



An Inclusive
Learning
Community

Nanjing
International
School

Grade 6 Curriculum Overview

Introduction

The Middle Years Programme focuses on the understanding that students in this age group are developing skills that will help them to succeed in the rest of their academic and social lives. During this time, we recognise that they are particularly aware of social and cultural influences. The MYP strives to make the most of this time of growth to help students develop the capacity to become responsible for their own learning and to make informed decisions.

Curriculum

NIS has a Pre-K to Grade 12 curriculum that ensures that each subject builds on prior understandings and skills. As life is a complex myriad of relationships and connections, students engage with these understandings and skills through units that allow students to grapple with complex ideas and look at a variety of perspectives. Each unit in the MYP is developed around a Key Concept that provides a framework for learning. These concepts encourage students to make connections between subjects, create personal relevance, and achieve higher levels of critical, creative, and conceptual thinking.

Organisation of Subjects

From Grades 6 to 8, MYP offers a core set of subjects. These are outlined for this grade level in this overview.

Languages

Language A is for native/near-native speakers, whereas Language B phases represent a continuum of second language learning. Depending on English proficiency students will be placed in appropriate leveled classes. Students also study one or two additional languages. Languages other than English taught at NIS are Mandarin A and B, French B, Spanish B, Korean A, and German A.

Assessment

MYP teachers use a variety of means to assess student progress regularly, applying assessment criteria established by the IB. Full academic reports reflecting achievement on the subject area assessment criteria are communicated in two Semester reports in January and June. Semester grades are represented on a 1-7 scale. Nanjing International School provides the opportunity for NIS MYP Certificates at the end of Grade 10.

Contact

For additional information on any aspect of the Middle Years Programme, please contact the Head of Middle School, Kasson Bratton: kassonbratton@nanjing-school.com

Language Arts

Gr6 English A: Grade 6 English A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral forms, understand their own culture and those of others, gain a deeper understanding of human nature, and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	<i>Theseus and the Minotaur</i> (Greek Mythology) Language is a tool for communication, processing ideas about the world, evoking emotions or persuading.	Creativity	A unit based on adventure, myths and problem solving.	Descriptive writing Role Play Letter writing
8-15	Novel Study: <i>Tuck Everlasting</i> by Natalie Babbitt. Language enables us to reflect on life and learning by constructing meaning, and responding in personal, interpretive and critical ways.	Communication	This unit explores issues of childhood, family, memories and diary writing. The Writing Process.	Creative Writing: Newspaper Report Literary Journal Essay Persuasive writing
16-25	Novel Study: <i>City of Ember</i> by Jeanne Duprau. Words and actions are powerful and change what happens in the world.	Change	An introduction to Dystopias: stories with a message. The Writing Process.	Research assignment Creative Writing: Diary Literary Essay
26-35	Novel Study: <i>Skellig</i> by David Almond. People can have different perspectives of the same text.	Perspective	This unit looks using inference to predict outcomes. Character development. The Writing Process.	Comprehension Creative writing: CSI, Mind Maps Visual representation of ideas
36-39	Poetry: So what is Poetry? Creativity is nurtured through the process of learning language.	Creativity	An introduction to poetry. Students will study and create a range of poetry.	Oral Presentation Creative Writing

Language Arts

Gr6 English B Phases 3-4: The focus is on the English skills needed to communicate independently and confidently for academic and social purposes. Formal assessments will take place at the end of each semester and the language status of each student reviewed. Parents will be kept informed of any changes. English for Cognitive and Social Success (ECSS) support is given in place of a second language until students move from English B Standard. The ECSS program develops skills in listening, speaking, reading and writing. This is achieved through active classroom support in Humanities and Science, with consolidation in ECSS classes two lessons a week.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-2	Introduction and Testing	Communication	Identifying main and supporting ideas; drawing conclusions; basic essay structure.	Testing of reading comprehension and writing.
3-13	Fit to learn	Culture	Novel Study: <i>Matilda</i> Simplified version (plus the film) What is learning and why is it important for us? What is good learning like? The Learner Profile.	Screen-shot task (Criteria C and D).
14 -18	Æsop's Fables	Connections	Short Fiction: Can students identify a moral from classic fables if the fables' "official" morals are not disclosed?	Criterion A: listening, visual interpretation Criterion B: reading, visual interpretation
19-23	Independent Reading	Communication	The students read a book appropriate to their level of English.	A letter to the author. A summary of the book.
24-27	Folk Tales	Culture	Level-appropriate folk tales from various countries (translated into English).	Criterion A: listening, visual interpretation Criterion B: reading, visual interpretation
28-	<i>Pinocchio</i>	Connections Creativity	The C. Collodi novel Two (non-Disney) film versions	Screen-shot task Essay of comparison and contrast

