Language and Literature MYP Subject Guide

Leigh Academy Hugh Christie

Year 7 Curriculum

Module	Title	Statement of Inquiry
1	Express Yourself (Alice in Wonderland)	Characters' emotional experiences help us to understand an individual's identity and the broader aspects of human nature.
2	Express Yourself (Alice in Wonderland)	Characters' emotional experiences help us to understand an individual's identity and the broader aspects of human nature.
3	Literature Through Time - Greek Myths	Exploring myths can help us understand how storytelling communicates cultural values, beliefs and purposes, revealing the history of ideas.
4	Literature Through Time - Bible Stories	The Bible influences literature, revealing the deep connections between texts, demonstrating how intertextuality shapes our understanding of beliefs and values.
5	Literature Through Time - Chaucer	Our literary heritage can shape the ways in which texts are created and read today.
6	Literature Through Time - Introduction to Shakespeare	Our literary heritage can shape the ways in which texts are created and read today.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts for the study of language and literature. These are the 12 related concepts for the subject of Language and Literature.

Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

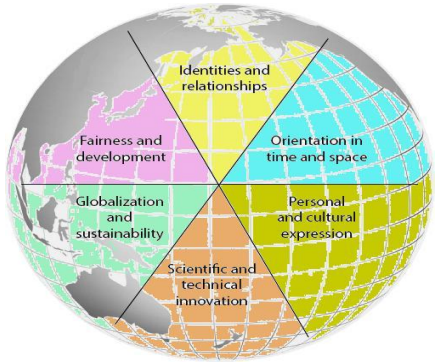
Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Language and Literature can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development



Key Concepts

The key concepts contributed by the study of language and literature are communication, connections, creativity and perspective.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Language and Literature MYP Subject Guide

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Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Analysis	**Criterion B: Organising**	**Criterion C: Producing Text**	**Criterion D: Using Language**
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts.	The student: i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.	The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to support ideas.	The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts.	The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience iii. selects some relevant details and examples to support ideas.	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5-6	The student: i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justified opinions and ideas with examples and explanations; uses accurate terminology iv. similarities and differences in features across and within and between texts.	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas.	The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounced with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: i. provides perceptive identification and comment upon significant aspects of texts ii.	The student: i. makes sophisticated use of	The student: i. produces texts that demonstrate a high degree of personal engagement with the creative process;	The student: i. effectively uses a range of appropriate vocabulary, sentence structures and

Mathematics MYP Subject Guide

Leigh Academy Hugh Christie

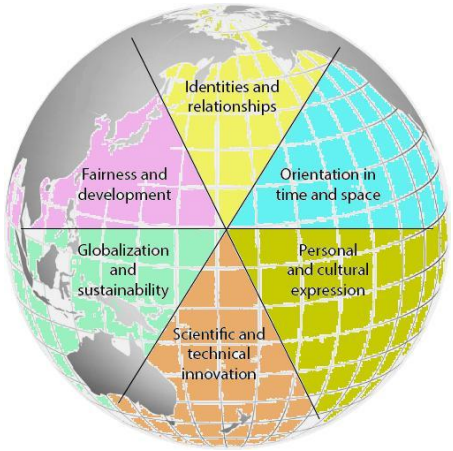
Year 7 Curriculum

	Title	Statement of Inquiry
1	Algebraic Thinking	A logical process can help us to model and generalise patterns in the natural work in scientific and technical innovation. Understanding relationships within process allows us to make generalisations and the relationships of similar processes.
2	Application of Number	
3	Place value and Proportion	Quantities in different contexts allow us to make logical judgements of a simplified network of time and space.
4	Number Sense	Relationships can be represented by models to analyse identities
5	Geometric Reasoning	Understanding space to form systems allows for better technical innovation
6	Sets & Probability	Using logic to make approximations and assumptions on future developments is fair

Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Mathematics.

Related concepts in mathematics		
Change	Equivalence	Generalization
Justification	Measurement	Models
Patterns	Quantity	Representation
Simplification	Space	Systems



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Maths these are **Form, Logic** and **Relationships.**

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	**Logic**
Perspective	**Relationships**	Systems	Time, place and space

Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP maths can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Mathematics MYP Subject Guide

