

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
VISUAL ARTS (MYP 1) MYP 1 - ARTS (VISUAL ARTS) Unit 1 BETA 2025/26 Prehistoric art: The first documents in history	Communication, Interpretation, Visual Culture		Orientation in space and time	By interpreting visual culture, we understand how communication through symbols and narratives reflects cultural behaviours and the human need to connect across time and space.	Students will explore cave painting, with a particular focus on the Lascaux caves, and examine mobiliary art and megalithic constructions, as well as their connection to prehistoric Australian art and the spirituality of Aboriginal art. Through this exploration, students will gain insight into the significance of art as a means of expression and communication in early human societies. In terms of practical skills, students will learn and apply techniques to reproduce pictographs and petroglyphs, deepening their understanding of prehistoric art-making methods. Additionally, they will be introduced to the technique of Aboriginal dot art, a distinctive style deeply rooted in Aboriginal culture. As part of this, they will study the Rainbow Snake, one of the oldest and most enduring spiritual beliefs within Aboriginal tradition. Students will learn the stories surrounding the Rainbow Snake and its cultural importance before creating their own reproductions of the Snake using the dot art technique. Conceptually, students will analyse the relationship between artistic creations, religious beliefs, and ceremonial practices. This will help them understand how art serves as a bridge between culture, spirituality, and tradition, fostering a greater appreciation for the cultural contexts in which art is created.	Objective A: Investigating Investigate a movement(s) related to the statement of inquiry. 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 Create an artwork. Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.	Communication. Self-management
MYP 1 - ARTS (VISUAL ARTS) Unit 2 BETA 2025/26 Ancient Empires	Aesthetics, Innovation, Style		Globalization and sustainability	The aesthetic innovation and style of art and architecture in ancient empires demonstrate how migration and cultural exchange drive creative development, serving as tools for storytelling, religious expression, and political influence in a globally interconnected world.	Factual Knowledge: Students will study the art, styles, and architectural achievements of major civilisations, including Egypt, Greece, and Rome. They will examine: How the Egyptians used fixed canons to represent the human figure in art. The decorative and symbolic styles used in Greek pottery, such as black silhouettes and carved imagery. Roman architecture, with a focus on engineering innovations. The use of Roman art, including mosaics and frescoes, as a means to convey political power and cultural dominance during the Roman Empire. Conceptual Knowledge: Students will explore key ideas such as: How aesthetics are shaped by cultural values, daily life, and advancements in science and engineering. The concept of art as a tool for communication, storytelling, and asserting political authority. Procedural knowledge: Apply the Egyptian canon to draw human figures and create their own representations of gods or goddesses, incorporating IB learner profiles based on the attributes they assign to their creations. They will learn what a cartouche is and its symbolic value in ancient Egypt, and to write the names of their created gods or goddesses on a cartouche using hieroglyphics. Create a clay vase and decorate it with Greek-inspired designs and patterns. Create mosaics and learn the techniques used in ancient Roman art to represent scenes of power and daily life.	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.	Social. Research - Use an organised process for conducting research

<p>MYP 1 - Arts (VISUAL ARTS) Unit 4 2025/26 Romanesque and Gothic</p>	<p>Culture</p>	<p>Expression, Innovation.</p>	<p>Orientation in space and time</p>	<p>Cultural evolution during the Gothic period, driven by religious growth and changing lifestyles, fostered innovation and artistic expression, leading to groundbreaking architectural techniques that marked a turning point in history and defined the era's identity.</p>	<p>Factual Knowledge: - Historical context of the Gothic era, including its religious, social, and cultural aspects. - The role of stained glass art in Gothic cathedrals as a means of conveying religious stories and messages. - Revolutionary architectural techniques of the Gothic period, such as pointed arches, ribbed vaults, and flying buttresses, and how they enabled innovations in stained glass design.</p> <p>Conceptual Knowledge: - The relationship between religion, art, and social history and how they influenced and shaped cultural identities across periods. - Understanding how artistic expression reflects and responds to social changes and evolving values. - The concept of storytelling through visual art and its purpose in connecting people to shared beliefs or personal narratives.