Language Arts

Gr6 English B Phase 6: Grade 6 develops and enhances the four skills of speaking, listening, writing, and reading. Assessment throughout the year will be based on task-specific rubrics. Formal assessments will take place at the end of each semester and the language status of each student will be reviewed. Parents will be kept informed of any changes.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	What are my responsibilities as the member of a family?	Connections	<i>Tales of a Fourth Grade Nothing</i> by Judy Blume <ul style="list-style-type: none"> • an introduction to characterization • past-tense structures • setting revisited • Intro. to the five-paragraph essay 	<ul style="list-style-type: none"> • a diary of one's first weeks in the MYP • a group drama presentation—fulfilling responsibilities • a five-paragraph essay
8-18	What does sadness “taste” like?	Communication	<i>Because of Winn-Dixie</i> (the novel by Kate DiCamillo and the film directed by Wayne Wang) <ul style="list-style-type: none"> • theme • characterization revisited • figurative language—simile, metaphor, personification, onomatopoeia • the five-paragraph essay revisited 	<ul style="list-style-type: none"> • a five-paragraph essay (choices include comparing and contrasting the novel and the film and exploring the themes of friendship, loss, judgment, and forgiveness (from the novel study)) • a figure-of-speech-identification chart
19-26	What is a poem?	Culture	<i>Poetry</i> <ul style="list-style-type: none"> • excerpts from Kenneth Koch's <i>Rose Where Did You Get That Red?</i> • types of poems—haiku, free verse, concrete poetry, couplets • rhyme schemes • figurative language 	<ul style="list-style-type: none"> • writing at least two original poems • develop an anthology • describing your favorite poem • oral presentation
27-38	Do we learn more from that which makes us happy or that which makes us sad?	Identity	<i>Bridge to Terabithia</i> (the novel by Katherine Paterson and the film directed by Gábor Csupó) <ul style="list-style-type: none"> • the elements of plot • symbolism • setting revisited • point of view 	<ul style="list-style-type: none"> • a semester exam focusing on the events and literary elements in the story • analyzing the strengths and the weaknesses of the 2007 film

Korean A

Gr6 Korean A: Grade 6 Korean A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	<i>Living with effort for a dream</i> What is a meaningful life? How does the author convey her ideas?	Development; Creativity;	<i>Leafie, a Hen into the Wild</i> Engage in activities and discover the importance of creativity and new challenges for development in life.	Individual research on chosen characters` thought. Essay Writing (Create comparative essay between the “Jonathan Livingston Seagull” and “Leafie, a Hen into the Wild”).
9-16	<i>Communication in Relationships</i> How does the author represent values in life? How can we “establish ties”?	communication	<i>Little Prince</i> Engage in activities such as discussions and making posters to think about values in life.	Writing a short in-class analysis on the symbolism and significance of Little Prince’s encounter on each planet. Write a sequel to the “Little Prince”.
17-31	<i>Backgrounds in stories written after independence.</i> What sorts of problems make characters in novels annoyed?	Communities; Culture	<i>Short Stories</i> Engage in activities which will help students realize and understand social background and think how to do if they would be in the same situation.	Having a presentation and writing a page of newspaper on background and characters about the “Bike Thief” and “Rooftop Dandelion”.
32-39	<i>Traditional Journey</i> Why does the standard of good and bad change with time? How is the author portraying the social problems in ChoSun dynasty?	Culture; Relationship	<i>HeungBooJeon</i> Engage in creative activities to understand the importance of perspective and context in literature.	Having a presentation and writing an analytical essay about the “HeungBuJeon” with regard to different media. Discuss about suitability of “HeungBu” and “NoIBu” in contemporary society. Rewriting the “HeungbuJeon”`s conclusion based on students` imagination.

