

# Queen Margaret College

# IB Middle Years Whole-School Curriculum

## Year 8 - IB Middle Years

| Language and Literature<br>English  | Language Acquisition<br>Chinese   | Language Acquisition<br>French   | Language Acquisition<br>Japanese  | Language Acquisition<br>Māori  |
|---|---|--|---|--|
| <p><b>10 Language is a Taonga - Aotearoa/Pasifika creative writing</b></p> <p>② Creating literature that expresses cultural beliefs, customs and values can foster an appreciation of other perspectives,</p> <p>Conceptual<br/>How do authors show their point of view in texts?</p> <p>Debatable<br/>To what extent do texts offer insight into another culture?</p> <p>Factual<br/>What techniques do writers use to tell their story?</p> <p> Creativity</p> <p> Personal and cultural expression</p> | <p><b>10 Term 1 Me, Myself and Friends (Phases 1 &amp; 2)</b></p> <p>② Cultural values, interests and identity are reflected through communication of personal information.</p> <p>Conceptual<br/>How can we relate to each other using Chinese?</p> <p>Debatable<br/>How does Chinese learning influence students' understanding of their cultural values and identities?</p> <p>Factual<br/>Who are we?</p> <p> Communication</p> <p> Culture</p> <p> Personal and cultural expression</p> | <p><b>10 C'est Perso!</b></p> <p>② Understanding conventions and patterns in a new language enables us to communicate a message about our identity.</p> <p>Conceptual<br/>How has my identity been shaped by where I come from and those around me?</p> <p>Factual<br/>What language do I need to describe myself, my preferences and my attitudes in French?</p> <p>Debatable<br/>Would I still be me if I had grown up speaking French?</p> <p> Communication</p> <p> Identity</p> <p> Identities and relationships</p> | <p><b>10 Getting to know you</b></p> <p>② Cultural values, interests and identity are reflected through communication of personal information.</p> <p>Conceptual<br/>How can we relate to each other using Japanese?</p> <p>Debatable<br/>How does Japanese learning influence students' understanding of their cultural values and identities?</p> <p>Factual<br/>Who are we?</p> <p> Communication</p> <p> Identities and relationships</p>   | <p><b>10 Kō au tēnei - this is me!</b></p> <p>② When we know about ourselves, we can communicate meaningfully with others and share our identity.</p> <p>Conceptual<br/>How do I share important information about who I am, where I come from, and where I belong?</p> <p>Debatable<br/>How are we connected and is this important?</p> <p>Factual<br/>What language do I need to communicate information about myself.</p> <p> Communication</p> <p> Identity</p> <p> Year 10</p> |
| <p><b>10 Language is a Taonga - Aotearoa/Pasifika creative writing</b></p> <p>② Consuming and creating literature that expresses cultural beliefs, customs and values can foster an appreciation and understanding of culture and identity.</p> <p>Conceptual<br/>How do authors show their point of view in texts?</p> <p>Debatable<br/>To what extent do texts offer insight into another culture?</p> <p>Factual<br/>What techniques do writers use to tell their story?</p>   | <p><b>9 Term 2 My School Life (Phases 1 &amp; 2)</b></p> <p>② The language structures can be used in school contexts to convey messages about education systems in different time and place.</p> <p>Conceptual<br/>How can school life reflect cultural values and conventions?</p> <p>Debatable<br/>Is the school life in China appealing?</p> <p>Factual<br/>How is school life in China?</p>   | <p><b>9 Mon collège</b></p> <p>② School provides structure and purpose, allowing all students to develop their potential and experience a range of activities.</p> <p>Conceptual<br/>What do you think of your subjects? How do your opinions affect how you learn?</p> <p>Factual<br/>What do you do at school? What subjects do you study?</p> <p>Debatable<br/>Would your dream school be different to your current one?</p> <p> Communities</p>   | <p><b>9 School life</b></p> <p>② Language structure can be used in school contexts to convey messages about education systems in time and place.</p> <p>Conceptual<br/>How does school life reflect cultural values and conventions?</p> <p>Debatable<br/>What do you think is different between your school and school in Japan?</p> <p>Factual<br/>How is school life in Japan?</p> <p> Culture</p> <p> Orientation in space and time</p> | <p><b>9 Ko tōku wātaka - my school timetable</b></p> <p>② Learning environments and routines reflect important elements about how people live their daily lives.</p> <p>Conceptual<br/>How are Māori concepts of time different to Pākehā concepts of time?</p> <p>Debatable<br/>To what extent does my school reflect Māori concepts of learning environments and time?</p>   |

