

SWISS  
INTERNATIONAL  
SCIENTIFIC SCHOOL  
— DUBAI —

# IB MYP OPTIONS BOOKLET 2022-2023



## *Contents*

DESIGN  
DRAMA  
MUSIC  
VISUAL ARTS  
PHE  
BTEC BUSINESS  
SPANISH

# INTRODUCTION FOR MYP OPTIONS BOOKLET

Dear Parents,

At SISD, we provide students with a choice of subjects which ensures that they can tailor their learning paths according to their interests. In grades 6 and 7 students are exposed to a variety of subjects ranging from Language and Literature, Individuals and Societies, Language Acquisition, Sciences, Mathematics, Physical and Health Education and Arts (Visual Arts and Performing Arts). Whereas most of these subjects remain key, the Arts, Design and Physical and Health Education subjects are split into option blocks. The underlying pedagogical reason is to help students specialise in certain areas and to provide more dedicated time within one discipline in order for students to develop skills which will stand them in good stead when approaching the MYP certificate in Grade 10 or the Diploma (DP) or Career-related Programmes (CP) in Grade 11. Therefore, at SISD we provide the following option blocks.

## **Grade 8**

**OPTION GROUP 1:** Grade 8 students will choose one subject from Visual Art, Drama or Music.

Please note that students in the German Stream will also need to choose between Design and French Language Acquisition, whereas the latter is highly recommended and a requirement for some institutions of further education.

## **Grade 9 + 10**

Please note that it is generally not possible to change options between Grade 9 and 10 as the preparation for the MYP certificate is considered a two-year course. It is also preferable to continue with the options selected in Grade 8 as students will have already developed significant skills that will help them prepare for their MYP certificate or indeed their choice of programme (DP or CP) in Grade 11.

**OPTION GROUP 1:** Grade 9 students will continue with their choice of subject from Visual Art, Drama or Music.

**OPTION GROUP 2:** In addition, Grade 9 students will choose one subject from Physical Health Education, Design or Btec Business.

Whereas we cannot guarantee that students will receive their first choice of option, we endeavour to place students according to their strengths and preference. We encourage you as parents, to discuss with your child what future aspirations they may have and to consult our specialist teachers and possibly also our career's advisor in order to gauge which option might be best for your child.

We very much look forward to supporting your child in their choice. Please get in touch if you require any further information.

Best regards,

**Carolyn Siklos**

MYP Coordinator

# DRAMA



## Overview of course

Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

## Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

The aims for this course are to:

- demonstrate an ability to internalise the experiences of another while supporting their own identity
- concentrate on role while sustaining and developing situations
- apply vocal and physical techniques to create role and character
- consistently use precise language to reflect on experiences both in and out of role
- apply stage vocabulary and theatrical conventions to dramatic forms
- select technical elements to create mood and atmosphere
- represent concepts from original and scripted work through presentation
- realise, in production, relevant issues of cross-cultural importance
- create drama that demonstrates a responsibility to the community
- use knowledge of diverse cultures and historical periods in developing work



## Assessment criteria

Students are assessed throughout the course on different criteria which culminate in an ePortfolio assessment in Grade 10.

The objectives of this course are:

### **A: Knowing and understanding – students should be able to:**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

### **B: Developing skills – students should be able to:**

- i. demonstrate the acquisition and development of the skills techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

### **C: Thinking creatively – students should be able to:**

- i. develop a feasible, clear, imaginative, and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.

### **D: Responding: students should be able to:**

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response which intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

## Concept-based learning through Global Contexts

Concept-based learning through Global Contexts: MYP inquiry recognises the integrity of subject disciplines, but emphasises that learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection.

The MYP uses a fluid, differentiated model to encourage learning and uses the Global Contexts to drive inquiry. The Global Contexts and Key/Related Concepts will be addressed in MYP Drama by exploring the following Key Concepts: Aesthetics, Change, Communication and Identity. Creativity, Culture, Form, Perspective, Relationships as well as Time, Place and Space are all Key Concepts applied in Arts units of study.