</p> <p>Procedural Knowledge: - Analyse and interpret historical works of art to understand their context and meaning. - Design stained glass art by applying an understanding of Gothic era techniques and styles. - Develop and illustrate a personal narrative through the design process, reflecting individual creativity while using elements inspired by Gothic art. - Practice and refine drawing, layout, and colour application techniques to create stained glass designs that effectively communicate a story.</p> <p>By acquiring and applying these types of knowledge, students will be able to respond to the inquiry statement, understanding how religion and social change influence art as they engage in their creative storytelling process.</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.</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.</p> <p>Objective C: Creating/Performing Create or perform an artwork.</p>	<p>Self-management. Research - Use an organised process for conducting research</p>
<p>VISUAL ARTS (MYP 2) MYP 2 - ARTS (VISUAL ARTS) Unit 1 BETA 2025/26 Light, Shadows: depicting depth</p>	<p>Perspective, Representation, Style.</p>	<p>Personal and cultural expression</p>	<p>Personal and cultural expression</p>	<p>The exploration of perspective, representation, and style through shadow techniques, colour theory, and shading reveals how artists like Giotto and the Renaissance masters transformed flat surfaces into three-dimensional illusions, enabling personal and cultural expression through innovative artistic techniques.</p>	<p>Factual Knowledge: students will study the works of Giotto, particularly the frescoes in the Arena Chapel, as well as other early Renaissance painters who contributed to the development of perspective and the use of light and shadow. Students will learn the historical context of the period between the end of the Gothic and the beginning of the early Renaissance, including the evolution of artistic techniques and the role of light and shadow in creating depth.</p> <p>Conceptual Knowledge: Perspective: students will gain an understanding of how artists such as Giotto used perspective to create the illusion of three-dimensionality on two-dimensional surfaces. Chiaroscuro: students will learn the technique of chiaroscuro (the use of contrasts of light and dark) and its role in enhancing the sense of depth and volume in works of art. Representation: students will explore how the techniques of light, shadow, and shading contribute to the representation of space, form, and texture in art.</p> <p>Procedural Knowledge: Shading Techniques: students will practice various shading techniques (such as cross-hatching, blending, and hatching) to create depth and dimension in their artwork. Applying Light and Shadow: Students will learn how to apply these shading techniques to simulate light and shadow in their artwork, just as the early Renaissance masters did. Creating Art: Students will produce their own creative projects, using the shading techniques learned in class to create works that reflect an understanding of depth, light, and shadow, consistent with the principles used by Giotto and other Renaissance artists.</p>	<p>Objective A: Investigating Year 2 Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry.</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.</p> <p>Objective C: Creating/Performing Create or perform an artwork.</p> <p>Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	<p>Social; Thinking - consider ideas from multiple perspectives; Generate multiple new ideas, solutions, and inquiries</p>

<p>MYP 2 - ARTS (VISUAL ARTS) Unit 2 BETA 2025/26 From Giotto to Masaccio and the third dimension</p>	<p>Aesthetics, Interpretation, Representation.</p>	<p>Personal and cultural expression</p>	<p>The pursuit of aesthetics through representation and interpretation, as seen in the works of artists like Giotto and Masaccio, reveals how striving for verisimilitude deepens emotional impact and invites profound connections between art, humanity, and personal and cultural expression.</p>	<p>Factual knowledge: primitive Art Styles and Characteristics. Understanding the key features, purposes, and cultural significance of primitive art, including the use of symbolic forms, flat dimensions, and lack of perspective. Conceptual knowledge: Revolution of Dimension: Understanding the concept of dimension as it relates to art, particularly the introduction of depth, perspective, and realistic representation. Aesthetic and Representation: Grasping how artistic representation evolved to express human nature and emotions more realistically. Procedural knowledge: Application of Techniques. Practicing techniques such as shading, linear perspective, and proportion to understand how dimension and depth are created in art.</p>	<p>Objective A: Investigating Year 2 Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. 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 Reflect on and evaluate content learning</p>
