



G6	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
<b>Description</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of human-kind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Timeline</b>	Split Unit: August – September June - July	Exhibition yearlong unit: end of May (one day a week)	October - November	December - February	March - April	May - June
<b>Central idea:</b>	<b>Ethics are shaped by experience and knowledge</b>	<b>Action starts with us but has wider connections and broader consequences</b>	<b>The earth is part of a vast and complex universe that science helps us understand</b>	<b>Social and political movements may inspire profound local and global changes</b>	<b>Cultural expression changes and develops over time</b>	<b>The interdependent balance of organisms on Earth is subject to disruption</b>
<b>Conceptual lenses</b>	Perspective Responsibility Ethics Citizenship	Connection Perspective Rights Expectations	Change Function Technology Systems	Causation Change Consequences Roles	Form Change Culture Symbolism	Causation Responsibility Interdependence Ecosystems
<b>Approaches to Learning &amp; Learner Profile</b>	Thinking Self-management – time Open minded reflective	Self-management Social communication Inquirers Thinkers	Communication Research Knowledgeable Communicators	Communication Principled	Social Communicators	Thinking Balanced Caring

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<b>Personal Social Education</b>	<b>Identity</b> <ul style="list-style-type: none"> <li>– the values, beliefs and norms of a society can impact on an individual’s self-concept and self-worth</li> </ul>	<b>Interactions</b> <ul style="list-style-type: none"> <li>– understand the rights and responsibilities of individuals in their relationships with others, communities, society and the world around them</li> <li>– understand and appreciate the environment and commit to, humankind’s responsibility as custodians of the Earth for future generations</li> </ul>	<b>Interactions</b> <ul style="list-style-type: none"> <li>– develop an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.</li> <li>– (preservation)</li> </ul>	<b>Interactions</b> <ul style="list-style-type: none"> <li>– understand the rights and responsibilities of individuals in their relationships with others, communities, society and the world around them</li> </ul>	<b>Identity</b> <ul style="list-style-type: none"> <li>– understand how our own beliefs, values, attitudes, experiences and feelings shape us, the impact of cultural influences</li> </ul>	<b>Active living &amp; interactions</b> <ul style="list-style-type: none"> <li>– understand the importance of nutrition, understanding the causes and possible prevention of ill health</li> <li>– understand how an individual interacts with other people, other living things and the wider world</li> </ul>
<b>Science</b>	<b>Ethics in Science</b> <ul style="list-style-type: none"> <li>– science can sometimes be used to inform ethical decisions by identifying the likely consequences of particular actions, but science cannot be used by itself to establish that an action is moral or immoral</li> </ul>	<b>Sustainability</b> <ul style="list-style-type: none"> <li>– explore possible Exhibition projects around Earth and Space,</li> <li>– Forces and Energy, Living Things or Materials and Matter</li> <li>– explain how human choices are linked to sustainability</li> <li>– explain how some materials found naturally on Earth contain energy that can be converted and that extracting and using these materials has environmental consequences</li> </ul>	<b>Earth and Space</b> <ul style="list-style-type: none"> <li>– the Earth and beyond</li> <li>– describe how the Earth’s place in the solar system promotes life</li> <li>– identify connections between natural processes and behavior of organisms</li> <li>– identify connections between natural phenomena and human activity</li> <li>– explain the relationship between climate and atmosphere and weather</li> </ul>			<b>Living Things</b> <ul style="list-style-type: none"> <li>– habitats and environmental variation and classification</li> <li>– explain how organisms are interdependent</li> <li>– describe key elements in sustainable habitats</li> <li>– analyze and justify human actions that may either harm or sustain habitats</li> </ul>