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|---|--|---|--|---|
|  Creativity<br> Culture<br> Personal and cultural expression<br> Year 9<br><b>35 Reading Challenge - 2026</b><br><p>② Critical readers can make connections between texts.<br/>     Conceptual<br/>     How do I identify genre?<br/>     Debatable<br/>     Do readers connect differently to different genres?<br/>     Factual<br/>     What are different text types?<br/>  Connections<br/>  Personal and cultural expression<br/>  Year 7</p> <p><b>10 Novel perspectives - Animal Farm</b><br/>     An exploration of characters and relationships can help readers understand global themes.<br/>     Conceptual<br/>     How do relationships in a novel show readers the writer's perspective on the world?<br/>     How crucial is farming to our existence?<br/>     How does narrative point of view shape our response to a novel?<br/>     How do differing relationships in the novel allow us to understand theme?<br/>     Debatable<br/>     How important is it to understand different points of view?<br/>     How different are human societies</p> |  Culture<br> Orientation in space and time<br> Year 9<br><b>2 Interdisciplinary Unit Year 8 - Being creative in my new language.</b><br><p>② Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.<br/>     Conceptual<br/>     How does my musical/dramatic representation reflect my target culture?<br/>     Debatable<br/>     Is it important to understand the words of a song or a dramatic representation?<br/>     Factual<br/>     What do folk songs/traditional drama look like in my target culture?<br/>     What new words will I need to create a musical or dramatic representation of my target culture?<br/>  Communication<br/>  Creativity<br/>  Personal and cultural expression</p> <p><b>9 Term 3 Daily routines (Phases 1 &amp; 2)</b><br/>     Language patterns are used to convey messages about how place and culture influence routines.<br/>     Conceptual<br/>     How do daily routines reflect cultural conventions?<br/>     Debatable</p> | <b>2 Interdisciplinary Unit Year 8 - Being creative in my new language.</b><br><p>② Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.<br/>     Conceptual<br/>     How does my musical/dramatic representation reflect my target culture?<br/>     Debatable<br/>     Is it important to understand the words of a song or a dramatic representation?<br/>     Factual<br/>     What do folk songs/traditional drama look like in my target culture?<br/>     What new words will I need to create a musical or dramatic representation of my target culture?<br/>  Communication<br/>  Creativity<br/>  Personal and cultural expression</p> <p><b>9 Mes Passetemps</b><br/>     By telling people about our leisure activities we can reveal aspects of our personality and culture and give meaning to what we like to do.<br/>     Conceptual<br/>     Which activities do you prefer to do alone, with friends or with family? Which personality traits are reflected in the sports and activities I prefer?<br/>     Debatable<br/>     Do French teenagers enjoy the same leisure activities as you? Do</p> | <b>2 Interdisciplinary Unit Year 8 - Being creative in my new language.</b><br><p>② Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.<br/>     Conceptual<br/>     How does my musical/dramatic representation reflect my target culture?<br/>     Debatable<br/>     Is it important to understand the words of a song or a dramatic representation?<br/>     Factual<br/>     What do folk songs/traditional drama look like in my target culture?<br/>     What new words will I need to create a musical or dramatic representation of my target culture?<br/>  Communication<br/>  Creativity<br/>  Personal and cultural expression</p> <p><b>9 Sports and Leisure</b><br/>     Communication allows us to create and interpret meaning through the patterns and structures of language, enabling us to express how people spend their time and participate in sport and leisure across cultures.<br/>     Conceptual<br/>     In what ways are sports and leisure activities shaped by culture?<br/>     Debatable<br/>     Are daily routines universal, or do they differ significantly from</p> | Factual<br>What is the etymology of Māori subject names?<br> Communication<br> Connections<br> Culture<br> Personal and cultural expression<br> Year 9<br><b>2 Interdisciplinary Unit Year 8 - Being creative in my new language.</b><br><p>② Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.<br/>     Conceptual<br/>     How does my musical/dramatic representation reflect my target culture?<br/>     Debatable<br/>     Is it important to understand the words of a song or a dramatic representation?<br/>     Factual<br/>     What do folk songs/traditional drama look like in my target culture?<br/>     What new words will I need to create a musical or dramatic representation of my target culture?<br/>  Communication<br/>  Creativity<br/>  Personal and cultural expression</p> <p><b>9 Te Huarere - the weather</b><br/>     Understanding the weather forecast will help us better prepare for the day or week.</p> |
