

DELEDDA INTERNATIONAL SCHOOL
SUBJECT GROUP OVERVIEW

Unit Title	Key Concepts/ Specified concept (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives (Criteria)	ATL Beta
MUSIC (MYP 1) MYP 1 - ARTS Music 2025/26 Unit 1 BETA : MUSIC NOTATION	Communication, Expression, Structure		Orientation in space and time	The music language has evolved throughout the centuries becoming a universal form of communication and expression based on specific rules and structures.	- The characteristics of the sound- Music notes and finding them on the piano- Evolution of music notation-The pitch: the treble clef one octave.- The duration of the notes and rests: semibreve, minima, semiminima- Dotted note and tie- Music structure (time signature, measures, bar lines and double bar lines). - how to play the keyboard: the position of the hand and different music pieces to perform.	Objective A: Investigating Year 1/ Novice Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. Describe an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist	Communication - Receive and carefully consider feedback. Self-management - Use appropriate strategies for organizing material and complex information
MYP 1 - ARTS Music 2025/26 Unit 2 BETA : INSTRUMENTS OF AN ORCHESTRA	Genre, Identity, Interpretation		Identities and relationships	Every instrument has a specific identity and together create unique interpretations of all musical genres.	1. How does an orchestra work(conductor, rehearsals, instrument families and their role) 2. Discover the instruments of the orchestra through videos and famous compositions such as " A young persons guide to the orchestra "and " Peter and the Wolf" 3. The string section 4. The woodwind section 5. The brass section 6. The percussion section 7. Research and presentation on different/ strange instruments around the world and how they are linked to specific cultures. 8. Learn music pieces on the keyboard as an orchestra , a group with different roles.	Criteria A strand i:Students will complete a test showing understanding of the unit and its content. Criterion A strand ii : students will complete a research and create a presentation also working on their atl research skills. Criteria C: They will have to perform a piece on the keyboard individually and a piece as a group. criteria B strand i : they will have to keep track of the developing of their music piece through recordings and reflections done on their online process journal and they will receive feedback weekly by the teacher in class. criterion B strand ii : they will have to indicate for their final performance: the choice of tempo by indicating it with a metronome beat the choice of instruments therefore giving a personal interpretation to their performance and explaining why the choice of left hand notes the choice of fingers to use Criteria D strand i : They will have to evaluate their final performance focusing on all aspects that they have discussed and worked on for criterion B. criterion D strand ii : they will reflect on how they have grown as artists, what they have learned and the difference between performing individually and as a group.	Research - Use an organised process for conducting research; Formulate effective research questions Social Use group roles to clarify and organise individual responsibilities

<p>MYP 1 - ARTS Music 2025/2026 Unit 3 BETA : CREATIVE CREATION</p>	<p>Composition, Creativity, Expression</p>	<p>Personal and cultural expression</p>	<p>The creation of a music piece is a combination of composition skills and the expression of ones personal taste.</p>	<p>- How to write music: music structure, time signature, treble and bass clef one octave, measures, duration of the notes, dynamic signs. Students will be given examples of music to write in 2/4, 3/4 and 4/4 to prepare them for this project. - How to play the keyboard: notes, position of the fingers, duration of the notes. - How to create different moods on the keyboard: changing the time signature, the speed, finding consonant and dissonant sounds, adding different instruments for giving an original and creative interpretation to the piece.</p>	<p>B: Developing = students will have to keep track of the progress of their work and ideas through their process journal, staff paper and recordings. C: Creating/Performing = students will have to create their music and also perform it in class. D: Evaluating = students will evaluate their work and discuss their further development as artists.</p>	<p>Self-management - Reflect on and evaluate content learning. Thinking - Generate multiple new ideas, solutions, and inquiries</p>
<p>MUSIC (MYP 2) MYP 2 - ARTS 2025/2026 Unit 1 BETA (MUSIC): The Baroque Period</p>	<p>Aesthetics, Expression, Style, Identity</p>	<p>Identities and relationships</p>	<p>The aesthetics and identity of Baroque music is connected to the style of art and deeply expresses the political and social situation of the time.</p>	<p>- the political situation of the Baroque Period - society and art - the role of the musician (court and church musician) - the main characteristics of Baroque music. - the rise of opera - the instruments of the Baroque period. - Antonio Vivaldi and the performance on the keyboard of the piece " LA PRIMAVERA" - Johann Sebastian Bach</p>	<p>Objective A: Investigating Year 1/ Novice Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. Describe an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	<p>Communication - Take effective notes. Social - Use group roles to clarify and organise individual responsibilities</p>
<p>MYP 2 - ARTS (MUSIC) 2025/2026 Unit 2 BETA : THE CLASSICAL PERIOD</p>	<p>Expression, Genre, Identity, Innovation</p>	<p>Identities and relationships</p>	<p>The new identity of the musicians and the innovations brought in every musical genre during the classical period are a clear example of the desire to break free of the past authority and explore more freedom of expression.</p>	<p>- The political, economic, artistic and cultural aspects of the classical period - - Wolfgang Amadeus Mozart: the life and works - research on child prodigies around the world</p>	<p>Objective A: Investigating Year 1/ Novice Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. Describe an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	<p>Social - Help others participate, contribute and succeed. Research - Use an organised process for conducting research</p>