Leigh Academy Hugh Christie

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	**Criterion B: Investigating patterns**	**Criterion C: Communicating**	**Criterion D: Applying mathematics in real-life contexts**
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student is able to: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. state predictions consistent with simple patterns.	The student is able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand.	The student is able to: i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3-4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work.	The student is able to: i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately organize information using a logical structure.	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. apply mathematical strategies to reach a solution to the authentic real life situation iii. state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5-6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest relationships or general rules consistent with findings iii. verify whether patterns work for another example.	The student is able to: i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. communicate through lines of reasoning that are usually coherent iv. present work that is usually organized using a logical structure.	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. describe the degree of accuracy of the solution v. state correctly whether the solution makes sense in the context of the authentic real-life situation.
7-8	The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. select and apply mathematical problem-solving techniques to recognize correct patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether patterns work for other examples.	The student is able to: i. consistently use appropriate mathematical language ii. consistently use different forms of mathematical representation to present information correctly iii. communicate clearly through coherent lines of reasoning iv. present work that is consistently organized using a logical structure.	The student is able to: i. The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. explain the degree of accuracy of the solution v. describe correctly whether the solution makes sense in the context of the authentic real-life situation.

Science MYP Subject Guide

Leigh Academy Hugh Christie

Year 7 Curriculum

	Title	Statement of Inquiry
1	Cells, body systems and reproduction	Investigate how the components of organisms are formed to function and interact together as biological systems and how humans are able to manipulate these systems for their benefit using scientific innovation.
2	Elements, atoms & compounds	Science enables us to manipulate the conditions , interactions and patterns of systems to make the world a better place
3	Forces & motion	Determining the relationship and interactions between forces help us to explain why objects move.
4	Acids and alkalis/reactions	Science enables us to change the form and composition of matter into useful and very different materials that can make the world a better and more dangerous place
5		
6	Sound/space/ light	Recognizing the relationship between the movement of energy and its form can help us better understand our world and beyond using scientific innovation.

Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Mathematics.

Biology			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Chemistry			
Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Physics			
Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Integrated sciences (drawn from biology, chemistry and physics)			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Global Concepts

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- Why are we engaged in this inquiry?
- Why are these concepts important?
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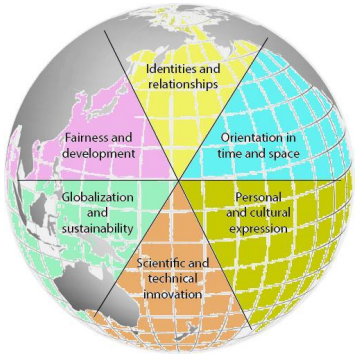
MYP maths can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Maths these are **Form, Logic** and **Relationships.**

Aesthetics	**Change***	**Communication**	**Communities**
Connections	**Creativity**	**Culture**	**Development**
Form	**Global interactions**	**Identity**	**Logic**
Perspective	**Relationships***	**Time, place and space**	**Systems***

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

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Grading

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1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	**Criterion B: Inquiring and designing**	**Criterion C: Processing and evaluating**	**Criterion D: Reflecting on the impact of science**
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments, with limited success.	The student is able to: i. select a problem or question to be tested by a scientific investigation ii. select a testable prediction iii. state a variable iv. design a method with limited success.	The student is able to: i. collect and present data ii. interpret data iii. state the validity of a prediction iv. state the validity of the method based on the outcome of a scientific investigation, with limited success v. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.	The student is able to, with limited success: i. state the ways, science is used to address a specific problem or issue ii. state the implications of using science to solve a specific problem. iii. apply scientific language to communicate understanding iv. document sources.
3-4	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments.	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. state a testable prediction iii. state how to manipulate the variables, and state how data will be collected iv. design a safe method in which he or she selects materials and equipment.	The student is able to: i. correctly collect and present data ii. accurately interpret data and outline results iii. state the validity of a prediction iv. state the validity of the method v. state improvements or extensions to the method	The student is able to: i. state the ways in which science is used to address a specific problem ii. state the implications of using science to solve a specific problem iii. sometimes apply scientific language iv. sometimes document sources correctly.
5-6	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable prediction iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment.	The student is able to: i. correctly collect and present data forms ii. accurately interpret data outline results using scientific reasoning iii. outline the validity of a prediction. iv. outline the validity of the method. v. outline improvements or extensions to the method.	The student is able to: i. outline the ways in which science is used to address a specific problem ii. outline the implications of using science to solve a specific problem iii. usually apply scientific language iv. usually document sources correctly.
7-8	The student is able to: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.	The student is able to: i. outline a problem or question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.	The student is able to: i. correctly collect and present data ii. accurately interpret data and outline results using correct scientific reasoning iii. discuss the validity of a prediction iv. discuss the validity of the method v. describe improvements or extensions to the method	The student is able to: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely iv. document sources completely.

Language Acquisition MYP Subject Guide

Leigh Academy Hugh Christie

Year 7 German Curriculum

	Title	Statement of Enquiry
1&2	Connecting the spoken and written word	Clear pronunciation can lead to effective connections between spoken and written words.
3&4	Identifying patterns	Identifying patterns and connections in verb formations and sentence structure helps me talk about the things that I do.
5&6	Patterns in sentence formation	Recognising patterns in sentence formation helps to talk about important connections we make in our lives.