German A

Grade 6 German A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral forms, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Friends can have different perspectives.	Perspective	Reading, writing, viewing and presenting texts about friendship, what it means to be a friend and learn to change perspectives.	Narration
10-20	Stories are influenced by the culture of their creator.	Creativity	In this interdisciplinary unit we compare and contrast tales from China and Germany. We learn about characters, setting and how stories are an expression of culture.	Retelling sagas
20-30	Everything is connected!	Connections	Read non fictional texts, facts, news around the world. Learn to get information out of texts and find out how we are connected in a globalised world.	Summary / Description
30-38	This is not fair!	Communication	Read non fictional and fictional texts about Children rights. We learn how to communicate our own ideas about fairness.	Report

Spanish

The Grade 6 Language B Spanish course introduces the Spanish language to beginner learners. It encourages students to use Spanish effectively as a means of basic communication and offers insight into the cultural characteristics of the Hispanic world while fostering curiosity, lifelong interest, and enjoyment in language learning.

Phase 1

Week	Unit/Guiding Question	Key concepts	Content	Assessment
1-12	<p>Self and family. How can I share information about myself and my family?</p> <p>Statement of inquiry: Families can be made up of different members</p>	<p>Communication</p> <p>Identity</p>	<p>Identities and relationships</p> <p>Greetings. Name, alphabet. Numbers, age, birthday. Days/months. Immediate family members. Pets/ animals. Colors. Likes/dislikes-expressing opinions Countries and nationalities</p>	<p>Listening comprehension Reading comprehension Oral communication- give basic personal information Writing - email to a pen-pal Poster introducing themselves Poster- Family tree</p>
12-14	<p>Weather How can I describe the seasons and weather in Nanjing and in my home country?</p> <p>Statement of inquiry: Our environment impacts our choices</p>	<p>Communication</p>	<p>Orientation in time and space</p> <p>Weather. Seasons. Action verbs. Opinions.</p>	<p>Listening comprehension Reading comprehension Oral communication Writing - email to a pen-pal Weather forecast map</p>
14-21	<p>School life What do we learn and need at school?</p> <p>Statement of inquiry: Different countries have different school systems</p>	<p>Communication</p>	<p>Personal and cultural expression</p> <p>School objects/ classroom materials. School subjects. Telling time. Timetable. Culture: schools in the Spanish world (differences and similarities in subjects, time, school day,...)</p>	<p>Listening comprehension Reading comprehension Oral communication- talk about your school day (subjects/opinions/ friends/teachers/ timetable) <i>song/video opportunity</i> Write - e-mail to a pen-pal Poster- School timetable</p>

<p>22-30</p>	<p><u>Food and Drinks.</u> How do meals differ between countries? <u>Statement of inquiry:</u> Cultures reflect food preferences</p>	<p>Culture</p>	<p>Culture and personal expression Food. Drinks. Meals. Times for meals in different countries Opinions.</p>	<p>Listening comprehension Reading comprehension Oral communication Writing - daily meals Cafeteria menu</p>
<p>31-38</p>	<p><u>Transportation.</u> How can transportation make our lives easier? <u>Statement of inquiry:</u> some means of transport are more suitable for our lifestyle <u>Key concepts:</u> Time, place and space</p>		<p>Orientation in time and space Means of transport. Basic directions. <u>Review Gr6 vocabulary:</u> numbers, time, colors, food.</p>	<p>Listening comprehension Reading comprehension Oral communication - Writing</p>

Science

In the first Semester of Grade 6 Science we focus on the acquisition of skills and knowledge which will enable students to be good scientists. In the second Semester we focus on discrete units of work which lend themselves to the development of fundamental scientific skills, while also allowing for the acquisition of useful information.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	What makes a good scientist? IDU - Fit for what?		What science is, what scientists do, how scientists work and techniques they use, What makes a GOOD scientist. Special focus on science in sport to further support IDU.	Introductory laboratory activities. Interdisciplinary project. Unit test.
7-13	Water- The earth's most precious resource. What makes water so different and special?		Students will experiment with the special properties of water. Students will also study problems associated with human use of water and scientific innovations to help solve these problems.	Lab reports. One world project on water innovations.
14-22	The science of earthquakes and volcanoes. Why do natural disasters occur?		Structure of the earth, continental drift theory, plate tectonics, earthquake science, volcano science.	Laboratory activities. One world activity/ essay. Unit test.
23-34	The structure of matter. What are things made of?		Particle theory of matter, structure of atoms, phases of matter, comparing elements and compounds.	Lab report. Laboratory activities. Unit test. Communication in science assessment.
35-38	How are living things organized? The science of classification.		Why we classify. The 5 kingdoms, vertebrates and invertebrates, using biological keys, biological naming system.	Laboratory activities. Final project. Field work.

