

Year 10 and 11

Subject Selection

Information Evening

Wednesday 8th February 2017

**You should leave this session with an
understanding of
Arts Group and Design electives in Year 10
and Year 11**

Introductions

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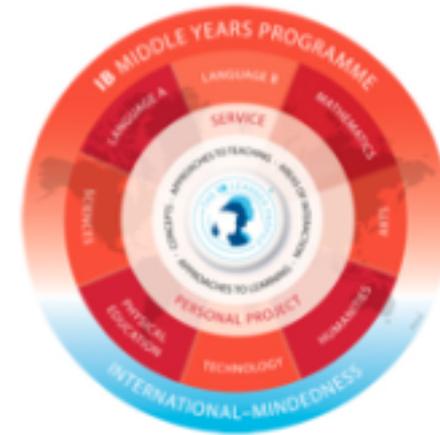
Upper MYP - Diploma

Y10 - increased specialisation

- Arts Group and Design

Y11 - further specialisation

- Arts Group and Design



Subject selection for Y10

Arts - select 2 of 3 options

Design - select 1 of 3 options

- **Google form emailed to students Monday 13th February**
- Parents discuss with child
- Parents contact staff for details if required
- **Google form will be closed Friday 17th February**
- **Late forms risk missing their first choices**

Subject selection for Y11

Arts - select 1 of 3 options (usually from current 2)

Design - select 1 of 3 options

- **Google form emailed to students Monday 13th February**
- Parents discuss with child
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1. **Good design is innovative**
2. **Good design makes a product useful**
3. **Good design is aesthetic**
4. **Good design makes a product understandable**
5. **Good design is unobtrusive**
6. **Good design is honest**
7. **Good design is long lasting**
8. **Good design is thorough, down to the last detail**
9. **Good design is environmentally friendly**
10. **Good design is as little design as possible**

Product Design

Year 10 - Light Up My Life

Year 11 - Flat Pack

- Using the design process to make solutions to real life problems
- Working with materials that include wood, plastic and metals
- Using hand tools, machine tools and C.A.M (laser cutting, 3D printing, 3D router)
- Good preparation for Architects, Mechanical Engineers and Product Designers

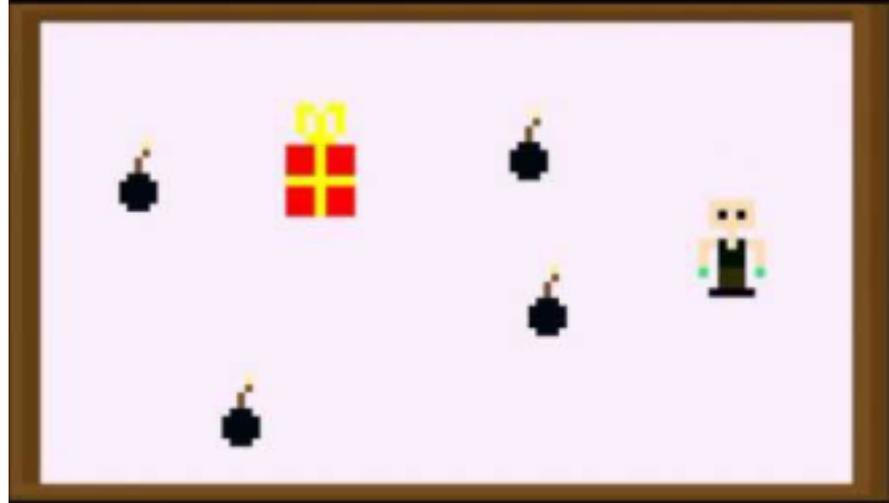


Systems Design

Year 10 - Bytes of Sprites

Year 11 - Makey Makey

- Use the design process to produce systems based solutions to a range of real life problems
- Suited to problem solvers and critical thinkers
- Includes Coding, Gaming and App design
- Good preparation for Electronics, Engineering, Mechatronics, Computer Science and User Interface Design