Year 7 Spanish Curriculum

	Title	Statement of Inquiry
1&2	Connecting the spoken and written word	Clear pronunciation can lead to effective connections between spoken and written words.
3&4	Identifying patterns	Identifying patterns and connections in verb formations and sentence structure helps me talk about the things that I do.
5&6	Describing my environment	Understanding that the words I choose can affect how effectively I describe my environment.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts for the study of language and literature. These are the 12 related concepts for the subject of Language Acquisition.

Audience	Function	Pronunciation
Context	Meaning	Purpose
Conventions	Message	Structure
Form	Patterns	Word choice

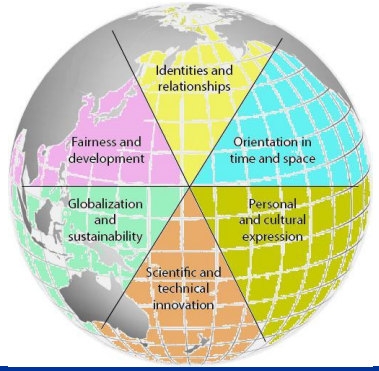
Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Language Acquisition can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development



Key Concepts

The key concepts contributed by the study of language acquisition are communication, connections, creativity and culture.

Aesthetics	Change	**Communication**	Communities
Connections	**Creativity**	**Culture**	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Language Acquisition MYP Subject Guide

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Grading

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1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

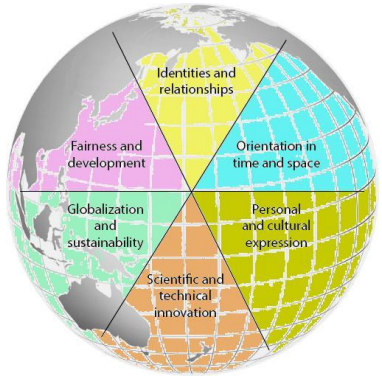
level	Emergent Level Descriptor			
	Criterion A: Listening	**Criterion B: Reading**	**Criterion C: Speaking**	**Criterion D: Writing**
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i.identifies minimal stated information (facts and/or opinions) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.	The student is able to, with limited success: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.presents some information in a partially-recognizable format using some basic cohesive devices iv.communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	The student is able to: i.identifies some stated information (facts and/or opinions) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.	The student is able to: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension iv.during interaction, communicates some relevant information.	The student is able to: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.organizes information in a recognizable format using a range of basic cohesive devices iv.communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	The student is able to: i.identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts iii.interprets connections in simple authentic texts.	The student is able to: i.identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts. iii.interprets connections in simple authentic texts.	The student is able to: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.during interaction, communicates most of the relevant information.	The student is able to: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.organizes information in an appropriate format using simple and some complex cohesive devices iv.communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	The student is able to: i.identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts.	The student is able to: i.identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts.	The student is able to: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.during interaction, communicates all or almost all the required information clearly and effectively.	The student is able to: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Individuals & Societies MYP Subject Guide - History

Leigh Academy Hugh Christie

Year 7 Curriculum

	Title	Statement of Inquiry
1	Conquest & Consolidation of Control	Conflict forces civilisations to change their political, social and economic interests
2	Medieval Life & the Black Death	Significant changes in daily life highlight how societies adapt and transform in the face of widespread crises
3	Medieval life in other cultures	Perspectives of individuals' power and rights are different depending on the time period people live in
4	The War of the Roses	Identities and relationships can create imbalance between communities which can change governance of a country.
5	The Tudors Change & Continuity	Personal and cultural expression can change perspectives which leads to conflict.
6		



Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of I&S History:

History		
Causality (cause and consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For I&S, History they are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

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- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP History can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Individuals & Societies MYP Subject Guide - History

