Grade 6: Visual Arts

Unit 1: Taking a Dot for a Walk	Unit 2: Express Yourself!
This unit asks learners to inquire into one of the formal elements of art - line. They will investigate how artists have used line in many different ways, and are given the opportunity to practice those techniques in their own practical work. They will experiment with mark making to create value, pattern, and figurative drawings. This unit is designed to develop a sound base in drawing skills as well as building vocabulary and conceptual understanding of the Elements of Art.	Personal expression through Visual Art is a universal means of communication. Artists use many ways through which to express ideas. This unit will combine visual imagery from personally relevant topics with exploration of a range of art making techniques such as collage and mixed media approaches and digital art.

Grade 6: Music

Unit 1: The basic elements of music	Unit 2: Using our voices; let's sing in different ways
This is an introductory unit. The objective here is to check the learners' comprehension of some of the basic concepts within music. It has been devised after consultations with the primary school's performing arts teacher and aims to consolidate knowledge and understanding of important conceptual terms and expressions. Elements concerning the production of sound such as Beat, Rhythm, Pitch, Dynamics, and Tone Colour will be included and each will be accompanied by listening exercises to provide examples of the concepts being discussed.	In this unit we will be examining the huge potential of the human voice in conjunction with the concepts previously revised in our introductory unit. The learners will be encouraged to sing firstly in unison as a group, but later will also experiment singing in different parts and finally in the form of rounds. Collaboration, cooperation and the importance of timing will be stressed throughout the unit, and we will also look for opportunities to perform in front of an audience, learning how to do this and present vocal works accordingly.
Unit 3: Learning about the notes and how they work, sound, and appear	
In this unit we will be using the keyboard to explore the 12 notes of music and discover how they can be used to produce harmony, especially major and minor chords. Again, we will connect with some of the work we undertook in the first introductory unit and use some of the songs from our second unit to demonstrate the 12 notes in practice. A further related concern will be with an introduction to stave notation and how the sounds the learners hear can be represented in the form of a variety of symbols and classical vocabulary and terminology.	

Grade 6: Theatre

Unit 1: Sammy Smith's awful day - an introduction to Theatre skills	Unit 2: Greek Theatre - Aesthetics, stories and ensemble performance
Sammy's life was boring and full of disasters. From the moment Sammy woke up to the moment Sammy went to bed Sammy's time was spent in dull routine, punctuated only by constant mishaps. The world seemed to be against Sammy. Even Sammy's own possessions seemed to regard Sammy as the enemy! This unit introduces G6 students to the world of characterisation and theatre skills through narrative development, rehearsed role-play, stylised physical movement and creative play.	In this unit students will explore the history and traditions of classic Greek Theatre and will practically engage with the techniques leading to a final rehearsed performance. Students will examine how the styles of Greek Theatre can be relevant today and they will see how the conventions of a Greek Chorus can be seen in some modern performance styles. Students will use physical and vocal performance techniques, both using scripts and their own devised ideas to develop skill and understanding within this important theatrical tradition.

Grade 7: Visual Arts

Unit 1: Colour my World	Unit 2: From Flat to Fat
During this unit we will dive into colour theory and how colour has been used by artists to express themselves. We will identify uses of selective palettes, decipher the symbolism and constructed meaning associated with certain colours, and use this knowledge to create exciting and expressive artworks, while building our understanding of the Elements and Principles. This unit will also allow us to explore the properties of acrylics and experiment with a range of application techniques.	Shape and Form are two sides of the same coin. In this unit we will investigate various ways of using flat materials to build structures. By learning how geometric shapes can give strength to our 3D creations, we will discover how creatives have used this knowledge in sculpture, architecture and design.