<p>MYP 2 - ARTS (VISUAL ARTS) Unit 3 BETA 2025/26 The High Renaissance</p>	<p>Change, Innovation, Visual culture</p>	<p>Orientation in space and time</p>	<p>The innovations and visual culture of the Italian Renaissance illustrate how periods of change can reflect and shape societal values, marking significant turning points in history that continue to influence artistic and cultural progress.</p>	<p>Factual Knowledge - Perspective Drawing Techniques: Understanding the historical and artistic context of perspective drawing, particularly linear perspective, as introduced by Renaissance artists. - Chiaroscuro Technique: Familiarity with Chiaroscuro (the use of light and shadow) as a method for creating depth, volume, and a sense of realism in artwork. - Painting Techniques: Knowledge of the painting materials, tools, and methods used during the Renaissance, including the use of tempera, fresco, and oil paints. Conceptual knowledge - Connection Between Art and Science: Understanding how advancements in science, mathematics, and observation influenced the development of artistic techniques like perspective and Chiaroscuro (Brunelleschi, Leonardo da Vinci...). - Interconnected Learning: Recognising how the current unit builds on knowledge gained in the previous unit, providing students with a scaffolded understanding of the artistic and technical evolution. Procedural knowledge - Applying Perspective Drawing Techniques: Practicing one-point and two-point perspective drawing to create realistic representations of three-dimensional space on a flat surface. - Using Chiaroscuro: Experimenting with shading techniques to effectively manipulate light and shadow for creating depth and volume in their art. - Painting Practice: Engaging in hands-on painting activities that involve layering, blending, and detailed brushwork to replicate or reinterpret Renaissance styles.</p>	<p>Objective A: Investigating Year 2 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.</p>	<p>Self-management Reflect on and evaluate content learning</p>
<p>MYP 2 - ARTS (VISUAL ARTS) Unit 4 2025/26 So Baroque!</p>	<p>Change</p>	<p>Innovation, Orientation in Representation space and time</p>	<p>Societal transformations during the Baroque period, driven by shifts in religion, politics, and culture, inspired innovative techniques and dramatic representations, showcasing how change shapes artistic expression and reflects the dynamic spirit of turning points in history.</p>	<p>To respond effectively to the statement of inquiry, students will build on their factual knowledge of Italy's art history, particularly through the theoretical study of the Renaissance period, which provides essential historical and cultural context. Conceptually, they will develop an understanding of how art reflects societal, political, and aesthetic changes over time, as well as how artistic innovations serve as responses to cultural shifts. Procedurally, students will enhance their ability to analyze paintings by examining their narrative elements, composition, and stylistic features, skills cultivated during their study of High Renaissance art. This foundation will enable them to critically assess Baroque artworks, focusing on Caravaggio and Bernini, and understand their departure from Renaissance traditions while identifying the innovations that define the Baroque period.</p>	<p>Objective A: Investigating Year 2 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 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.</p>	<p>Thinking consider ideas from multiple perspectives Analyse complex information</p>

VISUAL ARTS (MYP 3)

<p>MYP 3 - ARTS (VISUAL ARTS) Unit 1 2025/26 From Neoclassicism to Impressionism, through the 'new frontier' of Romanticism</p>		<p>Boundaries, Innovation.</p>	<p>Orientation in space and time</p>	<p>Profound shifts in artistic and philosophical thought, from Neoclassicism to Romanticism and Impressionism, reveal how change and innovation challenge boundaries, driving the evolution of creativity and cultural identity during transformative moments in history.</p>	<p>To respond to the statement of inquiry, students will need to acquire factual, conceptual, and procedural knowledge that connects classical art and its reemergence in Romanticism and Impressionism. Factual knowledge will include an understanding of the history of classical art, mythology, and the evolution of scientific and technical developments that influenced philosophy and art-making during these periods. Conceptually, students will explore how Romanticism, with its emphasis on emotion and humanism, deviated from classical ideals, setting the stage for Impressionism's focus on individual expression and perception of light and colour. Procedurally, students will develop skills in drawing seascapes and landscapes. They will learn to use colour to evoke emotion, practicing techniques inspired by Romantic and Impressionist artists. Finally, by experimenting with colour palettes and studying the revolutionary techniques of these movements, students will reimagine and reinterpret the legacy of Romanticism and Impressionism in their own artwork.</p>	<p>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.</p>	<p>Communication. Self-management</p>