Mathematics

Grade 6 are taught in their homeroom groups and follow a course of study that build on the skills and knowledge developed in PYP with the areas of number properties; data handling; algebraic concepts; measurement, shape and space.

Between the listed units there are also investigations developing skills from multiple units in a practical application of mathematics.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	Numbers: The properties of numbers are key to making sense of the world, both real and abstract.	Form	<ul style="list-style-type: none"> • Divisibility Rules • Number Systems • Place Value • Number Operations • Multiples and Factors • Integers • Exponents • Order of Operations 	<ul style="list-style-type: none"> • Exponent Investigation (B,C) with patterns and reflection • Summative assessment (A)
9-17	Geometry: All shapes have properties some of which can be used in more complicated shapes.	Form	<ul style="list-style-type: none"> • Coordinate plane • Transformations: Translate, reflect and rotate • Special angles • Measuring, estimating and drawing angles 	<ul style="list-style-type: none"> • Lightbulb Investigation (C,D) • Angle investigation (B,C) • Semester examination (A)
18-24	Measurement: Logic in measurement allows for a greater understanding of form.	Form	<ul style="list-style-type: none"> • Perimeter, area and volume of regular shapes • Perimeter, area of irregular • Properties of polygons 	<ul style="list-style-type: none"> • Football pitch lines (D) • Summative test (A)
35-38	Probability: Establishing patterns in the natural world can help in understanding relationships.	Logic	<ul style="list-style-type: none"> • The Language of Probability • Sample Spaces • Calculating Event Probability • Applying Probability to Games of Chance • Fair/unfair games 	<ul style="list-style-type: none"> • Summative test (A) • Library book investigation (D) • Probability (B,C)
25-34	Patterns and Function (Algebra): Using patterns & logic to predict the future.	Logic	<ul style="list-style-type: none"> • Looking for Patterns • Generating Pattern "Rules" • Algebraic Expressions • Investigating the parts of an algebraic expression • Problem Solving using Algebra 	<ul style="list-style-type: none"> • Pattern talk (B, C) • Semester examination (A) • Jellybean investigation (D)

Humanities

Humanities in Grade 6 is a mix of geography and history. The students focus on units that will give them the chance to appreciate the legacy of ancient societies; the need to protect themselves; develop leadership skills and how they can make good choices.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Ancient Greece: Fit for what? How can a society have a lasting impact?	Time, place and space	An examination of the geography of Greece during ancient times; history of the Olympic games.	Map work - Ancient Greece; research poster - Zeus; Book on the Ancient Olympics; Your country at the last Olympics.
11-18	Map Skills: Why do we need maps in our everyday lives?	Communication	Map reading skills: use of latitude and longitude, direction, scales and distance, grid references.	Locating features in an Atlas and OS maps with symbols, locating world cities; map design; quizzes and test.
19-27	Imperial China: How effective can a strong leader be?	Systems	Examine the coming together of the 7 states of China by Emperor Qin; Ming Dynasty and Emperor Hongwu in Nanjing.	Map work - Ancient China; Newspaper front page on the Terracotta Army and Emperor Qin; effective leadership assignment.
27-35	Natural Disaster responses: Governments, communities and individuals can adapt to change created by natural processes by developing strategies for living in hazardous environments through the use of Scientific and Technical Innovation.	Development	Case studies to examine cause - effect; mitigation measures used. Personal actions in relation to a natural disaster.	- Investigation: Investigate a natural disaster of your choice (earthquake or volcano). Includes responses made to reduce the impact of the natural disaster.
36-39	Autonomy: Applying knowledge and making good choices.	Change	Students synthesize all they have learnt over the year through a research topic of their choosing. They will apply their research skills, including paraphrasing and writing a research question.	They will present their information in a mini exhibition.