## Units Studied in MYP 4/5

- Practitioners in Focus- Stanislavski and Naturalism
- Practitioners in Focus- Frantic Assembly and Physical Theatre
- Technical Theatre
- Theatre for Change- Political Theatre
- Mock ePortfolio
- ePortfolio Grade 10 examination

## ATL Skills

Throughout this course, we will be using various approaches to learning, these include:

**Communication skills-** Listen actively and endorse the views or opinions of others.

**Social skills-** Work collaboratively in a production team with assigned roles and responsibilities.

**Self-management skills-** Plan the rehearsal schedule for a performance or plan the time needed to prepare a scene.

**Research skills-** Create storyboards or sketches which translate an idea into practice.

**Thinking skills-** Map the creative thought process





## Overview of course

Music in the MYP gives students access to musical experiences that allow for the development of thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others. Engagement with existing and emerging music from the local community and from around the world allows students to understand the significance of music to cultures and, by engaging in practical work, to develop understanding of how the act of making music is an important and universal aspect of human expression.

## Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

The course equips students with:

- Traditions and musical heritage from different parts of the world, for example, popular music, the music industry, musical theatre
- Developments in music technology
- Current and emerging musical practices
- Methods of recording and communicating musical ideas such as notation systems

What skills might students develop in music?

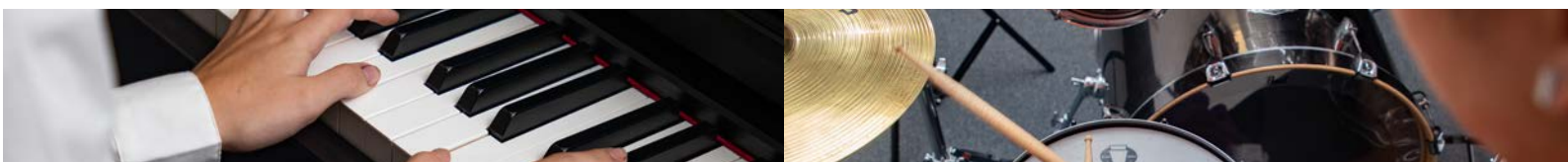
- Their ability to develop and carry out (live) performances
- Skills, techniques and processes to create their own music, finding ways to capture it in performance, notation, recording or presentation
- An ability to experiment with sound sources, improvisation, practice and rehearsal routines

How might students think creatively in music?

- By experimenting with the artistic processes involved in making music
- By initiating, exploring and developing projects that are rewarding and challenging
- By creating their own music or improvising sections added to published musical scores

How might students respond to, or through, music?

- By developing their own musical style inspired by a particular genre or artist
- Through participating in “listen and respond” activities
- By creating music that demonstrates their exposure to various musical cultures



## Assessment criteria

Students are assessed throughout the course on different criteria which culminates in an ePortfolio assessment in Grade 10.

The objectives of this course are:

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- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

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- i. demonstrate the acquisition and development of the skills techniques of the art form studied
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- i. develop a feasible, clear, imaginative, and coherent artistic intention
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- i. construct meaning and transfer learning to new settings
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## Concept-based learning through Global Contexts

Concept-based learning through Global Contexts: MYP inquiry recognises the integrity of subject disciplines, but emphasises that learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection.

The MYP uses a fluid, differentiated model to encourage learning and uses the Global Contexts to drive inquiry. The Global Contexts and Key/Related Concepts will be addressed in MYP Music by exploring the following Key Concepts: Aesthetics, Change, Communication and Identity. Creativity, Culture, Form, Perspective, Relationships as well as Time, Place and Space are all Key Concepts applied in Arts units of study.