Leigh Academy Hugh Christie

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

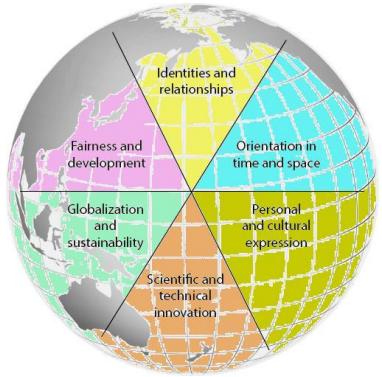
Achievement Level	Level Descriptor			
	Criterion A: KNOWLEDGE & UNDERSTANDING	**Criterion B: INVESTIGATING**	**Criterion C: COMMUNICATING**	**Criterion D: THINKING CRITICALLY**
1–2	• Recognizes some vocabulary • Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	• Identifies a research question • Follows an action plan in a limited way to explore a research question • Collects and records information, to a limited extent • With guidance, reflects on the research process and results, to a limited extent.	• Communicates information and ideas in a style that is not always clear • Organises information and ideas in a limited way • Inconsistently lists sources, not following the task instructions	• Identifies the main points of ideas, events, visual representation or arguments to a limited extent • Rarely uses information to justify opinions • Identifies the origin and purpose of limited sources/data • Identifies some different views
3-4	• Uses some vocabulary • Demonstrated satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	• Describes the choice of a research question • Partially follows an action plan to explore a research question • Uses a method or methods to collect and record some relevant information • With guidance, reflects on the research process and results with some depth	• Communicates information and ideas in a way that is somewhat clear • Somewhat organises information and ideas • Lists sources in a way that sometimes follows the task instructions	• Identifies some main points of ideas, events, visual representation or arguments • Justifies opinions with some information • Identifies the origin and purpose of sources/data • Identifies some different views and suggests some of their implications
5-6	• Uses considerable relevant vocabulary, often accurately • Demonstrated substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	• Describes the choice of research question in detail • Mostly follows an action plan to explore a research question • Uses method(s) to collect and record often relevant information • Reflects on the research process and results	• Communications information and ideas in a way that is mostly clear • Mostly organises information and ideas • Lists sources in a way that often follows the task instructions	• Identifies the main points of ideas, events, visual representation or arguments • Gives sufficient justification of opinions using information • Identifies the origin and purpose of a range of sources/data • Identifies different views and most of their implications
7-8	• Consistently uses relevant vocabulary accurately • Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	• Explains the choice of a research question • Effectively follows an action plan to explore a research question • Uses methods to collect and record consistently relevant information • Thoroughly reflects on the research process and results	• Communicates information and ideas in a way that is completely clear • Completely organises information and ideas effectively • Lists sources in a way that always follows the task instructions.	• Identifies in detail the main points of ideas, events, visual representation or arguments • Gives detailed justification of opinions using information] • Consistently identifies and analyses a range of sources/data in terms of origin and purpose • Consistently identifies different views and their implications

Individuals & Societies MYP Subject Guide - Geography

Leigh Academy Hugh Christie

Year 7 Curriculum

	Title	Statement of Inquiry
1	UK and Local	A person's place in the world can be affected by trends and patterns that change with scale, space and time.
2	Around the World	A person's place in the world can be affected by trends and patterns that change with scale, space and time.
3	Weather and Climate	Absolute and relative locations have consequences for human population development.
4	Populations and Migration	Absolute and relative locations have consequences for human population development.
5	Deserts and Drought	Governments, communities and individuals can develop strategies for living in extreme environments and responding to threats to these environments over time.
6	Polar and Taigia Forest	Governments, communities and individuals can develop strategies for living in extreme environments and responding to threats to these environments over time.



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For I&S Geography they are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of I&S Geography:

Geography		
Causality (cause and consequence)	Culture	Disparity and equity
Diversity	Globalization	Management and intervention
Networks	Patterns and trends	Power
Processes	Scale	Sustainability

Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Geography can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Individuals & Societies MYP Subject Guide - Geography

Leigh Academy Hugh Christie

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: KNOWLEDGE & UNDERSTANDING	**Criterion B: INVESTIGATING**	**Criterion C: COMMUNICATING**	**Criterion D: THINKING CRITICALLY**
1–2	• Recognizes some vocabulary • Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	• Identifies a research question • Follows an action plan in a limited way to explore a research question • Collects and records information, to a limited extent • With guidance, reflects on the research process and results, to a limited extent.	• Communicates information and ideas in a style that is not always clear • Organises information and ideas in a limited way • Inconsistently lists sources, not following the task instructions	• Identifies the main points of ideas, events, visual representation or arguments to a limited extent • Rarely uses information to justify opinions • Identifies the origin and purpose of limited sources/data • Identifies some different views
3-4	• Uses some vocabulary • Demonstrated satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	• Describes the choice of a research question • Partially follows an action plan to explore a research question • Uses a method or methods to collect and record some relevant information • With guidance, reflects on the research process and results with some depth	• Communicates information and ideas in a way that is somewhat clear • Somewhat organises information and ideas • Lists sources in a way that sometimes follows the task instructions	• Identifies some main points of ideas, events, visual representation or arguments • Justifies opinions with some information • Identifies the origin and purpose of sources/data • Identifies some different views and suggests some of their implications
5-6	• Uses considerable relevant vocabulary, often accurately • Demonstrated substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	• Describes the choice of research question in detail • Mostly follows an action plan to explore a research question • Uses method(s) to collect and record often relevant information • Reflects on the research process and results	• Communications information and ideas in a way that is mostly clear • Mostly organises information and ideas • Lists sources in a way that often follows the task instructions	• Identifies the main points of ideas, events, visual representation or arguments • Gives sufficient justification of opinions using information • Identifies the origin and purpose of a range of sources/data • Identifies different views and most of their implications
7-8	• Consistently uses relevant vocabulary accurately • Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	• Explains the choice of a research question • Effectively follows an action plan to explore a research question • Uses methods to collect and record consistently relevant information • Thoroughly reflects on the research process and results	• Communicates information and ideas in a way that is completely clear • Completely organises information and ideas effectively • Lists sources in a way that always follows the task instructions.	• Identifies in detail the main points of ideas, events, visual representation or arguments • Gives detailed justification of opinions using information] • Consistently identifies and analyses a range of sources/data in terms of origin and purpose • Consistently identifies different views and their implications