Chinese

Grade 6 Mandarin A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Language is a vehicle for thought , creativity,reflection, learning and self-expression.	Creativity	<i>Shou Chong De Xiang</i> ; 7 extracts from <i>Yu Yan Tong</i> and the textbook <i>Yuwen</i> ; traditions, moral/value exploring	Role play Written commentary Creative writing and narrative skills
11-29	Human being's action and the environment are co-dependent.	Communication	Science and Technolgy: <i>Ye Wan De Shi Yan</i> ; <i>Hai Yang- 21 Shi Ji de Xi Wang</i> ; Vocabulary building, identify main ideas and supporting evidence, essay structure, writing technique, character analysis	Creative writing: Bat Story Oral presentation: Bat Story and IB Student profile Story telling: My Bat Story
20-27	Different readers have different perspectives about the literature written from different time and regions through exploring the characters and setting.	Perspective	<i>Arabian Nights (extracts)</i> Focus on imagination Ancient India, Arabic culture, Monarch era, adventure	Role play-plots. Debates on chosen topic. Creative Writing: an adventure story.
28-33	Great people share some common great spirit as well as great individual qualities.	Connections	Selected texts from the textbook <i>Yu Wen</i> <i>Fu Jing Qing Zui</i> <i>Chuan Zhang</i> <i>Lun Yi Shang de Hui Jin</i> Character analysis, script writing	Rewrite the end of the story <i>Sheng Ming de Lin Zi</i> Written response to the story Role play

Chinese

Grade 6 Mandarin B will develop the students' ability to communicate information, ideas and opinions, provide access to varied sources of information and enable the student to develop an appreciation of host country culture.

Phases 1-2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	Family Introducing one's family using proper word choice and/or non-verbal communication helps identify family members.	Communication	Family names, numbers, relationships.	Presentation; reading comprehension; writing test.
10-17	Seasons and Weather The climates and weather affect people's daily activities.	Time, place and space	The modes of modern transportation.	Presentation; reading comprehension; writing test.
18-25	Food Having a balanced diet is important for everyone.	Communication	Expressions of time , four seasons, types of weather.	Presentation; reading comprehension; writing test.
26-32	School Life Efficient time management and a balance between work and relaxation are both important for our life.	Identity	Stationary, basic subjects and school activities.	Presentation; reading comprehension; writing test.
33-38	Transportation Different modes of transportation affect our lives.	Time, place and space	Food, menu.	Presentation; reading comprehension; writing test.

Phases 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<u>Family</u> Family life is different from generation to generation.	Connections	Extended family members, different family life.	Reading comprehension, presentation, role play.
10-17	<u>Living environment</u> A good living environment is a combination of good location, equipments, housing and layout of our furniture.	Communities	Furniture, compound / neighborhood facilities, famous residential houses.	Reading comprehension, posters, survey, oral presentation.
18-25	<u>Culture Practice</u> Different cultures have different approaches and messages in their celebration.	Culture	Ethnic groups, different culture practices.	Research, presentation, reading comprehension.
26-32	<u>Travelling</u> People make different choices when traveling depends on different purposes and different destination.	Time, place and space	Motivations for traveling. Holiday activities. TV travel programs.	Speech, article writing, presentation, reading comprehension.
33-38	<u>Idiom Stories</u> Language is a tool for personal growth, social interaction and for developing relationships within the international community	Culture	Idiom stories, culture related to different idioms.	Comic books, story writing.

Chinese cont.

Grade 6 Mandarin B will develop the students' ability to communicate information, ideas and opinions, provide access to varied sources of information and enable the student to develop an appreciation of host country culture.

Phases 5-6

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<u>Family</u> Family members assume roles and responsibilities.	Relationships	House chores, family relationship.	Movie review, role play, reading comprehension, written article, poster.
10-17	<u>Fashion</u> Fashion is an aesthetic expression of life.	Aesthetics	A variety of fashions trends.	Research, design fashion, presentation.
18-25	<u>Environment</u> Sustainability requires coexistence with wildlife.	Communities	A variety of animals. World Wildlife Fund (WWF).	Research, oral presentation.
26-32	<u>Mental and Physical Health</u> Sports of fitness enhance health of mind and body.	Perspective	Different sports, fair play.	Research, presentation, reading comprehension, interview.
33-38	<u>Humor</u> Humor lightens up life through creativity.	Creativity	The meaning of humour.	Creative writing, retell stories.

French

The Grade 6 Language B French course encourages students to use French effectively as a means of reasonable communication and offers insight into the cultural characteristics of the Francophone world whilst fostering curiosity, lifelong interest, and enjoyment in language learning.