Grade 7: Music

Unit 1: The basic elements of music, the arrangements of notes and notation	Unit 2: Performing Media; Voices and Instruments
This is an introductory unit. The objective here is to check the learners' comprehension of some of the basic concepts within music. It has been devised around the realization that this year group had no music lessons in grade 6 and therefore aims to consolidate knowledge and understanding of important conceptual terms and expressions which the learners may or may not have learned in their primary school education. Elements concerning the production of sound such as Beat, Rhythm, Pitch, Dynamics, and Tone Colour will be included and each will be accompanied by listening exercises to provide examples of the concepts being discussed. During the second part of this unit, we will be looking at the arrangement of notes, using a keyboard to assist in the instruction and looking to understand the basic concepts involved in the reading of stave notation.	This unit focuses on the generation of sound using our voices and a variety of musical instruments. The exchange between the performer and the audience is magical, direct, and often spellbinding. Some of the important concepts and terms which will be considered include octaves, soprano, alto, tenor, baritone, and bass while categories of musical instruments, such as the orchestral families like strings, brass, woodwind, percussion, but also guitars, keyboards and electronic will be examined. Comparisons within and across the families will be explored. As well as the traditional "western" forms of music, the learners will also be exposed to a wide variety of less familiar instruments from other parts of the world. References will be made back to the first introductory unit as the basic elements of music will be given a practical dimension. Where possible, learners will be able to try out many of the instruments themselves.

Unit 3: Keys, Scales and Melodies
This unit will be quite theoretical at the beginning but is eventually intended to allow the learners to experiment with their own compositions once a basic understanding of keys and scales has been achieved. Using a keyboard, they will explore how the 12 different notes of music can be successfully transformed through the application of simple formulas and techniques to provide sequences, harmony, and modulation. Those learners competent enough to play instruments other than the keyboard, will be encouraged to do so. Examples of key elements behind the theory will be regularly offered by the teacher, the learners themselves and through the listening to a variety of recorded material. If time allows at the end of the unit, the learners' individual compositions will be recorded using computer software, such as "garage band" and "audacity" to serve as a lasting memory of the grade 7 Music course.

Grade 7: Theatre

Unit 1: Comedy - From slapstick to satire	Unit 2: Us & Them - Interpreting and communicating meaning through script work
In this unit students will study - and participate in - a range of comedic performing styles, including slapstick and silent comedy, as well as parody, spoof and satire. Students will discuss and judge the value of each whilst getting to grips with the techniques and skills involved in performing the genre. The unit will culminate with a research presentation about one of the styles explored during the unit.	In this unit students will use the play Us and Them by David Campton as a starting point for their exploration of how to find, analyse and communicate meaning from within a play text. They will also engage with different staging opportunities, especially ones of a non-naturalistic nature, and will be encouraged to find creative and imaginative ways to stage and perform several sections of the text.

Unit 3: The year 2223 - An exploration of a dystopian future
It is the year 2222 and things have changed. A totalitarian government rules over society and personal freedom is a thing of the past. In this unit students will look at the causes and consequences of such a society and will create a range of dramatic performances designed to convey the atmosphere, emotions and general existence of people living in this imagined future, along with imagining the 100 years that have passed in the meantime.

Grade 8: Visual Arts

Unit 1: Make it Real	Unit 2: Figure it out!
Representing what we see in pictorial form has been a focus for artists since the dawn of time. Adding value to show how light changes when it hits an object, and texture to explain surface, makes our artwork more realistic and believable. We will experiment with how different art - making techniques can be used to achieve this illusion of reality on a 2D picture plane.	Depiction of human and animal forms as they appear in nature, whether for superstitious, religious, magical or purely artistic purposes, has held a fascination for every civilization. This unit will explore the concept of proportion through a study of the human and animal form in art, through drawings to sculpture from a range of times and cultures.
Unit 3: Perspective	**Unit 4: One more time**
Artists did not always know how to correctly represent depth in their work. When a functional method was devised, the art world changed forever. In this unit we will delve into linear perspective in all its forms, and learn how to apply it to create space in our artwork.	Patterns are all around us, in nature as well as in art and design. We see patterns where shapes, lines and colours are repeated. How complicated a pattern is depends on what is repeated and the way in which it is repeated. We will explore regular and irregular, radiating, symmetrical and rotational patterns through the context of cultural identity, with a focus on printmaking.