Design (IT) MYP Subject Guide

Leigh Academy Hugh Christie

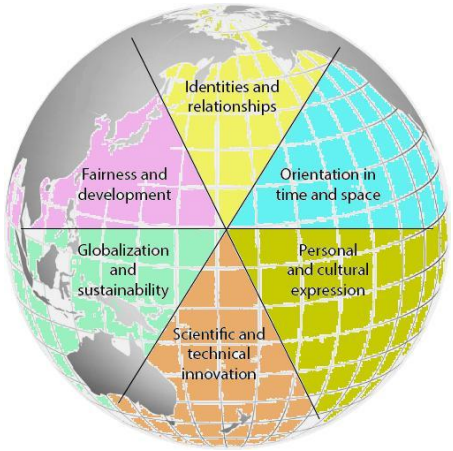
Year 7 Curriculum

Unit	Title	Statement of Inquiry
1 M1-3	E Safety	Understanding of systems is essential for creating secure environments in a connected world.
2 M4-6	Scratch	The creation of robust systems is essential for developing innovative solutions to complex problems.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

MYP design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Design (IT) MYP Subject Guide

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: Inquiring and analysing	**Criterion B: Developing ideas**	**Criterion vC: Creating the solution**	**Criterion D: Evaluating**
1–2	The student: i. states the need for a solution to a problem ii. states the findings of research.	The student: i. states one basic success criterion for a solution ii. presents one design idea, which can be interpreted by others iii. creates an incomplete planning drawing/diagram.	The student: i. demonstrates minimal technical skills when making the solution ii. creates the solution, which functions poorly and is presented in an incomplete form.	The student: i. defines a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3-4	The student: i. outlines the need for a solution to a problem ii. states some points of research needed to develop a solution, with some guidance iii. states the main features of an existing product that inspires a solution to the problem iv. outlines some of the main findings of research	The student: i. states a few success criteria for the solution ii. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. states the key features of the chosen design iv. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution	The student: i. lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. states one change made to the chosen design or plan when making the solution.	The student: i. defines a relevant testing method, which generates data, to measure the success of the solution ii. states the success of the solution against the design specification based on the results of one relevant test iii. states one way in which the solution could be improved iv. states one way in which the solution can impact the client/target audience.
5-6	The student: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research..	The student: .i.Develops a list of success criteria for the solution. ii. presents feasible design ideas, using appropriate medium(s), which can be interpreted by others. Iii. Presents the chosen design stating key features iiii. Creates an planning drawing/diagram and lists the main details for the creation of the solution.	The student: i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. states one change made to the chosen design and plan when making the solution.	The student: i. defines relevant testing methods, which generate data, to measure the success of the solution ii. states the success of the solution against the design specification based on relevant product testing iii. outlines one way in which the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance.
7-8	The student: i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing	The student: i.Develops a list of success criteria for the solution. ii. presents feasible design ideas, using appropriate medium(s), which can be correctly interpreted by others Iii. Presents the chosen design describing key features	The student: i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is	The student: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv.