Food Design

Year 10 - Veg Out, Before and After

Year 11 - Body Fuel, Sweet Poison

- Using the design process to produce creative outcomes to real life problems
- Learning about ethical, sustainable and safe food choices
- Understanding healthy nutrition, balanced eating and cultural approaches to food
- Good preparation for Food technologists, Chefs, Nutritionists and Sports Scientists



Design

Choose from

Product Design

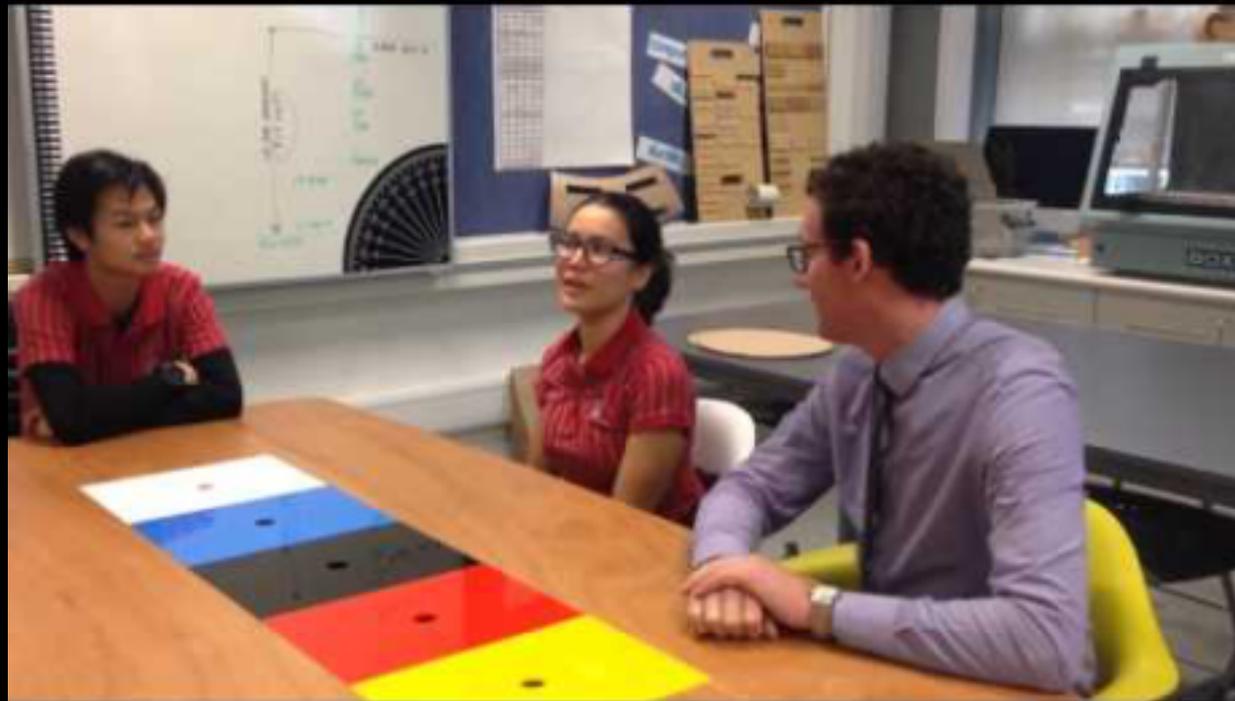
Systems

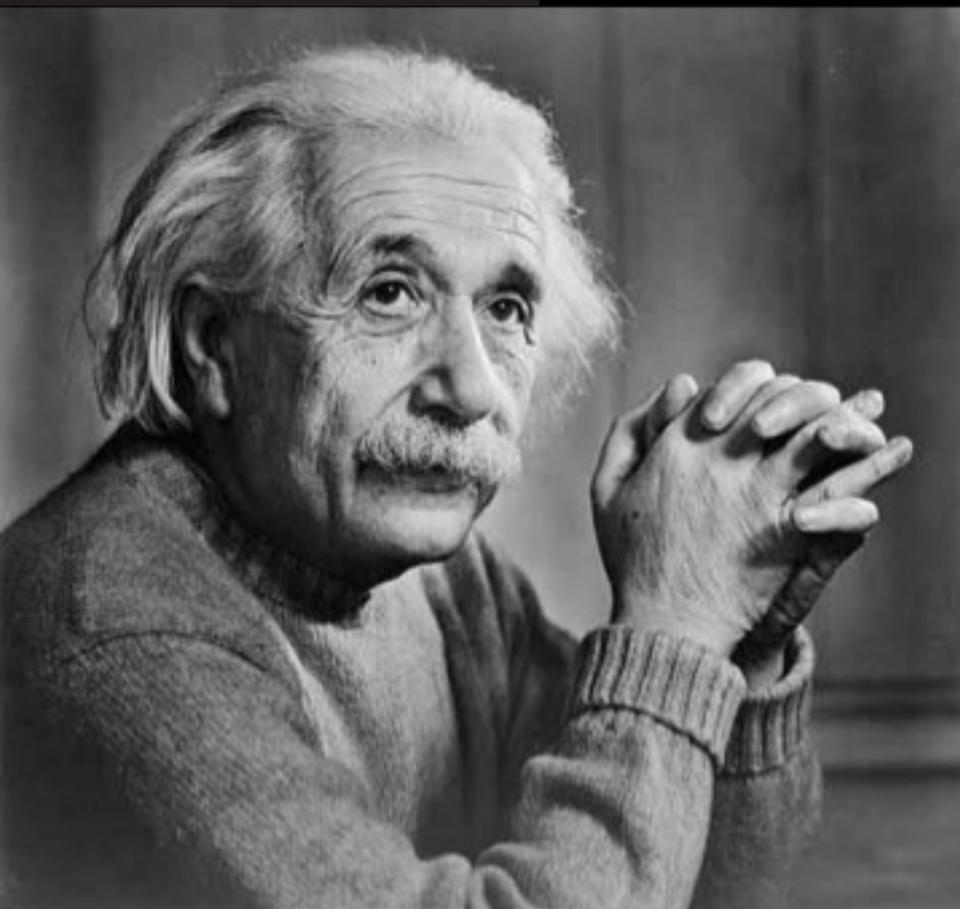
Food

Year 10 – Students choose **one** elective for semester one (Semester two is the collaborative Design project).

Year 11 – Students choose **one** elective for the whole year

What do Design students say?





**“Creativity is contagious,
pass it on”**

- Albert Einstein

Year 10 Music

Unit 1- Creating in the Music Industry

Students will

- **Explore**
- **Create and Perform**
- **Evaluate**
- **Collaborate, Communicate, self-manage**



Year 10 Music

Unit 2 - The Baroque Period

Students will:

- **Be Musicologists**
- **Composers**
- **Acquire and Apply**
- **Be creative**
- **Evaluate**
- **Problem solve**



Year 10 Music

Unit 3 - The Urban Blues

Students will:

- **Be Ethnomusicologists**
- **Research**
- **Acquire and Apply**
- **Be Creative**
- **Improvise**



Year 11 Music

Unit 1 - Classical & Romantic Periods

Students will

- **Research**
- **Compare and Contrast**
- **Be Musicologists**
- **Be Composers**
- **Acquire and Apply**
- **Create and Evaluate**

Year 11 music is not just for students wanting to enter DP music...

However, this year prepares students well for both HL or SL DP Music



Year 11 Music

Unit 2 - All That Jazz

Students will

- **Be Jazz Musicians**
- **Acquire and Apply**
- **Perform and Improvise**
- **Evening of Jazz**



Y11 Collaborative Arts Project

Unit 3 - Collaboration between Visual Art, Drama and Music students

Students will

- Develop subject specific **skills**
- **Collaborate** across all Arts subjects and others not offered at DC
- Critique Art
- **Problem solve and Refine**
- **Present** their artistic intention and product

Welcome to Y10 and Y11 Drama

A continuation of MYP Drama



Why continue to study drama?