## Units Studied in MYP 4/5

- Band Project – Live Performance
- Digital Composition
- My Instrument Portfolio – Live Performance
- G10 ePortfolio Dry Run

## ATL Skills

Throughout this course, we will be using various approaches to learning, these include:

**Communication skills-** Listen actively and endorse the views or opinions of others.

**Social skills-** Work collaboratively in a production team with assigned roles and responsibilities.

**Self-management skills-** Plan the rehearsal schedule for a performance or plan the time needed to prepare a scene.

**Research skills-** Create storyboards or sketches which translate an idea into practice.

**Thinking skills-** Map the creative thought process





## Overview of course

Visual Arts in the MYP encourages students to explore ideas and concepts whilst developing practical skills and techniques. Students' investigation is inquiry-based, which provides scope for creativity, open-mindedness and risk-taking in their practical work. Emphasis is placed on the artistic process and the development of ideas, as well as the connections students make to their independent artist research and analysis of artworks. The MYP Visual Arts encourages continuous reflection and evaluation in the course of creation of a final outcome.

## Aims and Objectives

This course meets the prescribed learning outcomes, MYP aims and objectives as described by the International Baccalaureate Organisation.

## Assessment criteria

Students are assessed throughout the course on different criteria. The culmination is an ePortfolio assessment in Grade 10.

The objectives of this course are:

**A: Knowing and understanding – students should be able to:**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills – students should be able to:**

- i. demonstrate the acquisition and development of the skills techniques of the art form studied
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**C: Thinking creatively – students should be able to:**

- i. develop a feasible, clear, imaginative, and coherent artistic intention
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- i. construct meaning and transfer learning to new settings
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# Concept-based learning through Global Contexts

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The MYP uses a fluid, differentiated model to encourage learning and uses the Global Contexts to drive inquiry. The Global Contexts and Key/Related Concepts will be addressed in MYP Visual Arts by exploring the following Key Concepts: Aesthetics, Change, Communication and Identity. Creativity, Culture, Form, Perspective, Relationships as well as Time, Place and Space are all Key Concepts applied in Arts units of study.

## Units Studied in MYP 4/5

- ePortfolio Grade 10
- Grade 9 units of study to cover criteria: A,B,C,D
- 'Shifting Perspectives' - The complete Design Process - exploring a range of materials, media, skills and techniques, artist research, reflections, final 2D outcomes and evaluation.
- 'Identity' - The complete Design Process – Extending and building on a range of materials, media, skills and techniques, artist research, reflections, 2D & 3D outcomes and evaluation.

## ATL Skills

Throughout this course, we will be using various approaches to learning, these include:

**Communication skills-** Listen actively and endorse the views or opinions of others.

**Self-management skills-** Plan the creation of their artistic outcome.

**Research skills-** Research art history, artists and artworks, their role and impact.

**Thinking skills-** Map the creative thought process in their process journal.



# DESIGN



## Overview of course

MYP Design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. MYP Design focuses on a holistic design process rather than final products and solutions. Design courses can be offered as:

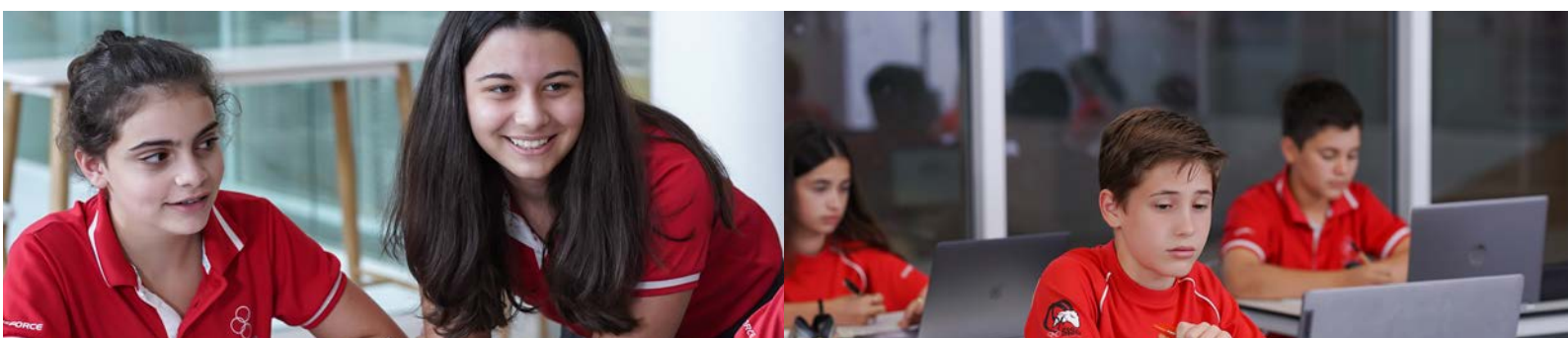
- a distinct digital and/or product design course
- a series of distinct digital and/or product design courses
- a single course which combines digital and product design.

## Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

The aims of MYP Design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.



# Assessment criteria

Students are assessed throughout the course on different criteria A-D. In Grade 10, students will then be assessed on an e-Portfolio based on the same criteria, following the design cycle.

The objectives of this course are:

## **A – Inquiring and Analysing - students should be able to:**

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritise the primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarises the analysis of relevant research.

## **B – Developing Ideas - students should be able to:**

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

## **C – Creating the Solution - students should be able to:**

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution

## **D – Evaluating - students should be able to:**

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.



## Concept-based learning through Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP Design can develop meaningful explorations of:

- Identities and Relationships
- Orientation in Space and Time
- Personal and Cultural Expression
- Scientific and Technical Innovation
- Globalisation and Sustainability
- Fairness and Development.

## Units Studied in MYP 4/5

- Computer Aided Design (CAD)
- Spaces
- Biomimicry
- Mock e-Portfolio
- E-Portfolio Grade 10 examination

## ATL Skills

Throughout this course, we will be using various approaches to learning, these include:

**Communication skills-** Develop detailed design drawings for a manufacturer

**Social skills-** Demonstrate active listening when interviewing clients

**Self-management skills-** Plan the creation of a solution

**Research skills-** Find out how to translate 2D storyboards into 3D animations

**Thinking skills-** Analyse products and suggest how to improve them





## Overview of course

Physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills.

This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

## Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

- **physical and health-related knowledge**, such as components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport and first aid
- **aesthetic movement**, such as gymnastics, aerobics, dance, jump rope, yoga
- **team sports**, such as football, basketball, handball, volleyball, and hockey
- **individual sports**, such as golf, athletics, swimming, racket sports
- **international sports and activities**, including athletic traditions and forms of movement beyond students' personal and cultural experiences.



# Assessment criteria

Students are assessed throughout the course on different criteria and Grade 10 will include an e-Portfolio assessment.

## Criterion A: Knowing and Understanding

Students should be able to:

- outline physical and health education-related factual, procedural and conceptual knowledge
- identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology to communicate understanding

## Criterion B: Planning for Performance

Students should be able to:

- construct and outline a plan for improving health or physical activity
- describe the effectiveness of a plan based on the outcome

## Criterion C: Applying and Performing

Students should be able to:

- recall and apply a range of skills and techniques
- recall and apply a range of strategies and movement concepts
- recall and apply information to perform effectively

## Criterion D: Reflecting and Improving Performance

Students should be able to:

- identify and demonstrate strategies to enhance interpersonal skills
- identify goals and apply strategies to enhance performance
- describe and summarise performance



# Concept-based learning through Global Contexts

Concept-based learning through Global Contexts: MYP inquiry recognises the integrity of subject disciplines, but emphasises that learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection.

The MYP uses a fluid, differentiated model to encourage learning and uses the Global Contexts to drive inquiry. The Global Contexts and Key/Related Concepts will be addressed in MYP PHE by exploring the following Key Concepts: Aesthetics, Change, Communication and Identity. Creativity, Culture, Form, Perspective, Relationships as well as Time, Place and Space are all Key Concepts applied in PHE units of study.