Grade 8: Music

Unit 1: Elements of music, the arrangement of notes and stave notation	Unit 2: Musical Form and Texture
This is an introductory unit. The objective here is to check the learners' comprehension of some of the basic concepts within music. It has been devised around the realization that this year group had no music lessons in grade 7 and only limited exposure to the subject the year before. It therefore aims to consolidate knowledge and understanding of important conceptual terms and expressions which the learners may or may not have come across in their earlier school education. Elements concerning the production of sound such as Beat, Rhythm, Pitch, Dynamics, and Tone Colour will be included and each will be accompanied by listening exercises to provide examples of the concepts being discussed. During the second part of this unit, we will be looking at the arrangement of notes, using a keyboard to assist in the instruction and understanding the basic concepts involved in the reading of stave notation.	In this unit we will be looking closely at two very important concepts which underpin a comprehensive understanding of music: Texture and Form. Texture concerns the layering of notes in a piece of music and can include chords and simultaneous melodies played together. Like fabric, musical texture is described as transparent, dense, thick, thin, heavy, and light and here we will be concerned with how composers vary the textures within their music to create contrast and drama. Form is associated with shape, structure, organization, and coherence and in music concerns the organization of the various musical elements in time. We will be discovering how in a musical composition, pitch, tone color, dynamics, rhythm, melody, and texture interact to produce a sense of shape and structure. Techniques of repetition, contrast, and variation will be analyzed and practiced. A wide variety of music from around the world will be played to illustrate these two concepts and the learners will have the opportunity to compose their own pieces.
Unit 3: Guitar Workshop; Tuition, Practice and Performance	**Unit 4: The Beatles: Analysis and Performance**
This unit provides the opportunity for the learners to try out a new instrument or, if they play the guitar already, to improve on their existing skills. Each will be issued with their own guitar, which must be kept in school for the duration of the unit and will learn how to string, care for, and tune the instrument and how to form and play basic chords. A variety of strumming and plucking techniques will then be taught and all the learners will be encouraged to choose their favorite songs to practice and eventually perform. Material and concepts from all the earlier units will be employed throughout to demonstrate that general musical rules and principles can be easily applied to any instrument and are therefore universal in their nature.	The British band, The Beatles, remain the best-known band of the last 50 years and their songs have been covered by many musicians and remain popular today. This unit will allow the learners to dip into the world of the first supergroup, get to know the personalities of the four members and explore many of the songs which came from within their ranks. By now the learners will have understood enough about reading and interpreting music on both the keyboard and guitar that they should be able to choose a song by the band which they will be able to perform in front of an audience.

Grade 8: Theatre

Unit 1: Coma - A strange sort of mystery	Unit 2: The Pitchfork Disney - Interpreting a play text to build staging and performance ideas
In this unit students will explore different performance styles, ranging from straightforward naturalism to a much more stylised, abstract way of working. The students will create and follow a narrative that has a mysterious crime at its heart and they will play various characters in various scenarios to attempt to solve the crime. But all is not as it seems!	In this unit students will use the challenging stage play, The Pitchfork Disney as a starting point to explore the performance and production elements of the theatre. Students will analyse the text, building an interpretation of message and meaning and will translate that into set, costume, sound and lighting designs. Students will also rehearse and perform a section of a monologue and a duologue from within the text.
Unit 3: The Concept of Scriptwriting	
Students will learn the basic structure of a play script including the conventions of stage directions, the technical layout of the page and how to create engaging dialogue which communicates a narrative and reveals truths about characters and their interrelationships. They will then work collaboratively to direct and perform the scenes written by themselves and their colleagues.	