Design (DT) MYP Subject Guide

Leigh Academy Hugh Christie

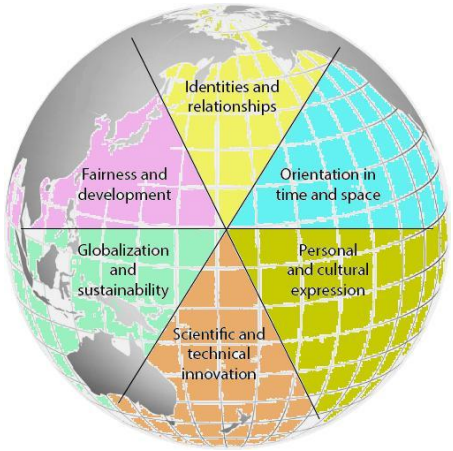
Year 7 Curriculum

Modules on rotation	Title	Statement of Inquiry
M1-6 Food	Food safety and Healthy eating	Understanding the intersection between technology and nutritional science enables us to innovate healthier dietary solutions
M1-6 Product Design	Pencil box project	The principles of sustainable design can be utilised in creating functional and eco-friendly products.
M1-6 Textiles	Cultural pillow project	We can draw from cultural traditions and identity to create unique and meaningful products

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Global Concepts

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
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Design (DT) MYP Subject Guide

Leigh Academy Hugh Christie

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

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1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
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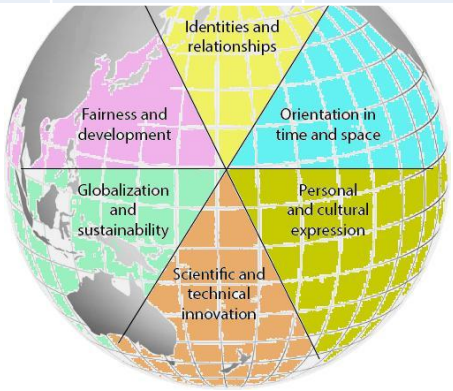
5-6	The student: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research..	The student: .i.Develops a list of success criteria for the solution. ii. presents feasible design ideas, using appropriate medium(s), which can be interpreted by others. Iii. Presents the chosen design stating key features iiii. Creates an planning drawing/diagram and lists the main details for the creation of the solution.	The student: i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. states one change made to the chosen design and plan when making the solution.	The student: i. defines relevant testing methods, which generate data, to measure the success of the solution ii. states the success of the solution against the design specification based on relevant product testing iii. outlines one way in which the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance.
7-8	The student: i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing product that inspires a solution to the problem iv. presents the main findings of relevant research.	The student: i.Develops a list of success criteria for the solution. ii. presents feasible design ideas, using appropriate medium(s), which can be correctly interpreted by others Iii. Presents the chosen design describing key features iiii. Creates an planning drawing/diagram which outlines the main details for the making of the chosen solution.	The student: i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. lists the changes made to the chosen design and plan when making the solution	The student: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.

PE and Health MYP Subject Guide

Leigh Academy Hugh Christie

Year 7 Curriculum

	Title	Statement of Inquiry
1	Demonstrating Personal Improvement	Our personal health and fitness choices can lead to positive changes that enhance our well-being.
2	Developing skills, roles and techniques (Winter sports)	The development of specific skills and techniques in sports enhances movement and function which allows us to perform effectively during periods of competition and cooperation.
3	Range of tactics and strategies	Effective tactical decisions in team sports depend on players' understanding of spatial relationships and their interactions with one another in space and time.
4	Performing in aesthetics activities	Effective communication involves understanding balance, space and movement, reflecting both personal expression and cultural influences.
5	Problem solving	Communication can help to adapt tactics and overcome challenges.
6	Developing skills, roles and techniques (Summer sports)	Adaptations occur when we focus on the development and refinement of skills and techniques.



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For PE and Health these are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of PE and Health.

Related concepts in physical and health education		
Adaptation	Balance	Choice
Energy	Environment	Function
Interaction	Movement	Perspective
Refinement	Space	Systems

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP PE and Health can develop meaningful explorations of:

• identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

PE and Health MYP Subject Guide

Leigh Academy Hugh Christie

Assessment Criteria

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limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	**Criterion B: Planning for Performance**	**Criterion C: Application and Performing**	**Criterion D: Reflection and Improving Performance**
0	No rewardable material	No rewardable material	No rewardable material	No rewardable material
1–2	i. recalls some factual, procedural and conceptual knowledge ii. identifies knowledge to outline issues iii. recalls terminology.	i. states a goal to enhance performance ii. states a plan for improving physical activity and health.	i. recalls limited skills and techniques ii. recalls limited strategies and movement concepts iii. recalls limited information to perform.	i. identifies a strategy to enhance interpersonal skills ii. identifies the effectiveness of a plan iii. outlines performance
3-4	i. recalls factual, procedural and conceptual knowledge ii. identifies to outline issues and suggest solutions to problems set in familiar situations iii. applies terminology to communicate understanding with limited success.	i. defines a goal to enhance performance ii. outlines a basic plan for improving physical activity and health.	i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. recalls some information to perform.	i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. describes performance.
5-6	i. states factual, procedural and conceptual knowledge ii. identifies knowledge to outline issues and solve problems set in familiar situations iii. applies terminology to communicate understanding.	i. lists goals to enhance performance ii. outlines a plan for improving physical activity and health.	i. recalls and applies some skills and techniques ii. recalls and applies some strategies and movement concepts iii. recalls and applies some information to perform effectively	i. identifies and sometimes demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan iii. outlines and summarizes performance
7-8	i. outlines factual, procedural and conceptual knowledge ii. identifies knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding	i. identifies goals to enhance performance ii. constructs a plan for improving physical activity and health.	i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.	i. identifies and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. describes and summarizes performance.