MYP 2 - ARTS (MUSIC)
2025/2026 Unit 3: OUR
IDEAS BECOME
SOUNDS: a mini
personal project

Composition, Personal and
Representation cultural
expression

The connection between
the composition of music
and the representation of
an idea is a cornerstone to
effectively communicate
and express ourselves in
unique and creative way.

For the summative task students will become both directors of their own commercial (choosing an existing or invented topic) and composers of the music(demonstrating their music skills both by performing their music on the keyboard and writing it on staff paper).

In order to understand the tight connection between sounds and ideas students will have to keep a process journal and work through their project following the steps of a personal project: Investigating, planning, taking action and reflecting.
CONTENT:

Students will learn how to organize and structure their process journal to include all steps of the personal project and document everything. Their knowledge of how to do mind maps, how to brainstorm ideas and research information will be reinforced. Their organizational skills will also be reinforced by learning how to create gantt charts and rubrics. All the actual creation of their commercial needs to be informed by using their process journal. Their final project needs to be clearly connected to all the ideas and planning done on the mini personal project process journal. Students will become familiar with the terms investigating , planning and taking action.

Students will be reinforced in their knowledge of music notation skills and keyboard skills. Examples of how to write a music piece in 4/4,3/4 and 2/4 and using correct fingering on the keyboard will be revised. Note values of semicrome will be added to give students a wider range of music knowledge to use. Students will learn the difference between major and minor to help them in finding the mood for their ideas.Their final music piece will have to be performed on the keyboard and written on staff paper.

Students will have to demonstrate a tight connection between all their ideas and the final product. Evidence of this criterion will come from both the process journal and the final outcome.

For criterion D students will have to write a self evaluation of their final work . To help them they will be asked, as part of the fourth step of their project, to write a reflection on their process journal in which also all skills and ib learner characteristics are pointed out and to judge if they have followed all steps correctly and if the final product shows a connection between their ideas and the music chosen. To help them in evaluating their work students will look at examples from the past years and they will be given a questionnaire to help them in evaluating their final work.

CONCEPTS:

Prior to beginning the unit students will be shown different examples of mini personal projects that are included in the resources of the unit . A class discussion will take place where students can express their opinion on the commercials shown focusing on the connection between the ideas represented and the music background.

Students will also be asked to think of a topic and in 20 minutes create a short tune on their keyboard. After that the teacher will show them how some moods are better expressed with minor scales and others with major and how the choice of the rhythm can also influence the mood of a piece.

SKILLS:

In order to reach criterion A strand iii students will need to investigate topics and ideas. They will use their electronic devices to research all information needed and particular importance will be given to the sources that must be cited in their process journal. Students will learn , if they haven't already in myp1, to make mind maps, brainstorm ideas, plan through creating gantt charts, to create to do lists and rubrics for evaluating their work once it's finished.

In order to reach criterion B strand i,ii students must perform on their keyboard and know the basic music notation learned in myp 1 and in unit one of myp2 (all the notes of the treble and bass clef of their four octave keyboards, alteration signs, 2/4 3/4 and 4/4 time signature, semibreve-minima-semiminima-croma and semicroma note values).

In order to reach criterion C i,ii,iii students will learn how to plan their work and follow the four steps of a personal project. They will learn how meeting deadlines and keeping track of all the ideas, changes in ideas and realization of the project is essential. They will understand that not only the final product is important but especially all the work that is done prior to its finish and that must all be

- Students need to know how to play the keyboard and how to write simple music pieces on staff paper. They have to know how to keep a diary with the progress and development of their ideas (like done in myp1 when learning some piano pieces).