<p>MYP 3 - ARTS (VISUAL ARTS) Unit 2 2025/26 Post-Impressionism and the art of Vincent Van Gogh</p>	<p>Aesthetics</p>	<p>Expression, Style.</p>	<p>Personal and cultural expression</p>	<p>The evolution of Post-Impressionism demonstrates how aesthetics, expression, and style transform in response to cultural, emotional, and personal influences, challenging traditional ideas of beauty and redefining artistic expression over time.</p>	<p>In this unit, students will acquire a range of factual, conceptual, and procedural knowledge that will enable them to respond to the statement of inquiry. Factual knowledge: Students will explore the lives and artistic contributions of Vincent Van Gogh and Toulouse Lautrec, understanding the historical and social contexts that influenced their work. They will study the expressive style of Van Gogh, including his use of thick brushstrokes and vibrant color palettes, and Lautrec's innovative use of graphic design and the "affiches" (posters) that revolutionised print advertising. Conceptual knowledge: Students will explore the concept of artistic expression and how these artists conveyed emotion and social commentary through their works. They will understand how Van Gogh's expressive brushwork and color choices reflect his emotional turmoil and inner world, while Lautrec's posters reflect the cultural changes of his time, focusing on themes of modern life, entertainment, and social life in Paris. Procedural knowledge: Students will develop their artistic skills by practicing techniques from both artists. They will learn to create a self-portrait in Van Gogh's expressive style, experimenting with color, brushstroke, and composition to evoke emotion. Additionally, students will create a poster in the style of Toulouse Lautrec's "affiches," focusing on graphic design, typography, and bold, eye-catching imagery.</p>	<p>Objective A: Investigating Year 3/ Intermediate Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. 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.</p>	<p>Social Use group roles to clarify and organise individual responsibilities Facilitate group discussion</p>
<p>MYP 3 - ARTS (VISUAL ARTS) Unit 3 2025/26 The Avant Garde and the Future of Art</p>	<p>Change</p>	<p>Composition, Expression.</p>	<p>Identities and relationships</p>	<p>Artistic transitions during the Avant-Garde movement illustrate how societal change, technological advancements, and psychological insights transformed expression and composition, enabling artists to redefine reality and communicate deeper meanings.</p>	<p>To respond to the statement of inquiry, students will develop a strong understanding of the factual knowledge surrounding the Avant-Garde movement, particularly the groundbreaking techniques and philosophical underpinnings that defined artists like Matisse and Picasso. They will study the conceptual foundations of the movement, exploring how art evolved from representational to more abstract and conceptual forms, focusing on the role of expression and composition in conveying deeper meanings. Procedurally, students will practice the artistic techniques used by these artists, including collage and mixed-media methods, which will enable them to produce their own artworks inspired by Picasso's revolutionary subjects and Matisse's stylistic approaches through the use of his Cut-Outs. By engaging with these techniques, students will connect the conceptual themes of the Avant-Garde with their personal artistic expression, reinforcing their understanding of how change in art history reflects shifts in culture.</p>	<p>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.</p>	<p>Thinking consider ideas from multiple perspectives Generate multiple new ideas, solutions, and inquiries</p>

VISUAL ARTS (MYP 4)

MYP 4 - ARTS (VISUAL ARTS) Unit 1 BETA 2025/26 Mixed media Pop Art investigations	Visual culture, Innovation.	Personal and cultural expression	The emergence of Pop Art during the post-war 'Boom Years' illustrates how innovation within visual culture reshaped artistic identity and societal values, transforming everyday objects into cultural icons and challenging the boundaries between high art and popular culture.	To respond to the statement of inquiry, students will develop factual knowledge of the broad spectrum of Pop Art, exploring its visual elements as well as its connections to music, symbols, and cultural trends of the post-war era. They will engage with the conceptual understanding of consumerism and the impact of mass reproduction on art and culture, examining how these forces redefined artistic expression. Procedurally, students will apply this knowledge through hands-on mixed-media projects, where they will explore and experiment with techniques inspired by Pop Art. Additionally, they will engage in personal reflection to critically evaluate and elaborate on what constitutes aesthetically provocative art in contemporary contexts. This combination of factual, conceptual, and procedural knowledge will provide students with the tools to analyze and create art that embodies the core ideas of the Pop Art movement.	<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).</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.</p> <p>Objective C: Creating/Performing Create or perform an artwork.</p> <p>Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	Research - Formulate effective research questions