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|---|---|--|--|--|
| <p>to animal communities?<br/>Factual<br/>What choices has the writer made to develop characters?<br/>What is an allegory and why is it used?</p> <p> Relationships<br/> Globalization and sustainability</p> <p><b>9 Wellington Rangatiratanga Detectives</b></p> <p>② How are the processes in crime scene investigations shown in film making?<br/>Conceptual<br/>Why are detective movies so popular?<br/>Debatable<br/>How accurate are CSI themed films?<br/>Factual<br/>What processes are used in finger printing, blood sampling and flame testing?<br/>What are the conventions of CSI film and TV</p> <p> Communication<br/> Personal and cultural expression</p> | <p>How does culture influence daily routine patterns?<br/>Factual<br/>What is involved in my daily life?</p> <p> Culture<br/> Orientation in space and time<br/> Year 9</p> <p><b>8 Term 4 Likes &amp; dislikes (Phases 1 &amp; 2)</b></p> <p>② Language used for personal interests and opinions show cultural conventions and creates a sense of connection.<br/>Conceptual<br/>How do we connect with each other through personal interests?<br/>Debatable<br/>Can we see cultural differences through personal interests?<br/>Factual<br/>What do you like and dislike?</p> <p> Connections<br/> Personal and cultural expression<br/> Year 9</p> | <p>your parents and grand parents enjoy the same leisure activities as you?<br/>Factual<br/>What sports do you play? What sports do you like? What do you do when you go online? What leisure activities do you do and enjoy?</p> <p> Creativity<br/> Personal and cultural expression</p> <p><b>8 Ma Zone</b></p> <p>② Through language we can communicate messages and functional information about places we live in or know.<br/>Conceptual<br/>How do I change my verbal and non verbal language when asking advice from a stranger?<br/>Debatable<br/>Why are French towns and cities different to others that we know?<br/>Factual<br/>What language do I need to describe a town? What language do I need to find out where places are in a town?</p> <p> Communication</p> | <p>culture to culture?<br/>Factual<br/>What patterns can we find in Japanese sentence structure when describing daily routines and leisure activities?</p> <p> Communication<br/> Time, place and space<br/> Personal and cultural expression</p> <p><b>8 Japanese Culture</b></p> <p>② Cultural practices and traditions follow specific conventions that gain meaning through their context, helping us understand and compare how different communities express identity through festivals, food, and celebrations.<br/>Conceptual<br/>How do cultural conventions influence the way festivals, food, and games are practiced and understood?<br/>Debatable<br/>Does comparing cultures strengthen cultural understanding or reinforce differences?<br/>Factual<br/>What are the key features and conventions of major Japanese festivals and events? What traditional foods and games are associated with Japanese celebrations? What festivals and cultural events are commonly celebrated in New Zealand?</p> <p> Culture<br/> Personal and cultural expression</p> | <p>Conceptual<br/>Where do the Māori place names originate from?<br/>Debatable<br/>According to Māori legends, Maui slowed down the sun<br/>Factual<br/>Why is it often windy in Wellington?</p> <p> Communication<br/> Time, place and space<br/> Year 10</p> <p><b>8 Ngā mahi a rēhia- Leisure time pursuits</b></p> <p>② Ngā mahi a rēhia help express identity, strengthen cultural relationships, and preserve knowledge across generations.<br/>(Concepts: Identity, Culture, Relationships, Tradition, Expression)</p> <p>Conceptual<br/>- He pēhea te whai wāhi o ngā mahi a rēhia ki te oranga o te iwi Māori i mua, i nāianei hoki? - He aha te hononga o ngā mahi a rēhia ki te whakapapa me ngā pūrākau? - He pēhea te whakarerekē o ngā mahi a rēhia i te taenga mai o te ao Pākehā? - He aha te w<br/>Debatable<br/>- Me whakaako whānuitia ngā mahi a rēhia ki ngā kura katoa o Aotearoa? He aha ai, he aha rānei? - Kei te tika te āhua o te whakamahi o ngā mahi a rēhia hei whakaatu i te ahurea Māori i ngā pāpāho? - Me pēhea te tiaki i ngā mahi a rēhia kia kaua e riro mā Factual<br/>- He aha ngā mahi a rēhia? - He aha ngā tauira o ngā mahi a rēhia i roto i te ao Māori? - Ko wai ngā</p> |
| <p><b>9 Folk Tales and Origin Stories</b></p> <p>② The conventions and meaning in a culture's oral stories shows how people understand the world around them. Being creative in our own development of characters, structure and setting allows us to entertain our audience and express ourselves.<br/>Conceptual<br/>What belief systems and values</p>   |   |  |  |  |