Communication -
Communicating
information and
ideas effectively
using appropriate
style. Self-
management - Set
goals that are
challenging and
realistic

<p>MYP 2 - ARTS Music 2025/2026 Unit 3 BETA : OUR IDEAS BECOME SOUNDS: a mini personal project.</p>	<p>composition, Creativity, Representation, Expression</p>	<p>Personal and cultural expression</p>	<p>The connection between the composition of music and the representation of an idea is a cornerstone to effectively communicate and express ourselves in unique and creative way.</p>	<p>For the summative task students will become both directors of their own commercial (choosing an existing or invented topic) and composers of the music(demonstrating their music skills both by performing their music on the keyboard and writing it on staff paper). In order to understand the tight connection between sounds and ideas students will have to keep a process journal and work through their project following the steps of a personal project: Investigating, planning, taking action and reflecting. CONTENT: Students will learn how to organize and structure their process journal to include all steps of the personal project and document everything. Their knowledge of how to do mind maps, how to brainstorm ideas and research information will be reinforced. Their organizational skills will also be reinforced by learning how to create gantt charts and rubrics. All the actual creation of their commercial needs to be informed by using their process journal. Their final project needs to be clearly connected to all the ideas and planning done on the mini personal project process journal. Students will become familiar with the terms investigating , planning and taking action. Students will be reinforced in their knowledge of music notation skills and keyboard skills. Examples of how to write a music piece in 4/4,3/4 and 2/4 and using correct fingering on the keyboard will be revised. Note values of semicrome will be added to give students a wider range of music knowledge to use. Students will learn the difference between major and minor to help them in finding the mood for their ideas.Their final music piece will have to be performed on the keyboard and written on staff paper. Students will have to demonstrate a tight connection between all their ideas and the final product. Evidence of this criterion will come from both the process journal and the final outcome. For criterion D students will have to write a self evaluation of their final work . To help them they will be asked, as part of the fourth step of their project, to write a reflection on their process journal in which also all skills and ib learner characteristics are pointed out and to judge if they have followed all steps correctly and if the final product shows a connection between their ideas and the music chosen. To help them in evaluating their work students will look at examples from the past years and they will be given a questionnaire to help them in evaluating their final work. CONCEPTS: Prior to beginning the unit students will be shown different examples of mini personal projects that are included in the resources of the unit . A class discussion will take place where students can express their opinion on the commercials shown focusing on the connection between the ideas represented and the music background. Students will also be asked to think of a topic and in 20 minutes create a short tune on their keyboard. After that the teacher will show them how some moods are better expressed with minor scales and others with major and how the choice of the rhythm can also influence the mood of a piece. SKILLS: In order to reach criterion A strand iii students will need to investigate topics and ideas. They will use their electronic devices to research all information needed and particular importance will be given to the sources that must be cited in their process journal. Students will learn , if they haven't already in myp1, to make mind maps, brainstorm ideas, plan through creating gantt charts, to create to do lists and rubrics for evaluating their work once it's finished. In order to reach criterion B strand i,ii students must perform on their keyboard and know the basic music notation learned in myp 1 and in unit one of myp2 (all the notes of the treble and bass clef of their four octave keyboards, alteration signs, 2/4 3/4 and 4/4 time signature, semibreve-minima-semiminima-croma and semicroma note values). In order to reach criterion C i,ii,iii students will learn how to plan their work and follow the four steps of a personal project. They will learn how meeting deadlines and keeping track of all the ideas, changes in ideas and realization of the project is essential. They will understand that not only the final product is important but especially all the work that is done prior to its finish and that must all be documented on their process journal. In order to reach strand Diii students will be helped by having them answer questions on their process journal therefore giving them the opportunity to reflect on their ongoing work. A check list will be handed out to help them throughout their project. A rubric will be created by the students to help them in their final self evaluation of their work. They will be asked to choose 4 criterions /specifications for evaluating their work (one will be the music) and to create a rubric for assessing each criterion chosen.Students need to show independent working skills, research skills, creative thinking skills as they work on this project.</p>	<p>Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	<p>Communication Communicating information and ideas effectively using appropriate style Self-management Set goals that are challenging and realistic</p>
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MUSIC (MYP 3)
MYP 3 - ARTS (MUSIC)
2025/2026 Unit 1: From
Classicism to
Romanticism

Innovation,
Role.