Phase 1

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	<u>Self and family</u> Relationships formed among people can be simple and complex.	Relationships	Greetings. Name, alphabet. Numbers 1-31, age, birthday. Immediate family members. Pets, colors.	Listening comprehension Oral communication Reading comprehension Writing Family tree
8-17	<u>School</u> Opinion reflect our experiences and interests.	Connections	Classroom commands. School subjects and objects. Telling time. Timetable. Culture: schools in France.	Listening comprehension Oral communication Reading comprehension Writing School timetable
18-20	<u>Environment</u> Our environment impacts our choices.	Perspective	Weather. Seasons. Action verbs. A few celebrations. Culture: weather in French-speaking countries	Listening comprehension Oral communication Reading comprehension Writing Weather forecast map
21-28	<u>Food and Drinks</u> Culture reflects preferences.	Culture	Food. Drinks. Meals. Opinion. Culture: meal time and food in French-speaking countries	Listening comprehension Oral communication Reading comprehension Writing Cafeteria menu
29-38	<u>Transportation</u> Precision and detail enhance communication.	Communication	Means of transport. Basic directions. Taking the metro and bus. Review Gr6 vocabulary: numbers, time, colors, food.	Listening comprehension Oral communication Reading comprehension Writing City map

Design

Grade 6 students will face challenges in three different focused areas of Design; one Product Design Trimester with Mr Marsh, one Digital Design Trimester with Mr Joyce and one System Design Trimester with Mr Morin. All teachers are helping students to improve their understanding of the Design Cycle.

Trimester	Unit/Statement of Inquiry	Key Concept	Content	Assessment
Product	Outside of the box! aMAZEing		Intro to workshop safety, types of wood, manipulation of wood, types of plastics, manipulation of Thermo plastics.	Inquiry and Analysis Develop Ideas Create a Solution Evaluation
Digital	Getting to know you!		Camera-craft Visual Literacy Compositional Elements Desktop Publishing	Inquiry and Analysis Develop Ideas Create a Solution Evaluation
Systems	Learning robotics together!		Introduction to programming Basic LEGO Engineering Collaboration	Inquiry and Analysis Develop Ideas Create a Solution Evaluation
24-38	"Making" with materials and tools		Making	Develop - Create

The Arts

Students in Grades 6-8 choose 2 Arts subjects from Drama, Music and Visual Arts. They have 1 semester of each of their 2 choices.

Music

It's vital that young musicians be able to think and talk about their musical experiences with a good depth of knowledge; this will help them to accurately reflect upon their work, and reflection is the cornerstone of the Arts. Thus, level one of the MYP Music programme introduces the Elements of Music through a study of Popular Music; they will look at how melody, harmony, rhythm, timbre, texture and are the basic building blocks of the music they listen to every day. Students will have both theoretical and practical work, in both individual and group settings, that allow them to grow as musicians, while creating a solid foundation for the upcoming years in MYP. This will be done through process work in the Process Journal.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1 - 2	Introduction to MYP Music: A successful ensemble performance is the result of hard work and collaboration.	Culture / Personal and Cultural Expression	Students will become acclimatized to the MYP music structure through a mini-unit on Chinese drumming. This will focus on on their ensemble skills while teaching the use of the process journal.	Students will work in a whole class drumming ensemble that focuses on drumming techniques. Progress and final videos will be taken that require student and teacher self and peer evaluations.
3-8	The Elements of Music can be used to document Popular Music's evolution over time.	Change / Orientation in Space and Time	Using their instrumental skills, students will explore melody, rhythm, timbre, texture, and harmony through a study of popular music.	Mini-tasks relating to each of the five elements will be used and recorded into iMovie. Short quizzes and a process journal will highlight knowledge gained.
9-18			Using their skills and their knowledge of the Popular Music, students will put together ensembles in groups.	This unit will have a strong focus on the creative cycle and how their process journals show their development as musicians over time.

The Arts cont.

Drama

Drama students in Grade 6 develop a basic awareness of dramatic structure and style. They learn how to organise a performance using a range of techniques. They are encouraged to develop skills in teamwork and collaboration. Through a range of activities they develop confidence to perform in front of others. They document their progress through the use of the developmental workbook They use this to reflect on their work and record ideas.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-4	Drama Basics- An introduction to Drama Drama is story	AESTHETICS	A range of games and exercises to develop confidence and team work and to introduce students to the subject. An introduction to the basic terms and concepts used in Drama.	Reflecting and recording ideas using the Developmental workbook.
9-13	Greek Theatre <i>How</i> something is communicated can be more important than <i>what</i> is communicated	COMMUNICATION	An exploration of the conventions used in Greek Theatre including Maskwork, Chorus and an exploration of movement and vocal techniques.	Reflecting and recording ideas using the Developmental workbook. Mask designing and making and performance skills.