Grade 9: Visual Arts

Unit 1: Portraits	Unit 2: Ceramix
Portraits are artistic representations of people. They can be created in many ways, ranging from traditional paintings, to photographs, sculpture and mixed media. Portraits can show the sitter's head and shoulders, or the whole figure. This unit will explore how artists capture personality through style, pose, colour and media as well as developing our own technical skills.	The creation of aesthetically pleasing yet fully functional objects has been a human pursuit since the Neolithic Era. In this unit learners will consider artifacts from a range of times and cultures to examine the relationship between form and function. Learners will further explore this idea through modern contexts such as the Arts and Crafts Movement, the Bauhaus and high fashion. Studio work will use ceramics through which to practically explore the creative design process to create a form that has beauty and has a function.
Unit 3: Still Life	**Unit 4: But is it Art?**
During this unit, we will explore how artists represent objects of importance and meaning in pictorial form. We will analyze Still Life artworks from different times and places to see what understanding of the historical and cultural context we can infer from them, and learn about the techniques that are associated with creating our own Still Life art whilst expressing something about our own time and place in the world.	"Anyone could do that!" Abstract art is often maligned. This unit will uncover some approaches to making Abstract art and explore how it uses the visual language of shape, form, color and line to create compositions which may exist with a degree of independence from visual references in the world. We will explore the relationship between different styles of Abstract Art, and whether the idea, or meaning drives the composition, or do they emerge after the act of manipulating media? Studio work will offer opportunities for both 2D and 3d responses.
Unit 5: Landscapes	
This unit will explore the conventions of Landscape painting and how artists create an illusion of space and depth. We will investigate the explosion of naturalistic landscape painting during the nineteenth century, due to increasing alienation of many people from nature by growing industrialisation and urbanization. We will also learn how the genre expanded in time to include urban and industrial landscapes, and how artists use less traditional media in the creation of landscape works.	

Grade 9: Theatre

Unit 1: An introduction to Arts Appreciation	Unit 2: The Art of Musical Mime
Introduction. How do we appreciate Arts? The common characteristics of artistic work will be explored in this unit as well as some of the important conventions of working in a theater. Learners will be encouraged to consider what are the essential components which contribute to a dramatic performance. The importance of codes of conducts for rehearsals and practise sessions will be outlined and the roles played by collective and shared responsibilities discussed and agreed upon. The various forms of dramatic presentations will be introduced with specific emphasis placed on the role of the individual performance. The monologue genre will finally be examined in detail and all learners will have the opportunity to devise, develop and deliver their own, thinking carefully about the different aspects of character that we explore as well as the vital role played by an audience and the actor's relationship with it.	The essential elements of mime and the reasons for its development; Here the learners will research the form and nature of mime and appreciate the effects that non verbal communication has on a performance with emphasis on make up, costume, facial expressions and body language. Concepts of "Time" and "Space" will also be explored in relation to this specific art form. Examples will be shared and essential elements discussed amongst peers. Learners will perform a series of simple structured mimes, mirroring common, everyday experiences in front of the class to demonstrate the knowledge and understanding they have acquired from the introductory sessions. Feedback and evaluation will be offered from those watching each performance.
Unit 3: Working with a Play Script	**Unit 4: Utopia Island**
All aspects of working within the framework of a play script will be considered in this third unit. The actual play chosen will depend on the size of the group, but possible titles include 'Us and them" , 'DNA' , "An Inspector Calls" , "Pitchfork Disney" and "Legal weapon 2" The context of the play will first be examined and the intended target audience considered. The learners will also be made aware of the specific dramatic techniques employed in the script, including dramatic Irony, the benefit of hindsight and "The Three unities of Drama" (Aristotle) Essential skills needed to successfully work with a script will also be analyzed and practiced and the intention will be to perform at least some sections of the play in front of an invited audience within the school community. All resources needed for this unit will be uploaded onto the MB platform.	This is essentially an improvised unit during the course of which the learners will work together to construct a Utopian island. We will begin with a discussion of the idea of utopia, the origins of the term and the reasons why many people are attracted to the idea. A basic analysis of "Lord of the Flies" will be undertaken to discover some of the pitfalls and shortcomings of this ideal. Then using a set of slides the learners will be guided through the specific tasks they need to achieve in their construction of this society. The work will involve individual, pair and whole group projects. Essential concepts will include "conflict", "collaboration" and "creativity" while important investigation will take place into the human qualities needed to successfully build a society based on Utopian ideals.
Unit 5: Let's write and perform a script	
This final unit will look to incorporate all the elements within the Theatre Arts genre that we have been studying throughout the year. The learners will be asked to consider the unit's global context; (fairness and development) and write and perform a script based upon it. They will be given freedom to explore any time zone and geographical region of the world, but will be expected to demonstrate knowledge and understanding of the important elements of theatre that we have covered to date. This will therefore involve a degree of revision of the work of previous units, considering what constitutes the essential elements within drama and theater arts. There will also be opportunities to consider costumes, props, music, sound effects and lighting techniques in the process.	