Performing Arts MYP Subject Guide

Leigh Academy Hugh Christie

Year 7 Curriculum

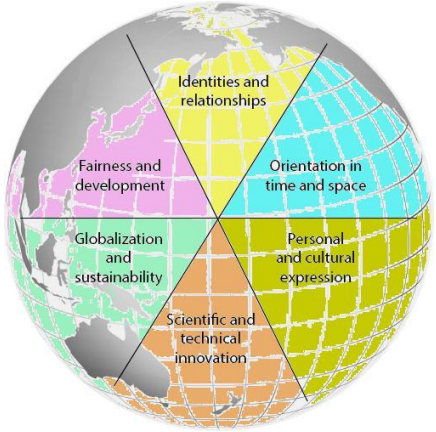
Modules	Title	Statement of Inquiry
M1	Wonder - RJ Palacio	Global thinkers will learn to communicate with each other, expressing themselves personally as well as exploring culturally.
M2	Voice	Changes in vocal tone, pitch, pace and volume are key in communicating a person's identity and relationships with others
M3	Greek Theatre	Ensemble work is key in life when composing and developing an artistic piece with fairness.
M4	Commedia dell'Arte	Identity must be explored when creating a role, as well as discovering how time and space affect a person.
M5	Midsummer Night's Dream	Narrative informs identity and demonstrates changes in relationships.
M6	Genres	Personal and cultural expression must be used alongside a clear structure in order to communicate effectively with an audience.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Performing Arts

Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Representation	Role	Structure



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **Aesthetics, change, Communication & Identity**

Aesthetics ★	Change ★	Communication ★	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity ★	Logic
Perspective	Relationships	Time, place and space	Systems

Global Concepts

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 Performing Arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Performing Arts MYP Subject Guide

Leigh Academy Hugh Christie

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: Investigating	Criterion B: Developing	Criterion C: Creating or performing	Criterion D: Evaluating
1-2	The student: i. demonstrates limited awareness of the art form studied, including limited use of appropriate language. ii. demonstrates limited awareness of the relationship between the art form and its context. iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.	The student: i. i. demonstrates limited acquisition and development of the skills and techniques of the art form studied. Ii. demonstrates limited application of skills and techniques to create, perform and/or present art.	The student: i. identifies a limited artistic intention. ii. identifies limited alternatives and perspectives. iii. demonstrates limited exploration of ideas	The student: identifies limited connections between art forms, art and context, or art and prior learning. ii. demonstrates limited recognition that the world contains inspiration or influence for art. iii. presents a limited evaluation of certain elements of artwork.
3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language. ii. demonstrates adequate awareness of the relationship between the art form and its context. iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied. ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.	The student: i. identifies a adequate artistic intention. ii. identifies adequate alternatives and perspectives. iii. demonstrates adequate exploration of ideas	identifies adequate connections between art forms, art and context, or art and prior learning. ii. demonstrates adequate recognition that the world contains inspiration or influence for art. iii. presents an adequate evaluation of certain elements of artwork.
5-6	The student: i. i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language. ii. demonstrates substantial awareness of the relationship between the art form and its context. iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	The student: .i.demonstrates substantial acquisition and development of the skills and techniques of the art form studied. Ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.	The student: i. identifies a substantial artistic intention. ii. identifies substantial alternatives and perspectives. iii. demonstrates substantial exploration of ideas	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning. ii. demonstrates substantial recognition that the world contains inspiration or influence for art. iii. presents a substantial evaluation of certain elements of artwork.
7-8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context. iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	The student: i.i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent applic	The student: i. identifies an excellent artistic intention. ii. identifies excellent alternatives and perspectives. iii. demonstrates excellent exploration of ideas	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.