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<b>Social Studies</b>	<p><b>Human systems, culture, continuity and change</b></p> <ul style="list-style-type: none"> <li>– Understand that culture influences identity formation</li> </ul>	<p><b>Human systems and economic activities</b></p> <p><b>Or</b></p> <p><b>Resources and the Environment:</b></p> <p><b>Or</b></p> <p><b>Continuity and change</b></p> <p>explore individual and collective responsibility towards themselves, groups and the environment</p>	<p><b>Continuity and change</b></p> <ul style="list-style-type: none"> <li>– climate zones – understand how climate affects living conditions</li> </ul>	<p><b>Human systems and economic activities</b></p> <ul style="list-style-type: none"> <li>– social organisation: develop understanding of European and EU geography and politics</li> <li>– understand how conflicts arise between the rulers and the ruled</li> <li>– understand how revolution shaped the past, present and future</li> </ul>	<p><b>Culture, continuity and change over time</b></p> <ul style="list-style-type: none"> <li>– study people, communities, cultures and societies; the past, its influences on the present and its implications for the future</li> </ul>	<p><b>Resources and the environment:</b></p> <ul style="list-style-type: none"> <li>– understand how humans can make choices for environmental sustainability</li> <li>– describe how a person’s self-worth is reinforced and reflected in engagement with and/or service to others</li> </ul> <p><b>Human and natural environments</b></p> <ul style="list-style-type: none"> <li>– Migration - understand the push and pull factors and different forms of migration</li> </ul>

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<b>Mathematics (within the Programme Of Inquiry)</b>	<p><b>Data Handling</b> Data is used in various ways to support, persuade and mislead, and can have ethical consequences</p> <ul style="list-style-type: none"> <li>– interpretation of data</li> </ul>	<p><b>Data Handling</b> Statistical data is used to explain and as a means of persuading people to take action.</p> <ul style="list-style-type: none"> <li>– collection, presentation and interpretation of data</li> <li>– fractions, decimals and percentages</li> </ul>	<p><b>Probability</b> Mathematicians use patterns to make predictions and solve problems in our understandings about Earth and beyond.</p> <ul style="list-style-type: none"> <li>– measurement - estimating, calculating and converting</li> <li>– place value - including scientific notation</li> <li>– ratios and rates</li> </ul>	<p><b>Shape and Space</b> Shapes have boundaries and constraints, which determine their perimeter, area and volume</p> <ul style="list-style-type: none"> <li>– area, perimeter and volume - estimating, calculating and problem-solving</li> </ul>	<p><b>Shape and Space</b> Shapes can be represented through different perspectives</p> <ul style="list-style-type: none"> <li>– visualizing and constructing shapes</li> <li>– growing and shrinking geometric patterns</li> </ul>	<p><b>Number</b> Number is used to help monitor and predict disruption within eco-systems</p> <ul style="list-style-type: none"> <li>– fractions, decimals and percentages</li> <li>– positive and negative numbers</li> </ul>
<b>Mathematics (outside the Programme of Inquiry)</b>	<p><b>Number</b> By choosing suitable strategies, we can add and subtract decimals more efficiently and check the reasonableness of our answers.</p> <ul style="list-style-type: none"> <li>– addition and subtraction of decimals</li> <li>– estimation strategies</li> </ul> <p>By choosing suitable strategies, we can multiply and divide whole numbers more efficiently</p> <ul style="list-style-type: none"> <li>– multiplication and division of whole numbers</li> <li>– estimation strategies</li> </ul>	<p><b>Pattern and Function</b> Mathematical formulas have their own grammar structure that is used by mathematicians</p> <ul style="list-style-type: none"> <li>– standard order</li> </ul> <p>Symbols are used in mathematics to express unknown and changing variables</p> <ul style="list-style-type: none"> <li>– simple algebraic expressions and equations</li> </ul>	<p><b>Shape and Space</b> When angles coexist, connections and relationships form.</p> <ul style="list-style-type: none"> <li>– measuring, drawing and calculating angles</li> <li>– translations, rotations, reflection</li> <li>– coordinates and cardinal directions</li> </ul> <p><b>Number</b> By choosing suitable strategies, we can multiply and divide decimals more efficiently and check the reasonableness of our answers</p> <ul style="list-style-type: none"> <li>– multiplication and division of decimals</li> <li>– estimation strategies</li> </ul>	<p><b>Number</b> There are mathematical techniques for representing and comparing parts of a whole</p> <ul style="list-style-type: none"> <li>– fractions, decimals and percentage</li> </ul>	<p><b>Shape and Space</b> Shapes have close or distant relationships with each other</p> <ul style="list-style-type: none"> <li>– sorting and classifying shapes</li> <li>– Patterns are used to make predictions and inform the decision-making process</li> <li>– number patterns involving the nth term</li> </ul>	<p><b>Data Handling</b> Instead of luck, mathematicians think of probability.</p> <ul style="list-style-type: none"> <li>– theoretical and experimental probability</li> </ul> <p>Mathematicians aim to make sense of the unique properties of number</p> <ul style="list-style-type: none"> <li>– prime numbers</li> </ul> <p>Collecting, interpreting and presenting data</p>
<b>Number</b>	<ul style="list-style-type: none"> <li>– addition and subtraction of decimals</li> <li>– multiplication and division of whole numbers</li> <li>– estimation strategies</li> </ul>	<ul style="list-style-type: none"> <li>– fractions, decimals and percentages</li> <li>– standard order</li> <li>– variables</li> <li>– simple algebraic expressions and equations</li> </ul>	<ul style="list-style-type: none"> <li>– place value (including scientific notation)</li> <li>– ratios and rates</li> <li>– multiplication and division of decimals</li> <li>– estimation strategies</li> </ul>	<ul style="list-style-type: none"> <li>– fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>– number patterns involving the nth term</li> </ul>	<ul style="list-style-type: none"> <li>– fractions, decimals and percentages</li> <li>– positive and negative numbers</li> <li>– prime numbers</li> </ul>