## Units Studied in MYP 4/5

- Health through Fitness & Nutrition
- PHE ePortfolio
- Aesthetics
- Sport Specific Adaptation of Energy Systems
- Components of Fitness
- Planning and Hosting Sports
- Striking and Fielding
- Games



# BTEC BUSINESS



## Overview of course

BTEC Business engages students in understanding what a real-life business enterprise requires, how a business is formed and what the key functions of any business are. It encourages research whereby students can apply their course context knowledge to understand business in a real-life context. The Pearson BTEC Level 2 Business course is a 100% assignment-based. Emphasis is placed on continuous assessment and not on exams. Through continuous investigation, planning, analysis and evaluation, students learn self-management and time management skills, becoming independent learners in the process.

## Aims and Objectives

This course meets the prescribed learning outcomes of Pearson BTEC Level 2

The aims for this course are to:

- demonstrate an ability to research business concepts and provide real-life working examples
- communicate effectively through assignments and presentations
- apply self-management skills to the continuous assessment process
- consistently use business and economics terminology
- provide technical explanations of business process
- select areas of interest for creating personal business plans
- represent knowledge through the creation of a new business idea
- foster an environment of inquiry-based reading from prestigious business publications



# Assessment Criteria

Students are continuously assessed throughout the course on 6 different modules through assessment only.

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

## Units Studied in BTEC Business Level 2

1. The Purpose of Business
2. Types of Business Organisations
3. Financial Forecasting
4. People and Organisations
5. Business Enterprise
6. Marketing

## ATL Skills

Throughout this course, we will be using various approaches to learning, these include:

**Communication skills:** Undertake Presentations as a medium of assessment.

**Self-management skills:** Continuous assessment modules require strong time-management skills.

**Research skills:** Research Business topics for assignments, presentations and discussion.

**Thinking skills:** Applying critical thinking skills to apply course content to real-life context of the Business world.



# SPANISH LANGUAGE ACQUISITION



## Overview of course

**This option is for students who currently follow our Language Acquisition Programme. Students may opt for Spanish if they have some prior knowledge and experience with the language.**

In Spanish students will follow the language acquisition curriculum. This means that depending on their proficiency phase they will be exploring units on holidays, health and lifestyle and traditions. The emphasis in the language curriculum is on conceptual understanding, hence students will be discovering key concepts such as communication, connection, creativity and culture. The four language skills will be practised regularly which means that students will engage in listening and viewing, reading, speaking and writing activities with the aim of becoming skillful communicators who can succeed in authentic contexts.

## Aims and Objectives

### A. Listening

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

### B. Reading

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

### C. Speaking

- use spoken language to communicate and interact with others
- demonstrate accuracy and fluency in speaking
- communicate clearly and effectively

### D. Writing

- use written language to communicate with other
- demonstrate accurate use of language conventions
- organise information in writing
- communicate information with a sense of audience and purpose

## Concept-based learning through Global Contexts

The global contexts in Language Acquisition, like in all other MYP subjects are:

Identities and Relationships  
Orientation in Space and Time  
Personal and Cultural Expression  
Scientific and Technical Innovation  
Globalisation and Sustainability  
Fairness and Development

These together with the key concepts for Language Acquisition (connections, creativity, communication and culture) and the related concepts (e.g. audience, meaning, patterns, forms, purpose) build the basis for the inquiry-led study in Spanish.

## Units Studied

In line with the current Language Acquisition curriculum, units studied include:

- Me, my family and friends
- Sports and hobbies
- My town
- School routines
- Food and Drink
- Celebrations

## ATL Skills

### Thinking skills

- Interpret data
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create original works and ideas; use existing works and ideas in new ways

### Social skills

- Practise empathy
- Use social media networks appropriately to build and develop relationships

### Communication skills

- Use a range of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read a variety of sources for information and for pleasure

### Self-management skills

- Use appropriate strategies for organising complex information
- Understand and use sensory learning preferences (learning styles)

### Research skills

- Use memory techniques to develop long-term memory
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

## Assessment Criteria

The assessment criteria are closely linked to the objectives and mirror their strands

A: Listening

B: Reading

C: Speaking

D: Writing