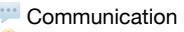
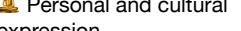
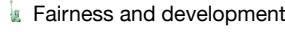
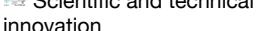
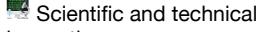
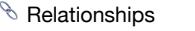
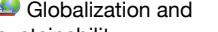
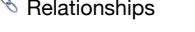
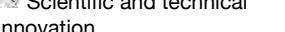
## Year 8 - IB Middle Years

| Language and Literature<br>English  | Language Acquisition<br>Chinese | Language Acquisition<br>French | Language Acquisition<br>Japanese | Language Acquisition<br>Māori  |
|---|---------------------------------|--------------------------------|----------------------------------|--|
| <p>are communicated through folktales?<br/>Debatable<br/>Are folk stories still relevant in today's society?<br/>Factual<br/>What are the conventions of fairy tales, fables, myths, legends and tall tales</p> <p> Creativity<br/> Orientation in space and time</p> |                                 |                                |                                  | <p>iwi, ngā hapori rānei e whai wāhi<br/>nui ana ki te pupuri i ēnei tikanga? - He pēhea te whakatū i ngā mahi a rēhia i ngā rā o mua?</p> <p> Communication<br/> Creativity<br/> Culture<br/> Relationships</p> <p> Identities and relationships<br/> Personal and cultural expression<br/> Fairness and development</p> |
| 83 weeks  | 38 weeks                        | 38 weeks                       | 38 weeks                         | 38 weeks   |

## Year 8 - IB Middle Years

| Language Acquisition<br>Spanish   | Individuals and Societies<br>Integrated Humanities   | Individuals and Societies<br>Sociology/Anthropology  | Sciences<br>Sciences  | Mathematics<br>Standard Mathematics   |
|---|--|--|---|---|
| <p><b>11 Mi vida</b></p> <p>② Understanding conventions and patterns in a new language enables us to communicate a message about our identity.</p> <p>Conceptual<br/>To what extent do social conventions influence us?<br/>Debatable<br/>How important is it for us to make connections with other people?<br/>Factual<br/>What language do I need to give information about myself? What language do I need to ask others about themselves?</p> <p> Communication</p> <p><b>8 Tiempo libre</b></p> <p>② Our culture influences our free-time activities and hobbies, what</p> | <p><b>11 Becoming Pōneke</b></p> <p>② A society's cultural identity changes over time due to the movement of people and ideas.</p> <p>Conceptual<br/>How does cultural interaction bring about change in environment and identity?<br/>Debatable<br/>Should migration to New Zealand be limited?<br/>Factual<br/>What caused people to move to New Zealand?</p> <p> Change<br/> Orientation in space and time</p> <p><b>10 Prejudiced, Who Me?</b></p> <p>② Society's systems of interacting relationships do not always</p> | <p><b>36 The Christian Scriptures</b></p> <p>② The belief of specific time pace and space shape the relationships of communities.</p> <p> Time, place and space<br/> Identities and relationships</p> | <p><b>7 Forensic Science</b></p> <p>② Evidence collected from forensic science techniques enables logical decisions supported by data.</p> <p>Conceptual<br/>To what extent does the analysis of evidence provide the correct answer?<br/>Debatable<br/>To what extent have advancements in forensic science made justice fairer and societies safer?<br/>Factual<br/>What techniques can be used to analyse crime scene evidence?</p> <p> Relationships<br/> Globalization and sustainability</p> <p><b>7 Physical Science</b></p> | <p><b>7 Number</b></p> <p>② Using logic enhances our ability to justify our decisions when planning and costing everyday lifestyle choices.</p> <p>Conceptual<br/>How can negative numbers help us with real world problems?<br/>Debatable<br/>How can we know whether we are doing things right?<br/>Factual<br/>What is a rational number?<br/>How are fractions and decimals linked?</p> <p> Logic<br/> Scientific and technical innovation</p> <p><b>5 Patterns</b></p> |