Orientation in
space and time

Changes in society and in
the role of the musicians
from the classical to the
romantic period are
evident in the innovations
brought by the life and
works of Ludwig van
Beethoven.

- Changes from the classical period to the romantic period, why is Beethoven considered a pre romantic musician.
- The life of Beethoven: his childhood and his life in Vienna
- The testament of Heilingstadt
- Compositions: definition of symphony, solo concerto and chamber music
- first movement of the fifth symphony
- first movement of the third symphony
- first movement of the sixth symphony
- fourth movement of the ninth symphony
- moonlight sonata first movement
- extracts of the book " why Beethoven threw the stew"
- Chords: triade and chord inversion

- Criterion A** strand i,ii: Students will have a written test in english at the end of the unit. For the test students do not need any prior knowledge. In myp2 they study the Baroque and Classical period so they can better understand the changes that occur in music history. Students will have to be familiar with the French Revolution to better understand this unit.
- Criterion A** strand iii: students must show understanding of the use of chord triads and chord inversions while performing the music piece on the keyboard.
- Criterion B** strand i,ii: Students will have to perform on the keyboard the piece Inno alla Gioia. Students need to know how to play the keyboard, read the notes of both treble and bass clef, know the duration of the notes and have understood what a chord (triade) is.
- Criterion C** strand iii: Students need to demonstrate on their process journal the process that leads to their final performance by writing a paragraph every week on their preparation and feedback given in class.
- Criterion D** strand i: Students will have to do a research on musicians with handicap and show that the learning of this unit has deepened their understanding of the world.
- Criterion D** strand iii: students will be required to do a self evaluation of their performance and that of another student in which they need to analyze the problems, mistakes, interpretation and fluent performance, effort etc.F74

Communication -
Provide effective,
meaningful
feedback. Self-
management - Use
appropriate
strategies for
organizing material
and complex
information

MYP 3 - ARTS Music
2025/2026 Unit 1
BETA : From
Classicism to
Romanticism

Change, Innovation, Role

Orientation in
space and time

Changes in society and in
the role of the musicians
from the classical to the
romantic period are
evident in the innovations
brought by the life and
works of Ludwig van
Beethoven.

- Changes from the classical period to the romantic period, why is Beethoven considered a pre romantic musician.
- The life of Beethoven: his childhood and his life in Vienna
- The testament of Heilingstadt
- Compositions: definition of symphony, solo concerto and chamber music
- first movement of the fifth symphony
- first movement of the third symphony
- first movement of the sixth symphony
- fourth movement of the ninth symphony
- moonlight sonata first movement
- extracts of the book " why Beethoven threw the stew"
- Chords: triade and chord inversion

- Objective A: Investigating**
Year 3/ Intermediate
Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry.
Analyse an artwork or performance from the chosen movement(s) or genre(s).
- Objective B: Developing**
Practically explore ideas to inform development of a final artwork or performance.
Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
- Objective C: Creating/Performing**
Create or perform an artwork.
- Objective D: Evaluating**
Appraise their own artwork or performance.
Reflect on their development as an artist.

Communication -
Provide effective,
meaningful
feedback. Self-
management - Use
appropriate
strategies for
organizing material
and complex
information

MYP 3 - ARTS
(MUSIC) 2025/2026
Unit 2: The Romantic
period

Composition,
Expression.

Personal and
cultural
expression

Musicians in the 19th
century communicate and
express their emotions in
all their compositions
which are full of beauty.

- Changes in society , in the role of the musician and where music is performed during the romantic period.
- Frederich Chopin
- The virtuoso performers: Franz Liszt and Nicolò Paganini
- The ballet
- Giuseppe Verdi
- Richard Wagner and the changes in theatre.

- Objective A: Investigating**
i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement or genre.
- Objective B: Developing**
i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
- Objective C: Creating/Performing**
i. create or perform an artwork.
- Objective D: Evaluating**
i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Social - Help others
participate,
contribute and
succeed. Research
- Use an organised
process for
conducting
research

MYP 3 - ARTS Music
2025/2026 Unit 2
BETA : The Romantic
period

Composition, expression,
aesthetics, communication

Personal and
cultural
expression

Musicians in the 19th
century communicate and
express their emotions in
all their compositions
which are full of beauty.