Grade 9: Music

Unit 1: Where we are in our musical journey? Making choices for what lies ahead	Unit 2: Specialist Instrumental competency
This unit exists as an exploratory investigation into the levels of musical knowledge and understanding that the learners in this composite group possess, or at least believe they possess. The importance of practice and diligent application will be stressed in both the reading and the presentation of notation. Learners will be expected to recognize the important terminology within the subject and decide where their musical specialism and interest lie by selecting two different instruments they wish to learn to play or improve their existing skills during the year to come. Individual success criteria will be established for each learner which will include a comprehensive study program. Reference to the Personal Project for the Grade 10 students will be made.	In this unit all learners will aim to either begin their musical journey or seek to improve their existing skill levels using an instrument(s) of their choice. Instruments will be allocated to each learner, and they will be encouraged to take them home to allow for further, diligent practice outside of the class. Tuition will take the form of personal one to one guidance with the teacher, the issuing of instruction booklets and the use of tuition videos. Students will be encouraged to share their learning experiences and come together to practice and perform as part of a musical ensemble. It is expected that one of the chosen instruments should be one that only plays individual notes and the other one an instrument that can also play notes in harmony, most likely in the form of chords.
Unit 3: American Music: Folk, Blues, Reggae, Calypso & Bosa Nova	**Unit 4: Operation Orchestra; Components and compositions**
Here we will be exploring some of the many different musical genres which have originated from the Americas, also looking at the important historical trends and movements that helped to shape the various styles and forms. Learners will be encouraged to use their research skills to help shape their knowledge and understanding of the types and will also be expected to perform some of these in class. We will be exploring some of the indigenous musical traditions played by the various groups of original inhabitants, appreciating the cultural and social conditions and beliefs which helped to produce these different styles of music. The learners will be expected to particularly concentrate on one of the forms as we move towards the final summative assessment for this unit.	This unit provides the exciting chance to examine the conventions and essential ingredients of classical music, especially when studied through the lens of the orchestra. We will be exploring the 4 different families of orchestral instruments and appreciating the similarities and differences between them and any associations they have with emotions, atmospheres, animals, and climatic conditions. Specific famous orchestral compositions will be analyzed, using the film “Fantasia” as a useful point of reference. Other conceptual pieces will include “Peter and the Wolf”, “The Young Person’s Guide to the Orchestra”, “The Nutcracker Suite”, “The Carnival of the Animals” and “The Rites of Spring”.
Unit 5: Musical productions; Stories from Africa	
We will finish the year in Africa, searching for folk tales, myths, and legends from across the continent which can be set to a background of creative, improvised music that will hopefully be performed in front of a variety of different audiences within the school community. The emphasis here will certainly be on rhythms and traditional forms of instrumentation. There will also be an opportunity for the design and creation of instruments appropriate to support the various narratives selected by the group. We will also explore the exciting world of oral traditions in which the human voice is a significant tool in the armory of African performance. As the unit unfolds, important revision of the year’s theoretical and practical learning will also be undertaken.	