## Year 8 - IB Middle Years

| Language Acquisition<br>Spanish   | Individuals and Societies<br>Integrated Humanities   | Individuals and Societies<br>Sociology/Anthropology | Sciences<br>Sciences   | Mathematics<br>Standard Mathematics   |
|---|--|---|--|---|
| <p>we do and why.</p> <p>Conceptual<br/>Why do we do the activities that we do?</p> <p>Debatable<br/>Why do we need free time? Are hobbies good for you?</p> <p>Factual<br/>What do I do in my free time?</p> <p>What free time activities are common in Spanish speaking communities?</p> <p> </p> <p><b>2 Interdisciplinary Unit Year 8 - Being creative in my new language.</b></p> <p> Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.</p> <p>Conceptual<br/>How does my musical/dramatic representation reflect my target culture?</p> <p>Debatable<br/>Is it important to understand the words of a song or a dramatic representation?</p> <p>Factual<br/>What do folk songs/traditional drama look like in my target culture?</p> <p>What new words will I need to create a musical or dramatic representation of my target culture?</p> <p> </p> <p> </p> <p> </p> <p><b>9 Mi insti</b></p> | <p>provide a fair balance of power and equality.</p> <p>Conceptual<br/>How does prejudice affect individuals and groups?</p> <p>Debatable<br/>Does prejudice only exist where ignorance exists?</p> <p>Factual<br/>Where is prejudice prevalent in New Zealand and globally?</p> <p> </p> <p> </p> <p><b>8 It's a Disaster</b></p> <p> Natural disasters have an impact on people, but through technology and innovation we can learn from the past and be prepared.</p> <p>Conceptual<br/>How do natural disasters shape society?</p> <p>How has technology helped us to understand disasters in the past?</p> <p>Debatable<br/>Are natural disasters always disastrous?</p> <p>Factual<br/>What causes natural disasters?</p> <p> </p> <p> </p> <p><b>9 It's Not Easy Being Green</b></p> <p> An understanding of the world will help us to establish systems that ensure resources can be used by future generations.</p> <p>Conceptual<br/>Why is it important that we use</p> |   | <p> Transformations between electrical and magnetic energy have allowed for scientific and technical innovation.</p> <p>Conceptual<br/>How have our use of magnets changed?</p> <p>Debatable<br/>Do we really know how magnets work?</p> <p>Factual<br/>How do magnets interact with one another?</p> <p> </p> <p> </p> <p><b>8 Science Fair</b></p> <p> Relationships or interactions between two variables can be identified using evidence collected from the scientific method.</p> <p>Conceptual<br/>How can our prior knowledge influence how we interpret investigations?</p> <p>How does the quality of your experiment influence your results?</p> <p>Debatable<br/>Are scientific investigations 100% correct?</p> <p>Does the scientific method help us to minimise our own biases and prejudices?</p> <p>Factual<br/>What is the scientific method?</p> <p>What are the necessary elements on a scientific report?</p> <p> </p> <p> </p> | <p> How can patterns be used to model and quantify the environmental impact of the actions of humans?</p> <p>Conceptual<br/>Do all relationships continue to be linear beyond the collected data?</p> <p>Debatable<br/>Are linear patterns useful to model a situation that is variable due to other influencing factors?</p> <p>Factual<br/>Can all linear patterns be modelled with an equation?</p> <p> </p> <p> </p> <p><b>10 Algebra and Graphing</b></p> <p> We can use a number of equivalent forms to better understand and use models and patterns to solve problems.</p> <p>Conceptual<br/>Why do we need to justify the result of the equation if it describes the real-life situation?</p> <p>Debatable<br/>Can any model describe real-life processes?</p> <p>Factual<br/>How do we solve linear equations?</p> <p>How do we form linear equations based on given information?</p> <p> </p> <p> </p> <p><b>10 Statistics and Measurement</b></p> |