- Changes in society , in the role of the musician and where music is performed during the romantic period.
- Frederich Chopin
- The virtuoso performers: Franz Liszt and Nicolò Paganini
- The ballet
- Giuseppe Verdi
- Richard Wagner and the changes in theatre.

- Objective A: Investigating**
i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement or genre.
- Objective B: Developing**
i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
- Objective C: Creating/Performing**
i. create or perform an artwork.
- Objective D: Evaluating**
i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Social - Help others
participate,
contribute and
succeed. Research
- Use an organised
process for
conducting
research

MYP 3 - ARTS Music 2025/2026 Unit 3 BETA : The twentieth century music.	Audience, Change, Expression, Innovation, Style	Scientific and technical innovation	The innovations in styles and the search for new solutions, the changes in the expression of beauty and in the audiences can be seen as a radical change in the identity of music and musicians during the modern age.	-The changes in society and in the role of the musician during the twentieth century - The political situation and the changes that occur in art, architecture and music - Where music is performed and how it evolves with technology. - Impressionism and Claude Debussy - The twelve tone system and Arnold Schoenberg - John Cage and the evolution of the piano.	Objective A: Investigating Year 3/ Intermediate Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. Analyse an artwork or performance from the chosen movement(s) or genre(s). Objective C: Creating/Performing Create or perform an artwork.	Communication - Listen actively and respectfully. Thinking - consider ideas from multiple perspectives
MYP 3 - ARTS 2025/2026 (MUSIC) Unit 3: The twentieth century music		Innovation, Audience.	Scientific and technical innovation	The innovations in styles and the search for new solutions, the changes in the expression of beauty and in the audiences can be seen as a radical change in the identity of music and musicians during the modern age.	-The changes in society and in the role of the musician during the twentieth century - The political situation and the changes that occur in art, architecture and music - Where music is performed and how it evolves with technology. - Impressionism and Claude Debussy - The twelve tone system and Arnold Schoenberg - John Cage and the evolution of the piano.	Communication - Listen actively and respectfully. Thinking - consider ideas from multiple perspectives
MUSIC (MYP 4) MYP 4 - ARTS Music 2025/2026 UNIT 1 BETA : THE ELEMENTS OF MUSIC	Communication, Genre, Composition	Personal and cultural expression	A composition, of any musical genre, expresses and communicates different emotions through the combination of musical elements.	What is a melody and harmony in music What is a scale and how do you create major scales The names of the scale degrees The major and minor chords Analysis different music pieces Performance on the keyboard of one of the pieces chosen with demonstration of understanding of the use of chords. Understanding how to add a simple harmony on a given melody.	Objective A: Investigating Year 5/ Competent Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Critique an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.	Self-management - Set goals that are challenging and realistic. Research - Use an organised process for conducting research
MYP 4 - ARTS Music 2025/2026 UNIT 2 BETA : MUSIC TECHNOLOGY	Composition, Innovation, Representation	Scientific and technical innovation	Technological innovation brings radical changes and innovations in the way music is composed and represented.	how to use musescore and create a music piece	Objective A: Investigating Year 5/ Competent Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Critique an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.	Communication - Communicating information and ideas effectively using appropriate style. Research - Use an organised process for conducting research
MUSIC (MYP 5)						

<p>MYP 5 - ARTS Music 2025/2026 UNIT 1 BETA : MUSIC IN AMERICA THROUGHOUT THE TWENTIETH CENTURY</p>	<p>Expression, Genre, Identity</p>	<p>Identities and relationships</p>	<p>The music genres that rose in America during the twentieth century are an expression of the need to find a new and original cultural identity.</p>	<p>American immigration blues jazz ragtime musical George Gershwin and Rhapsodie in Blue Micheal Jackson Elvis Preseley</p>	<p>Objective A: Investigating Year 5/ Competent Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Critique an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	<p>Communication - Listen actively and respectfully. Social - Use group roles to clarify and organise individual responsibilities</p>
<p>MYP 5 - ARTS Music 2025/2026 UNIT 2 BETA : THE SOUND OF THE EARTH</p>	<p>Communication, Innovation, Representation</p>	<p>Scientific and technical innovation</p>	<p>Technical innovation has radically changed the way we can communicate and represent the sounds we hear surrounding us.</p>	<p>sound waves and music using database of earthquakes using online sequencer</p>	<p>Objective B: Developing Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing Create or perform an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	<p>Self-management - Practice strategies to maintain focus and avoid distractions. Research - Use an organised process for conducting research</p>