

## PIB ENGLISH

### INTRODUCTION

The PIB English curriculum is a one-year programme that prepares students with the intention of entering the two-year IB Diploma Programme (IBDP). As a preparatory course, it covers an array of themes and topics that introduce students to the contents found in the IBDP. Most curriculum content has been developed in line with the IB learner profile. In addition to improving listening, reading, speaking and writing skills, the course prepares students to take an exam modelled on the IGCSE ESL examination. This is the same assessment our mainstream international students take prior to entry into IBDP.

### AIMS

- To encourage students to view themselves as internationally-minded global citizens and understand the importance of intercultural understanding
- To enable students to master key IB skills such as Approaches to Learning and understand the importance of the IB Learner Profile in their learning process.
- To ensure that learners possess the skills and language to adapt in an international social environment.
- To prepare students to the reading, writing, speaking and listening requirements of the IBDP curriculum.
- To provide the language skills to function in an English-only academic curriculum.
- To assist in transferring learner's existing skills they have in their own language into English and adjust to a different academic environment.

# SYLLABUS

No	Topic	No	Topic
1	Cultural Diversity <i>How are we influenced by culture?</i>	5	Travelling & Crossing Borders <i>How does travel change us?</i>
2	Communication & Media <i>How does the media persuade us?</i>	6	Science & Technology <i>What is scientific progress?</i>
3	Global Issues <i>What does it mean to share the planet?</i>	7	Working Life <i>How do we choose what we want to do later?</i>
4	Leisure, Fitness and Lifestyle <i>How do we ensure a balance between study and leisure?</i>	8	International Education <i>Are there different ways of studying and acquiring knowledge?</i>

## APPROACHES TO LEARNING:

Over the course of the year students will work and develop all of the five skills in Approaches to Learning. (Adapted from IBO)

**Thinking skills:** Unit 1- Cultural diversity: students will explore indigenous knowledge systems and reflect whether indigenous art should be trademarked.

**Communication skills:** Unit 2- Communication & Media: Students will design their own advertisement and pitch it to the class.

**Social skills:** Unit 5- Crossing Borders: Students will use ICT to design their own brochure and presentation for an eco-resort.

**Self-management:** Unit 6- Science & technology: Students will read a short story by Ray Bradbury and complete reflection tasks and a short essay. This is a self-directed task. Students will set their own timeline and targets for completion.

**Research skills:** Research Skills project (1 hour a week): Students complete a research journal and will write a 1000 word essay based on a research question they have designed. The work will be presented in August 2020 to teachers and students.

## 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 Reading

AO2 Writing

AO3 Listening

## ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 2	2 hours	70%	<p>Paper 2 - Reading and Writing</p> <p>There are six exercises in the question paper. The exercises have different marked allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.</p> <p>Candidates complete a range of task types, including writing short (single word/phrase) answers, matching, note making, summary writing, writing a 150-200 word response and writing a report, or a review or an article.</p> <p>The balance of assessment of reading and writing skills is equal.</p> <p>Candidates who take this component are eligible for grades A*–E.</p> <p>80 marks</p>

Paper 4	50 min	30%	<p>Component 4 - Listening (Extended)</p> <p>Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking.</p> <p>Candidates who take this component are eligible for grades A*–E.</p> <p>40 marks</p>
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## Textbooks and References

*Advanced Grammar in Use: Self Study Book*, Cambridge, Third edition

*Success English International skills for Cambridge IGCSE*, Marianne Barry, Cambridge, Fourth edition.

# PIB MATHEMATICS

## INTRODUCTION

The PIB 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:

(Adapted from IBO)

### 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 Pre-IB Mathematics to qualify for IB Diploma mathematics at higher level.

## **Textbooks and References**

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

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

# PIB GEOGRAPHY

## INTRODUCTION

Students will be presented with a variety of stimuli that will build up their skills in reading, writing and listening. They will learn to select relevant details in case studies, understand the difference between what is directly stated and implied, and practise writing for different purposes. Students will engage in conversations and discussions on the Geographical themes.

## AIMS

The aims of the syllabus are to develop:

- an understanding of location on a local, regional and global scale;
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments;
- an understanding of the ways in which people interact with each other and with their environment;
- an awareness of the contrasting opportunities and constraints presented by different environments;
- an appreciation of and concern for the environment; and
- an appreciation of the earth, including its people, places, landscapes, natural processes and phenomena.
- form a solid foundation for the skills required for IB using English as the medium;
- develop students' awareness of the use of language and language-learning skills through Geography

## SYLLABUS

No	Topic
1	Population and Settlement
2	The Natural Environment
3	Economic Development

## 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:

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: Skills and Analysis

## ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 1	75 minutes		Geographical Themes and Skills

# PIB ECONOMICS AND BUSINESS MANAGEMENT

## INTRODUCTION

This course enables students to develop sufficient knowledge and academic skills in Economics and Business Management to prepare them to make presentations, attempt internal assessments and answer structured questions.