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|---|--|---|---|---|
| <p>② School provides students with structure and purpose, allowing them to develop their potential and experience new activities.</p> <p>Conceptual<br/>What do I study these subjects?<br/>What facilities does a school need?<br/>Debatable<br/>Why do we need school? How different are school buildings and subjects in the Spanish-speaking world?<br/>Factual<br/>What subjects do I study? What subjects do I like? What facilities does my school have? What do I do at interval?<br/>Connections</p> <p><b>8 Mi familia y mis amigos</b></p> <p>② Through the use of language we understand that our identity is influenced by the connections we have with others.</p> <p>Conceptual<br/>What connections do I have with other people?<br/>Debatable<br/>What importance have the connections we have with other people?<br/>Factual<br/>How do I describe family relations, physical characteristics and where I live?<br/>Connections</p> | <p>resources sustainably?<br/>Debatable<br/>How do we balance the needs of people, businesses and the environment?<br/>Factual<br/>What is deforestation?</p> <p>💡 Systems<br/>🌐 Scientific and technical innovation</p> |   | <p><b>8 Animal Adaptations</b></p> <p>② Human technologies have been improved by scientists from changes made to mimic the form and function of animals adaptations.</p> <p>Conceptual<br/>How does an animal's adaptations help it survive/reproduce in its environment?<br/>Debatable<br/>How can solutions for problems facing modern society be found by studying animals?<br/>Factual<br/>What types of animal adaptations are there?</p> <p>💡 Change<br/>🌐 Scientific and technical innovation</p> <p><b>8 Earth Science</b></p> <p>② Earth systems can lead to a different transformation and consequence for the observable landscape over time.</p> <p>Conceptual<br/>How accurate are the models of the Earth and its processes?<br/>How does our understanding of the layers of the earth contribute to our explanations of surface phenomena?<br/>What consequences does the structure of the earth have of global communities?<br/>Debatable<br/>Can we ever be sure that scientific models are 100% accurate?<br/>What consequences do changes from earth systems have on</p> | <p>② By exploring the measurements for different forms of shapes, we can better describe the patterns in whole families of shapes.</p> <p>Conceptual<br/>How do I know that the formulae I learn for the perimeters and areas of shapes are correct?<br/>Can all shapes be made to fit together?<br/>Debatable<br/>Are different shapes discovered or created?<br/>Factual<br/>How are perimeter and area related to each other?</p> <p>💡 Form<br/>🌐 Orientation in space and time</p> <p><b>6 Geometry</b></p> <p>💡 Aesthetics<br/>🌐 Orientation in space and time</p> |

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|---------------------------------|--|---|----------------------|-------------------------------------|
| 38 weeks                        | 38 weeks   | 36 weeks  | 38 weeks             | 38 weeks                            |