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<p><b>Language Genre</b> English and German</p>	<p><b>PERSONAL ESSAYS, SHORT STORIES AND AUTOBIOGRAPHICAL TEXTS</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</li> <li>– Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</li> <li>– Spoken language can be used to persuade and influence people.</li> </ul> <p><b>Reading</b> PERSONAL ESSAYS, SHORT STORIES AND AUTOBIOGRAPHICAL TEXTS</p> <ul style="list-style-type: none"> <li>– explore the ways in which individuals tell their stories of tension, opinion and personal growth</li> <li>– analyze texts to validate the story and to determine how we know if something is true<sup>77</sup></li> </ul> <p><b>Writing</b> NARRATIVE CRAFT</p> <ul style="list-style-type: none"> <li>– personal narrative and autobiographical writing</li> </ul>	<p><b>GENRES VARY FOR PYP EXHIBITION</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– The type of language we use varies depending on the circumstances, purpose, audience and genre.</li> </ul> <p><b>Reading</b> NONFICTION SOURCES</p> <ul style="list-style-type: none"> <li>– Use a variety of primary and secondary sources to investigate a personal inquiry</li> <li>– question validity and perspective of information sources</li> </ul> <p><b>Writing</b> WRITING FOR RESEARCH</p> <ul style="list-style-type: none"> <li>– compose questions and conduct interview with primary research source</li> <li>– write survey questions that will elicit useful and actionable information</li> <li>– interpret and display research findings and survey results</li> <li>– compose formal letters/emails to teachers and external contacts</li> <li>– Draft, revise and publish a reflective essay on the exhibition process</li> </ul>	<p><b>NONFICTION TEXTS and ARGUMENT ESSAY</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– Synthesizing ideas and information from texts leads to new ideas and understanding.</li> <li>– Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.</li> </ul> <p><b>Reading</b> NONFICTION SOURCES</p> <ul style="list-style-type: none"> <li>– review multiple print and visual media sources telling the story of space exploration</li> <li>– compare how the story was and is told through the eyes of the media (TV, newspapers, social media etc.) with a focus on misrepresentation of women and the black community</li> </ul> <p><b>Writing</b> THE RESEARCH BASED Argument Essay</p> <ul style="list-style-type: none"> <li>– build powerful arguments that convincingly balance evidence and analysis to persuade readers to take action related to space</li> </ul>	<p><b>DIGITAL NEWS SOURCES and RESEARCH REPORTS</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– Language is powerful and can have a profound effect, both positive and negative. Therefore, it must be used responsibly.</li> <li>– Every language has a form and a structure that makes it unique. Form may vary according to whether language is written or spoken.</li> </ul> <p><b>Reading</b> DIGITAL NEWS SOURCES</p> <ul style="list-style-type: none"> <li>– analyze online news forums, social media and TV representations of current social movements</li> <li>– analyze research sources and consider perspectives</li> </ul> <p><b>Fiction Review</b></p> <ul style="list-style-type: none"> <li>– identify story elements that are linked to or inspired by social and political movements</li> </ul> <p><b>Writing</b> The Lens of History: Research Reports</p> <ul style="list-style-type: none"> <li>– explore and research a revolution and write a</li> </ul>	<p><b>BIOGRAPHIES &amp; MEMOIRS</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– Language can be interpreted and expressed in different ways.</li> <li>– Literature offers cultural, historical and personal perspectives on the world, and invites different interpretations.</li> </ul> <p><b>Reading</b> BIOGRAPHIES &amp; MEMOIRS</p> <ul style="list-style-type: none"> <li>– read and analyze personal and third person recounts of individuals or groups who have influenced culture or are currently working towards cultural change</li> </ul> <p><b>Writing</b> Shaping Texts: From Essay and Narrative to Memoir</p> <ul style="list-style-type: none"> <li>– explore insights related to cultural expression in their own lives and identity and decide whether these are best expressed in narratives, in essays, or in a hybrid genre created to convey the writer’s content</li> </ul>	<p><b>POETRY &amp; GENRE CHOICE</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– Language is a major connecting system within, between and among all societies.</li> </ul> <p><b>Reading</b> POETRY &amp; NARRATIVES</p> <ul style="list-style-type: none"> <li>– discover the power of word choice when exploring poems inspired by various aspects of global and environmental interdependence and disruption</li> <li>– class novel study about refugee experiences</li> </ul> <p><b>Writing</b> WRITER’S CHOICE</p> <ul style="list-style-type: none"> <li>– chose a genre from your writing repertoire and develop a fiction or nonfiction piece of writing that connects with the central idea of the Unit.</li> </ul>