MYP 4 - ARTS (VISUAL ARTS) Unit 2 BETA 2025/26: How can art be (visually) provocative?	Communication, Expression, Visual culture.	Identities and relationships	Street art uses visual culture and expression as a powerful form of communication, creating a shared visual language that provokes reactions, challenges perspectives, and bridges diverse identities and communities through moral and ethical dialogue.	In this unit, students will gain factual, conceptual, and procedural knowledge to respond to the inquiry on how street art can be visually provocative. They will explore the hidden identity of Banksy and the paradoxes in his art that raise awareness about societal issues, reflecting the power of anonymity in provoking thought and action. Students will also investigate the works and philosophies of artists such as Keith Haring, JR, Kaws, and Jean-Michel Basquiat, analyzing how these artists use media and visual culture to inform and provoke. Through this, students will learn how contemporary artists challenge societal norms and expectations, using provocative imagery and symbolism. The procedural knowledge gained will allow students to experiment with their own use of media and techniques (mainly the use of stencil) to create art that communicates critical messages, applying the same methods used by these influential artists.	<p>Objective A: Investigating Year 5/ Competent Critique an artwork or performance from the chosen movement(s) or genre(s).</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.</p> <p>Objective C: Creating/Performing Create or perform an artwork.</p>	Self- management. Refle ct on and evaluate content learning Use appropriate strategies for organizing material and complex information
VISUAL ARTS (MYP 5) MYP 5 - ARTS (VISUAL ARTS) Unit 1 BETA 2025/26 'Everything is art, Everything is politics' Ai Weiwei	Identity, Expression, Boundaries.	Identities and relationships	Art serves as a dynamic expression of identity, challenging boundaries and addressing societal injustices by provoking thought, asserting human dignity, and fostering global awareness, thus demonstrating the powerful intersection of art and politics.	Students will investigate how artists, particularly those engaging in political art, use various media to provoke thought, inform the public, and encourage action. Through the study of works by artists like Ai Weiwei, they will gain an understanding of the innovative and provocative nature of political art, exploring how it challenges societal norms and sparks social change. Students will also explore the phenomenology of political art, recognising its role in expressing identity, social critique, and activism. In practice, students will learn the basic principles of artistic techniques such as mixed media, collage, and installation, applying these techniques to create their own creative artworks that reflect personal expression and political themes. This approach will help them better understand the relationship between art and social movements, fostering a deeper appreciation for the power of visual culture.	<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).</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.</p> <p>Objective C: Creating/Performing Create or perform an artwork.</p> <p>Objective D: Evaluating Appraise their own artwork or performance. Reflect on their development as an artist.</p>	Self-management Reflect on and evaluate content learning. Use appropriate strategies for organizing material and complex information
MYP 5 - ARTS (VISUAL ARTS) Unit 2 BETA 2025/26 Hybridizing Perspectives: Non-Western Influences in Contemporary Art	Aesthetics, Representation, Visual culture.	Identities and relationships	Western contemporary art is reshaped by the intersection of non-Western perspectives and Western visual culture, as artists challenge traditional notions of aesthetics and representation, addressing themes of identity, migration, and cultural hybridity to foster a deeper understanding of human dignity in a globalised world.	To respond to the statement of inquiry, students will gain factual knowledge about the works of artists such as Chris Ofili, Yinka Shonibare, Njideka Akunyili Crosby, and Lubaina Himid, whose art reflects the concept of hybridity rooted in the colonial histories of Western societies. They will develop a conceptual understanding of how these artists challenge traditional notions of identity and representation, using their unique styles to address the intersections of cultural heritage and contemporary art. Procedurally, students will experiment with the techniques of these artists, applying them to create artworks that reflect their own hybrid identities and emotional perspectives. This exploration will enable students to analyse how colonialism shaped global visual culture and continues to influence the aesthetics and narratives of contemporary art. Through this process, they will critically engage with the fluidity of identity and the evolving meaning of artistic expression in a post-colonial context.	<p>Objective A: Investigating Year 5/ Competent Critique an artwork or performance from the chosen movement(s) or genre(s).</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.</p> <p>Objective C: Creating/Performing Create or perform an artwork.</p>	Thinking, Social