## Year 8 - IB Middle Years

| Arts<br>Dance   | Arts<br>Music   | Arts<br>Theatre   | Arts<br>Visual Arts  | Physical and Health Education<br>Physical and Health Education   |
|---|---|---|--|--|
| <p><b>9 I like to move it</b></p> <p>💡 Communities<br/>🌐 Connections<br/>📍 Time, place and space</p> <p><b>10 Dance Through Time</b></p> <p>② Students will understand that dance is shaped by time and culture, and that learning, performing, and teaching dances from different eras helps preserve cultural expression and communicate historical identity.</p> <p>Conceptual<br/>How does dance reflect the values and identity of a particular era?<br/>Debatable<br/>Is it important to preserve traditional dances, or should they change over time?<br/>Factual<br/>What are the key characteristics of dance styles from different historical eras?</p> | <p><b>8 Music as a Global Language</b></p> <p>② Exploring global musical traditions and structures develops technical skills while inspiring creative ideas that express artistic intention.</p> <p>Conceptual<br/>In what ways can artistic intention shape interpretation of traditional music?<br/>Debatable<br/>Does adapting a traditional melody preserve or change its cultural meaning?<br/>Factual<br/>What are the defining features of folk melodies from different cultures?</p> <p>💡 Culture<br/>🌐 Personal and cultural expression</p> <p><b>6 Composition: Mozart's Music and Mine</b></p> | <p><b>11 Unit 1: Physical Theatre - Commedia Dell'Arte</b></p> <p>② Mask work and performance demonstrate how creativity engages and connects with an audience.</p> <p>Conceptual<br/>How do masks influence the way performers convey emotions and character?<br/>What role does the audience play in shaping a Commedia Dell'Arte performance?<br/>How does creativity transform traditional elements of theatre into engaging modern performances?<br/>Why is physical expression crucial to the success of Commedia Dell'Arte?<br/>In what ways can historical theatrical forms like Commedia Dell'Arte remain relevant today?<br/>Debatable<br/>Are traditional theatrical forms like Commedia Dell'Arte still necessary in a modern theatre</p> | <p><b>19 I Had the Craziest Dream – Surrealist Illustration and Sculpture</b></p> <p>② A humorous and expressive piece of caricature art uses exaggeration intentionally to engage the audience and invite a personal interpretation.</p> <p>Conceptual<br/>How do Surrealist artists combine imagery to influence artistic expression?<br/>Debatable<br/>Does humour add to a viewer's artistic experience?<br/>Factual<br/>How do illustrators/artists manipulate their drawings to create character types?</p> <p>💡 Creativity<br/>🌐 Personal and cultural expression</p> <p><b>4 Tūrangawaewae - digital media self portrait</b></p> | <p><b>7 Create an invasion game for inclusion</b></p> <p>② Communication and creativity in group situations enables the process of adaptation to create positive relationships.</p> <p>Conceptual<br/>How do you create invasion games?<br/>Debatable<br/>Adapting a game for inclusion decreases the opportunities for top performers to excel?<br/>Factual<br/>Key qualities of positive communication?</p> <p>💡 Communication<br/>💡 Creativity<br/>🌐 Identities and relationships</p> <p><b>8 Sport and Exercise Science</b></p> <p>② The relationship between training methods and principles determines how the body adapts</p> |