	<p>in the form of journals, personal reflections, and diaries reflecting on ethical dilemmas that explore personal tension</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>– establish rules for debate and discussions</li> <li>– use taught strategies to express opinions when you agree or disagree with others</li> <li>– experience defending an opinion that you do not agree with</li> </ul>	<p><b>Viewing and Presenting</b></p> <p>Share process, findings, actions and inspiration creatively and interactively using digital and analog tools of choice.</p>	<p>exploration, travel, investments or another argument for or against space travel</p>	<p>focused report to engage and teach the readers</p>	<p><b>Viewing and Presenting</b></p> <p>present personal culture monologues that capture the essence and core message of the memoir (drama collaboration)</p>	
<p><b>German and English Language outside the Programme of Inquiry</b></p>	<p><b>Conceptual Understandings</b></p> <ul style="list-style-type: none"> <li>– Through the process of planning, drafting, editing and revising, our writing improves over time.</li> <li>– There are similarities and differences between language form and function.</li> <li>– The grammatical structures of a language enable members of a language community to communicate with each other.</li> </ul>					
<p><b>German Language Use &amp; Conventions</b></p> <p>Yearlong progressions:</p> <ul style="list-style-type: none"> <li>– Spelling Talks (Rechtschreibgespräche): discover and apply German spelling strategies</li> <li>– Use personal dictionaries, academic language word lists, dictionaries, and thesauri to expand vocabulary and spell new words</li> <li>– understand and apply increasingly complex German language conventions</li> </ul>						
<p><b>English Language Use &amp; Conventions</b></p> <p>Yearlong progressions:</p> <ul style="list-style-type: none"> <li>– English spelling &amp; word study groups</li> <li>– use personal dictionaries, academic language word lists, dictionaries, and thesauri to expand vocabulary and spell new words</li> <li>– understand and apply increasingly complex English language conventions</li> </ul>						