- You will develop your collaborative skills working as an ensemble; learning the skills of listening, negotiating and communicating.
- You will think creatively, imaginatively and outside the box.
- You will learn acting and technical skills to improve your knowledge and understanding of theatre.
- You will see live theatre performances



Year 10 Drama

Political Theatre

- Students learn about the importance of theatre to inform and educate.
- Students will learn about Greek Theatre and the practitioners Brecht and Boal.
- Students explore civil rights issues and the importance of standing of what you believe in and having integrity



Year 10 Drama

Duologues

Students explore how to create a real character on stage

Focus on the vocal and physical skills that communicate a character to an audience.

Text based – Analysis of script and status relationships within society.

Duologues – students work with one other to create an interpretation of a scripted extract.

Public performance of the Duologues



Year 10 Drama

Theatre in Education

- Students will work with a primary school group and their unit of inquiry to create a performance.
- Understand the needs of a target audience.



Year 11 Drama

Movement and Physical Theatre

- Students will learn stage fighting combat and physical theatre techniques from Frantic Assembly.
- They will adapt and use these techniques in performing to a piece of music and an excerpt from 'A Midsummer Night's Dream.'



Year 11 Drama

Performance of a Play

- Students will research, explore and publicly present a play in its entirety
- They will also be responsible for undertaking a production role e.g. costume, lighting etc. for the performance.



What do Drama students say?



MYP Visual Arts

Where the fun begins

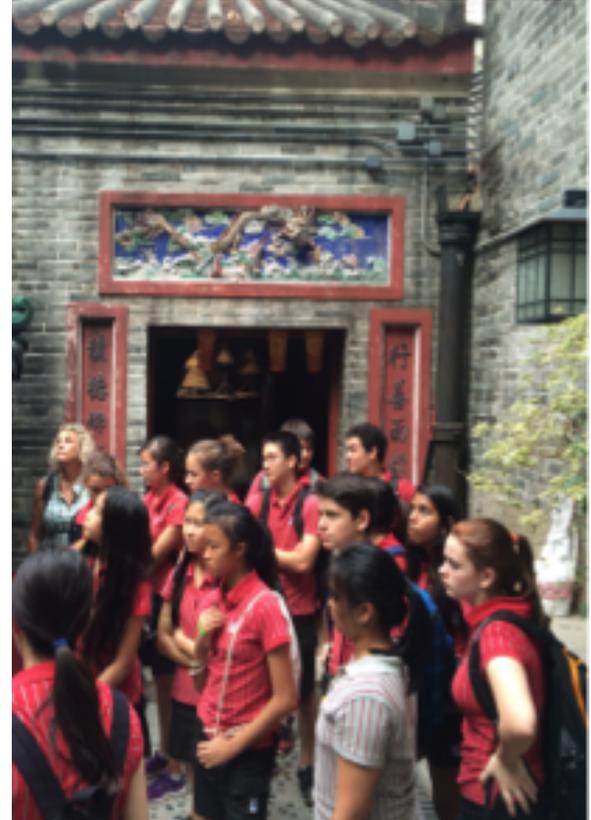
Excursion, freedom of choice, exploring new skills and ideas...

MYP Visual course is suitable for students who

- Are **creative**
- Enjoy opportunities to be **reflective** and **independent**
- Want to develop their **technical skills** in a variety of media and approaches
- Enjoy both **practical** work and **research/reflection** work

Year 10 Visual Arts

- 3 main units of study
- students are encouraged to be **more self-directed** and **independent** in both their research work and exploring their own ideas
- **increased class time** - concepts and techniques explored at an increasing level of **depth**
- class critiques and opportunities (in class presentations, podcasts, etc) for students to develop confidence to speak about their work
- exposure to the work of others – field trips, artists research tasks, visiting artists, visits to exhibitions, connections with other schools



Drawing on the right side of the brain

Students begin the year with a unit focused on skill building. They use media in unexpected ways and experiment through short tasks. This unit improves their practical and observational skills. Students complete the unit with a portrait transferring what they have learnt.



