesis, evaluation, meta-cognition, comparison of artworks, establishing links with artists' practices.
- **Communication Skills**
  Verbal, written, oral communication skills. Articulating artist's intention, making informed judgement and decisions, coherent documenting of developing ideas and processes, presentation, seeking feedback and reflecting constructively own work.
- **Social Skills**
  Accepting responsibility, respecting others, art materials and equipment, cooperating, peer-evaluation
- **Self-management Skills**
  Organisation, time-management, safety, morals, informed choice, seeking support when needed.
- **Research Skills**
  Observing, planning, collecting and recording information, organising and interpreting information, presenting research findings.

ASSESSMENT OBJECTIVES:

- Record ideas, observations and insights relevant to intentions as work progresses
- Explore and select appropriate resources, media, materials, techniques and processes
- Develop ideas through investigation, demonstrating critical understanding
- Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

The project consists of 3 phases as seen on the table below and students are assessed for their processes as well as their outcomes.

ASSESSMENT FORMAT:

	Week	Description
PHASE 1	1 - 3rd week	Foundation skills: Theory and Practical; Research and Brainstorming of ideas.
PHASE 2	4th – 7 week	Ideation, development of ideas, Manipulation of images, exploration of media and techniques.
PHASE 3	8th – 10 week	Execution, reflection, Resolution of problems, documentation and Presentation.

Students interested in offering the IB Visual Arts Diploma course are to refer to the respective subject information sheet for more details regarding the entry requirements to the course.