## AIMS

The aims of the syllabus are to enable students to:

- develop students' ability to use English effectively for the purpose of practical communication through competency in reading, writing and speaking;
- form a solid foundation for the skills required for further study or employment using English as the medium.

## SYLLABUS

No	Topic	No	Topic
1	Basic Economic Problem	4	Understanding Business Activity
2	The Allocation of Resources	5	Marketing
3	Government and the Macro Economy		

## 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:

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more details 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: Analysis
- AO3: Critical evaluation and Decision-making
- Reading, Writing and Speaking

## ASSESSMENT FORMAT AND MARKS:

Paper No.	Time	Weighting	Description
Paper 1	30 mins	20%	Section A: Multiple Choice
	45 mins	30%	Section B: Structured Questions
	45 mins	30%	Section C: Language Acquisition Questions
Total		80%	
		20%	Article Review

# PIB CHEMISTRY

## INTRODUCTION

Pre - International Baccalaureate (PIB) 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 PIB 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

## 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:

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	<b>37.5%</b> 30 marks	<b>Compulsory multiple choice paper.</b> Thirty items of the four-choice type.
Paper 4	1 hour 15 minutes	<b>62.5%</b> 60 marks	<b>Short-answer and structured questions paper.</b> Questions will be based on pupils' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- Pre 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 PIB 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 Chemistry for IGCSE by Oxford University Press

## PIB BIOLOGY

### INTRODUCTION

Pre - International Baccalaureate (PIB) 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 PIB 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

## 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:

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	<b>37.5%</b> 30 marks	<b>Compulsory multiple choice paper.</b> Thirty items of the four-choice type.
Paper 4	1 hour 15 minutes	<b>62.5%</b> 60 marks	<b>Short-answer and structured questions paper.</b>

			Questions will be based on pupils' ability to demonstrate knowledge with understanding as well as handling information and problem solving.
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- IB 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 PIB 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 Biology for IGCSE (Pickering), Biology Matters by Lam et.al (Marshall Cavendish Education) and Conceptual Learning Biology by Sia (GLM Publication)

# PIB PHYSICS

## INTRODUCTION

Pre - International Baccalaureate (PIB) 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 PIB 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:

(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:

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	<b>37.5%</b> 30 marks	<b>Compulsory multiple choice paper.</b> Thirty items of the four-choice type.
Paper 4	1 hour 15 minutes	<b>62.5%</b> 60 marks	<b>Short-answer and structured questions paper.</b>

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

# PIB Music

## INTRODUCTION

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

## AIMS

The aim of PIB 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:

- Understand what music is with the use of moving images.
- Develop relevant aptitude and interest to appreciate and enjoy music and the arts.
- Learn what are the good practices required in research, analysis and writing (conceptual proposal and evaluation process).
- Learn and develop a higher order thinking through good practices for research, analysis and writing during the concept proposal and evaluation process.
- Learn and develop an understanding of the audio and video production skills that will be essential for further study in academic and work life.
- Learn what it means to work collaboratively.
- Learn and understand what is the creative process and the 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 - 3 <sup>rd</sup> week	Concept Proposal & recommended research and timeline.
PHASE 2	4 <sup>th</sup> – 7 week	Audio and Video production and editing.
PHASE 3	8 <sup>th</sup> – 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 participants 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	<i>Tableaux, Mime and Movement</i> Constructing & deconstructing narratives through non –verbal tools of drama	4	<i>Devised Theatre and Improvisation</i> Devising dramatic pieces through improvisation and collaboration
2	<i>Elements of Physical Theatre</i> Exploring the use of time, space and levels in physical expression	5	<i>Dramatic Inquiry and Analysis</i> Using process drama strategies to explore topics, themes, issues, play texts and stimuli
3	<i>Voice Techniques</i> Understanding the use of vocal expression, verbal dynamics, posture and breathing in performance.	6	<i>Play Building</i> 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	<i>Elements and Principles of Art</i> Line, Colour, Texture, Value, Space, Shape, Contrast, Balance, Emphasis, Rhythm, Unity, Scale & Proportion	4	<i>Media and Techniques</i> Ink, Pencil, Marker, Watercolour, Collage, Adobe Capture
2	<i>Research and Writing about a work of Art</i> MLA referencing, understanding context, artist's intention, analysing and interpreting art, comparing art works	5	<i>Developing ideas and Documentation of Processes</i>
3	<i>Drawing Portraits</i> Scale & Proportion, Ways of drawing portraits, Defining Selfies, Coherence in serial works	6	<i>Presentation and Evaluation</i>

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Due to the short term of the course, the Pre-IB 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 - 3 <sup>rd</sup> week	Foundation skills: Theory and Practical; Research and Brainstorming of ideas.
PHASE 2	4 <sup>th</sup> – 7 week	Ideation, development of ideas, Manipulation of images, exploration of media and techniques.
PHASE 3	8 <sup>th</sup> – 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.