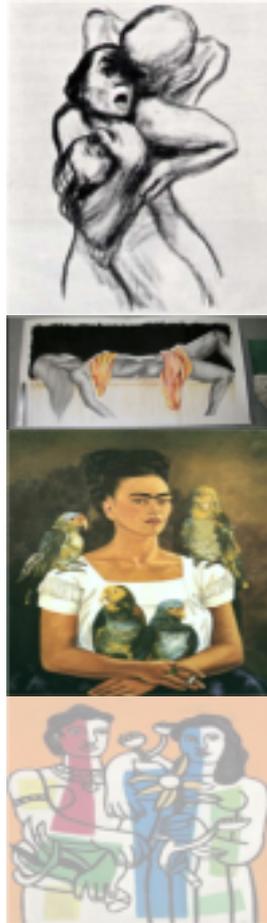
The figure in art

A new unit where students will explore the representation of the figure historically and culturally.

Students will curate and make an exhibition catalogue demonstrating how the figure has been the subject matter in art throughout history.

They will present a portfolio of two dimensional works learning skills and interrupting what they see while using a variety of media.

Students will then have the time to present a major figurative artwork transferring what they have learnt to their piece.

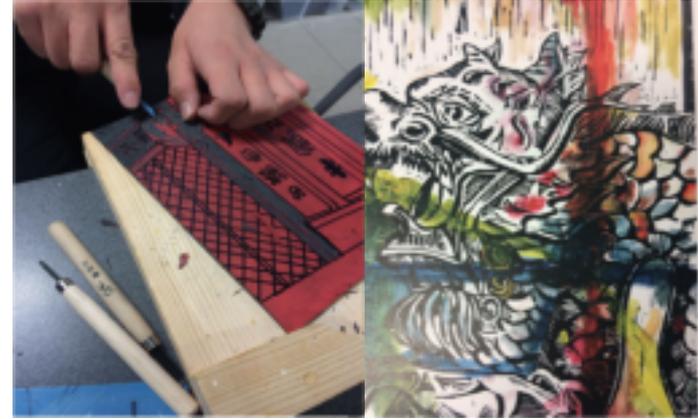


Year 10 Visual Arts

Urban Environment Study

Studying the local environment in Hong Kong, students respond to the physical environment around them in a variety of media and styles to **create a portfolio of artworks.**

Students are encouraged to consider **issues connected to the urban environment**, such as globalization, rapidly changing culture, pollution, population density, changing lifestyles and environmental concerns.



- Drawing
- Lino printing
- Monoprinting
- Scratchboard
- Photography
- Digital manipulation of photographs and drawings
- Photoshop

Year 11 Visual Arts

- 3 main units of study
- Students are encouraged to be more **self-directed** and **independent** in both their research work and exploring their own ideas for practical work



Students are expected to develop their **own artistic directions** in preparation for the Diploma Program

Identity

- Exploring the concepts of personal identity, cultural identity, transmigrations, the experience of third-culture kids and globalization.
- By examining these issues, students should gain a better understanding of themselves and the different societies they belong to.



Site Specific

In this unit, students examine the work of a variety of artists who create artworks for specific sites, such as Andy Goldsworthy, Robert Smithson, Christo and Tsing Kin Wah.

Students will gain a deeper understanding of contemporary art practice and the important relationship between an artwork and the environment in which it is created and exhibited.

Students study the design of the school and consider the purpose and effectiveness of the school as a site.



Y11 Collaborative Arts Project

- Trans-disciplinary Arts unit
- Provides an opportunity to work across the Visual Arts/music/drama/film/dance/multimedia art forms
- Provides an opportunity to pursue an area of special interest or passion, while developing important skills in collaboration



Where to from here

- Google form emailed to students Monday 13th February
- Google form will be closed Friday 17th February
- Email to confirm student choices
- For further information contact Adrian Gan
adrian.gan@dc.edu.hk