Visual Arts

Visual Arts in Grade 6 focuses on a range of creative processes, art mediums and skills. Students will be introduced to the creative cycle and will learn basic drawing, painting and mixed media skills. They will work in their Process Journal as part of every unit. Through this visual diary, they will express creative ideas and develop new media skills and art techniques. The Process Journal is also used to document research and to record their working process.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	Unit 1 Take a line for a walk By improving our line control we improve our drawing skills.	Identities and Relationships	Colour contour drawing exercises. Understanding the colour wheel.	Colour contour drawing and related pieces. Process Journal detailing working process including ongoing reflection and evaluation.
10-19	Unit 2 Secret Life of Toys Line can be used to express shape and form.	Personal & Cultural Expression	Observational drawing, extraction and enlarging. Acrylic painting and/or mixed media. Working with clay to create a pinch pot and pinch pot monster	Submission of a completed pieces. Process Journal detailing working process including ongoing reflection and evaluation.

Physical Education

PE in Grade 6 focuses on the acquisition of locomotor, non locomotor and basic manipulative skills. In 1st semester this is achieved through participation in health-related activities, adventure challenge and choreography. In 2nd semester through invasion games, aquatic activities, composition and athletics. The emphasis is on leading a healthy lifestyle.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-3	Adventure Challenge - Exploring perspectives through leadership and other group roles allows for logical and cooperative problem-solving systems to be adapted for greater success.		Solve challenging initiative tasks through displaying different group dynamic skills and problem solving techniques.	Students will be observed and assessed on skills, strategies, planning and reflections according to the criteria and descriptors set out for the unit.
4, 11, 20-21, 27 & 33-35	Health Related Activities - What steps can we take to maintain a lifelong healthy lifestyle? How are we influenced by different media and research when deciding what is healthy?		This unit is divided up into smaller focus units throughout the year and covers; Skeletal System, Body Image and Fitness Testing and application	Observation, assessment of specific skills. Projects or quiz for each topic.
5-10	Invasion games - Choosing and applying principles of play allow for a stronger connection between skills and strategy that will lead to greater success in invasion games.		Floor Hockey or Ultimate Frisbee focus - individual and paired skill tasks, basic principles of play, emphasis on using space to highlight attack and defense.	Students will be observed and assessed on practical skills, strategies, tactics and game play according to the criteria and descriptors set out for the unit.
12-14	Choreographic Concepts - A balanced use of the concepts of choreography as a foundation helps you to form a more aesthetically pleasing movement composition.		Applying concepts such as space, time, levels, travel, force and flow to movements. Provides the basic foundation for future movement units.	Students will be observed and assessed on skills, strategies, planning and reflections according to the criteria and descriptors set out for the unit.
15-19	Swimming and Water Safety - Refining skills, knowledge and awareness about the changing conditions of aquatic environments can increase the safety of ourselves and others whilst participating in a range of water-based activities.		Water safety techniques and stroke development. (course is adapted to the ability of the students)	Observation, assessment of specific skills. Emphasis on active participation and progress
22-26	Movement Composition - The aesthetic value of a composition can be enhanced by the use of space, the chosen movements and the energy with which they are performed.		Using a structured approach to create a dance with a specified theme. Incorporates the choreographic concepts.	Observation, assessment of creative compositions of movements; balance, dance
28-32	Athletics - Changes to technique are determined by an awareness of how the body moves.		Track and field events (throwing and jumping) using 5* Athletics Award	Observation, assessment of specific skills related to Athletic events.
36-38	Net Games - Movement choices reflect adaptation to space and environment.		This is just a brief introduction to different net games such as badminton, volleyball, tennis, table tennis.	Observation, participation in various net game experiences.

The Curriculum - Grade 6, 7 & 8

To ensure a strong knowledge base in all subjects the following are offered: Language A, Language B, Mathematics, Mandarin, Sciences (6,7,8), Design, Performing and Visual Arts, Physical Education.

Interdisciplinary Units provide the focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole.

Subject	Periods	%
English	5	12.5
Mandarin	4	10
Languages (French/ECSS)	4	10
Humanities	5	12.5
Sciences	4	12.5
Math	5	12.5
Design	4	10
Drama/VA/Music	4	10
Life skills	HR	2.5
PE	3	7.5
TOTAL	40	100

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