Grade 10: Visual Arts

Unit 1: Scale It Up	Unit 2: Head Line
Artists play with scale in a number of ways to create exciting pieces, often with clever and funny results. We're going to delve into artists who use scale and pop culture in their work, and investigate technical methods artists use to enlarge and shrink 2D images, and 3D objects.	In this unit we will explore ways in which Art records and reflects society and culture, either celebrating or simply bearing witness. Learners will investigate mixed media artists and understand how certain methods and media work well together. Learners will select a person, era or event from the past or present, and plan a mixed media artwork that reflects the complexities of the context. This unit will feature an exploration of print-making techniques initially, with the addition of collage, drawing and/or painting.
Unit 3: Look back to Go Forward	**Unit 4: Sculpture**
This unit aims to give learners a taste of the demands of DP Visual Art, prior to making course selections. The unit invites learners to reflect on their previous art-making experiences to identify strengths, challenges, influences and preferences before deciding on a creative direction for a single resolved artwork. Students will establish an inquiry of their own with questions to provoke explorations and experimentation through to the creation and presentation of a resolved artwork. Learners will, through their inquiry, be able to place their work within the context and scope of Art genres and or movements. The emphasis is on sustained and informed inquiry to underpin stepped and productive Studio work that will be systematically documented. Resolved work will be presented.	Sculpture has traditionally consisted almost primarily of form, with color and texture being subordinate. Learners will explore and be able to differentiate between traditional closed forms; sculpture in-the-round and relief sculpture in its variations; bas-relief, haut-relief, and sunken-relief. The twentieth century broadened the meaning of sculpture, heralding the concept of open as well as closed forms, and the meaning continues to expand today. Sculptures are no longer only representational, static, stationery, forms with a solid opaque mass that has been carved out of stone or modeled out of bronze. Sculpture today may be abstract, assembled from different objects, kinetic, change with time, or made out of unconventional materials like light or holograms, Learners will widen their exposure to both traditional and contemporary media and techniques in the Studio and through research before planning and creating their own sculpture.
Unit 5: Off the Wall	
How does Art in the public domain contribute to social change or affect the way we feel? An inquiry into murals will invite us to consider placement, subject matter and responsibility. Learners will work together to generate plans for creating art that will transfer successfully to a wall. Learners will inquire into the social and emotional effects that murals can have. Learners will conduct research into some well known muralists, past and present, as well as considering wall art in our local context of Maputo.	

Grade 10: Theatre

Unit 1: A study of devising and script work through the lens of theatre practitioner theories and techniques.	Unit 2: Comedy and Performance - from ancient Greece to modern satire (visiting Commedia dell'arte along the way)
In this unit students will learn the theories and techniques associated with several of the major theatrical practitioners of the 20th and 21st Centuries and will incorporate them into a series of both devised and scripted performances.	In this unit students will explore the history of the comedy genre and how it has influenced theatrical performance through time. They will spend time on Greek Theatre and will engage with the play 'Lysistrata', they will participate in Commedia dell'arte workshops and they will dip into the various prominent comedic conventions of the 20/21 centuries.
Unit 3 Devising for performance - an exploration of non-naturalism and stylised performance techniques, building towards a final piece.	
In this unit students will engage with a range of skills and techniques aimed towards developing an understanding of the devising process. These will mostly involve exploration of non-naturalistic performance styles including those utilized by Frantic Assembly and Steven Berkoff	

Grade 10: Music

Unit 1: Where we are in our musical journey? Making choices for what lies ahead	Unit 2: Specialist Instrumental competency
This unit exists as an exploratory investigation into the levels of musical knowledge and understanding that the learners in this composite group possess, or at least believe they possess. The importance of practice and diligent application will be stressed in both the reading and the presentation of notation. Learners will be expected to recognize the important terminology within the subject and decide where their musical specialism and interest lie by selecting two different instruments they wish to learn to play or improve their existing skills during the year to come. Individual success criteria will be established for each learner which will include a comprehensive study program. Reference to the Personal Project for the Grade 10 students will be made.	In this unit all learners will aim to either begin their musical journey or seek to improve their existing skill levels using an instrument(s) of their choice. Instruments will be allocated to each learner, and they will be encouraged to take them home to allow for further, diligent practice outside of the class. Tuition will take the form of personal one to one guidance with the teacher, the issuing of instruction booklets and the use of tuition videos. Students will be encouraged to share their learning experiences and come together to practice and perform as part of a musical ensemble. It is expected that one of the chosen instruments should be one that only plays individual notes and the other one an instrument that can also play notes in harmony, most likely in the form of chords.
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