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manner.</p> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>– create an installation or sculpture using either the Global Goals or their research inquiry findings as subject matter.</li> <li>– further develop drawing comics as a reflection on their Exhibition inquiry and learning journey</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>– continue to explore and develop ways in which to link their Exhibition inquiry to music</li> <li>– explore diverse means through which to express understanding of their Exhibition inquiry, such as through a self-created ‘concept album’ or grade level song</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>– demonstrate presentation skills, choosing a small project connecting to developing presentation skills in a genre of choice</li> </ul>	<p>Recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.</p> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>– explore the necessary function of skills needed for a chosen project</li> <li>– research and develop specific artistic skills and techniques</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>– demonstrate an awareness of the function that lyrics serve</li> <li>– explore how musicians use different notational systems to convey information</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>– develop and communicate persuasive and argumentative speeches</li> </ul>	<p>Arts convey a powerful message to an audience, and we must be aware that our interpretations can affect others.</p> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>– engage in personal inquiry connected to social and political art as an inspiration</li> <li>– choose a media form that comes from the skill development that – they identified</li> </ul> <p><b>Music</b></p> <p>Hip Hop Unit</p> <ul style="list-style-type: none"> <li>– develop an awareness that making music or creating songs can be a form of action.</li> <li>– examine how music inspires and is inspired by social change.</li> <li>– explore the cultural movement of Hip-hop music</li> <li>– use Auxe to create beats</li> <li>– apply knowledge and understanding of Community Values and respectful communication in relation to Hip Hop music</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>– demonstrate respect the feelings of others and understand different perspectives</li> </ul>	<p>Understand that creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways.</p> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>– explore personal cultural identity and represent this through a chosen artistic technique or form</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>– explore and identify musical connections to their Exhibition inquiry</li> <li>– explore diverse means through which to express understanding of their Exhibition inquiry, such as through a self-created ‘concept album’ or a grade level song</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>– share personal reflections, expressions and desire for change through performance inspired by students’ memoir writing- choosing a form of expression that will connect with the audience e.g. poetry slam, monologues</li> </ul>	<p>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>– practice observational drawing, applying the skills developed and reflecting upon accuracy</li> <li>– explore form, causation and responsibility through the use of diagrams with annotations and humanization of creatures to persuade through medium of film</li> </ul> <p><b>Music</b></p> <p>German Music History Unit</p> <ul style="list-style-type: none"> <li>– explore and develop knowledge and understanding of the historical development of music in Germany; reflect upon causation and change over time</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>– apply reflective thinking skills, explore personal responsibility and balance as a learner; identify goals to progress further</li> </ul>

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## GRADE 6 | LEARNING LANDSCAPE 2020-21

G6	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
Physical Education within the Programme of Inquiry	demonstrate understanding of ethical decision making regarding fairness, equity, access and global sports organisations	<b>Games</b> recognize the importance of rules and how they define the nature of a game; modify existing games and create new games; teamwork	<b>Health related fitness</b> recognize and appreciate the importance of maintaining a healthy lifestyle and the body's response to exercise including the interaction of body systems and the development of physical fitness	<b>Adventure challenges</b> work together collaboratively in order to solve problems and accomplish a common goal	<b>Movement composition</b> movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance*, martial arts).	<b>Adventure Challenges</b> recognize the role of the individual in group problem solving
Physical Education outside the Programme of Inquiry	<b>Individual Pursuits</b> develop basic motor skills and the body's capacity for movement					