Music MYP Subject Guide

Leigh Academy Hugh Christie

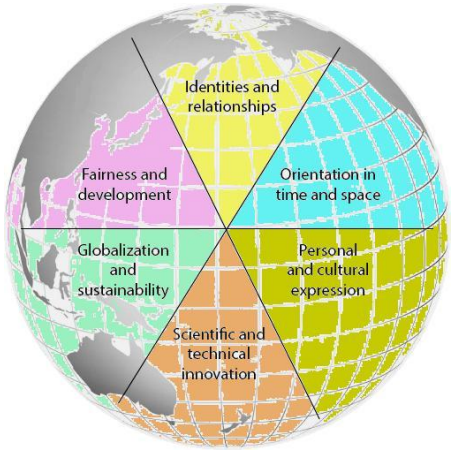
Year 7 Curriculum

Modules	Title	Statement of Inquiry
M1-3	Telling Stories	Our interpretation of music can help us communicate identity.
M1-6	Pop Music	Innovation within genres creates musical and cultural change over time.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **communication, communities, development**, and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

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
- globalization and sustainability
- fairness and development.

Reflective Open-Minded Caring Knowledgeable Communicators Inquirers Thinkers Principled Balanced Risk-takers

Music MYP Subject Guide

Leigh Academy Hugh Christie

Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

Achievement Level	Level Descriptor			
	Criterion A: Investigating	**Criterion B: Developing**	**Criterion C: Creating or performing**	**Criterion D: Evaluating**
1–2	The student: i. demonstrates limited awareness of the art form studied, including limited use of appropriate language. ii. demonstrates limited awareness of the relationship between the art form and its context. iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.	The student: i. i. demonstrates limited acquisition and development of the skills and techniques of the art form studied. Ii. demonstrates limited application of skills and techniques to create, perform and/or present art.	The student: i. identifies a limited artistic intention. ii. identifies limited alternatives and perspectives. iii. demonstrates limited exploration of ideas	The student: identifies limited connections between art forms, art and context, or art and prior learning. ii. demonstrates limited recognition that the world contains inspiration or influence for art. iii. presents a limited evaluation of certain elements of artwork.
3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language. ii. demonstrates adequate awareness of the relationship between the art form and its context. iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied. ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.	The student: i. identifies a adequate artistic intention. ii. identifies adequate alternatives and perspectives. iii. demonstrates adequate exploration of ideas	identifies adequate connections between art forms, art and context, or art and prior learning. ii. demonstrates adequate recognition that the world contains inspiration or influence for art. iii. presents an adequate evaluation of certain elements of artwork.
5-6	The student: i. i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language. ii. demonstrates substantial awareness of the relationship between the art form and its context. iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	The student: .i.demonstrates substantial acquisition and development of the skills and techniques of the art form studied. Ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.	The student: i. identifies a substantial artistic intention. ii. identifies substantial alternatives and perspectives. iii. demonstrates substantial exploration of ideas	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning. ii. demonstrates substantial recognition that the world contains inspiration or influence for art. iii. presents a substantial evaluation of certain elements of artwork.
7-8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context. iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	The student: i.i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent applic	The student: i. identifies an excellent artistic intention. ii. identifies excellent alternatives and perspectives. iii. demonstrates excellent exploration of ideas	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.

Art MYP Subject Guide

Leigh Academy Hugh Christie

Year 7 Curriculum

Modules	Title	Statement of Inquiry
M1-3	The Machine World	The relationship between time, space and place shapes our understanding of traditional, modern and contemporary aesthetics.
M1-6	The Natural World	Shifting boundaries and cultural exchange between civilizations influence the styles used to represent our understanding of systems.

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
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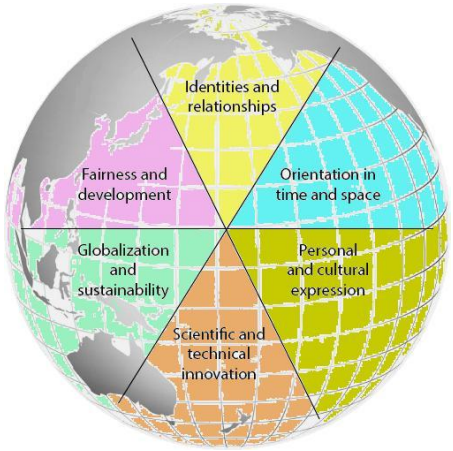

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. The key concepts contributed by the study of design are **aesthetics, time, space and place, change, and systems.**

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Context

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,

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- identities and relationships
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Art MYP Subject Guide

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3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language. ii. demonstrates adequate awareness of the relationship between the art form and its context. iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied. ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.	The student: i. identifies a adequate artistic intention. ii. identifies adequate alternatives and perspectives. iii. demonstrates adequate exploration of ideas	identifies adequate connections between art forms, art and context, or art and prior learning. ii. demonstrates adequate recognition that the world contains inspiration or influence for art. iii. presents an adequate evaluation of certain elements of artwork.
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7-8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context. iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	The student: i.i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent applic	The student: i. identifies an excellent artistic intention. ii. identifies excellent alternatives and perspectives. iii. demonstrates excellent exploration of ideas	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.