## Year 8 - IB Middle Years

| Arts<br>Dance   | Arts<br>Music   | Arts<br>Theatre   | Arts<br>Visual Arts   | Physical and Health Education<br>Physical and Health Education   |
|---|---|---|---|--|
| <p>💡 Change<br/>📚 Culture<br/>📍 Time, place and space<br/>🌐 Orientation in space and time</p> <p>9 <b>Cultural Rhythms: Exploring Latin Dance Traditions</b></p> <p>❓ Latin dance reflects cultural identity and personal expression through its unique movements and rhythms<br/>Conceptual<br/>How does Latin dance express cultural identity and personal expression?<br/>Debatable<br/>Can dance be an effective medium for preserving and promoting cultural heritage?<br/>Factual<br/>What are the origins and characteristics of different Latin dance styles?</p> <p>💡 Aesthetics<br/>💡 Creativity<br/>📚 Culture<br/>💡 Personal and cultural expression</p> | <p>💡 Ideas from the past can be transformed in innovative ways and inspire new creations.<br/>Conceptual<br/>How can I learn from music written in the past to create and present my own music today?<br/>Debatable<br/>Is the way we create and present music today an improvement on how it was done in the past?<br/>Factual<br/>What is different about the way we create and present music today to the way it was done in Mozart's time?</p> <p>💡 Change<br/>🌐 Orientation in space and time</p> <p>3 <b>Research: Choose a Singer</b></p> <p>💡 People express and respond to music in different ways.<br/>Conceptual<br/>How does my singer use their voice to express their music?<br/>Debatable<br/>How does an audience respond to my singer's voice?<br/>Factual<br/>What is my singer's style?</p> <p>💡 Communication<br/>💡 Personal and cultural expression</p> <p>2 <b>Interdisciplinary Unit Year 8 - Being creative in my new language.</b></p> <p>💡 Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.</p> | <p>curriculum?<br/>Can masked performance convey as much depth and complexity as unmasked acting?<br/>Should performers strictly adhere to traditional archetypes, or is it more effective to reinterpret them?<br/>Does audience interaction improve or hinder the overall quality of a theatrical performance?<br/>Is creativity more important than tradition in keeping historical theatre forms alive?<br/>Factual<br/>What is Commedia Dell'Arte, and where did it originate?<br/>What are the roles of stock characters like Arlecchino, Pantalone, and Colombina in Commedia Dell'Arte?<br/>How were performances in Commedia Dell'Arte traditionally structured?<br/>What materials were historically used to create Commedia Dell'Arte masks?<br/>When did Commedia Dell'Arte reach the height of its popularity in Europe?</p> <p>💡 Creativity<br/>🌐 Personal and cultural expression</p> <p>8 <b>Unit 2: Greek Mythology - Monologue Creation</b></p> <p>💡 Identity is shaped and expressed through mythological characters and brought to life through theatre.</p> <p>💡 Identity<br/>🌐 Identities and relationships</p> | <p>💡 Artists express their personal narrative in their art work in order to explore their relationships and cultural identity.<br/>Conceptual<br/>How can your personal narrative be told through a self-portrait?<br/>Debatable<br/>Is it cultural appropriation if an artist of one culture adopts the traditions and practices of another culture in their artwork?<br/>Factual<br/>What are the components of a traditional Maori Pepeha (personal introduction) and how does the practice create a portrait of someone's heritage?</p> <p>💡 Aesthetics<br/>🌐 Identities and relationships</p> <p>17 <b>What Bugs You? Fauna inspired unit</b></p> <p>💡 Expressive representations of insects, influenced by the practice of established artists, can communicate the way they move and function within an ecosystem.<br/>Conceptual<br/>How do insects communicate with each other?<br/>Debatable<br/>Do humans take inspiration from insects and the way they live?<br/>Factual<br/>What are the different anatomical features of insects and how does this impact their movement and ability to function within an ecosystem?</p> <p>💡 Relationships</p> | <p>and improves performance.<br/>Conceptual<br/>How do physical performances vary between individuals?<br/>Debatable<br/>Is working harder always the best way to improve performance?<br/>Factual<br/>Which method of training is the most effective?</p> <p>💡 Relationships<br/>🌐 Scientific and technical innovation</p> <p>6 <b>BB Games and teamwork</b></p> <p>💡 Teams can function effectively when all members interact and communicate.<br/>Conceptual<br/>How does my use of effective communication and cooperation skills impact on my team?<br/>Debatable<br/>Which communication and cooperation skills are more important or impactful to use in a team game?<br/>Factual<br/>What are the key components of effective communication and cooperation?</p> <p>💡 Communication<br/>🌐 Identities and relationships</p> <p>8 <b>Creative movement - Māori myths and legends</b></p> <p>💡 Students shall learn to investigate movement using space. Students shall use the process of creation and refinement to create a collaborative outcome,</p> |

## Year 8 - IB Middle Years

| Arts<br>Dance | Arts<br>Music   | Arts<br>Theatre   | Arts<br>Visual Arts   | Physical and Health Education<br>Physical and Health Education   |
|---------------|---|---|---|--|
|               | <p>Conceptual<br/>How does my musical/dramatic representation reflect my target culture?</p> <p>Debatable<br/>Is it important to understand the words of a song or a dramatic representation?</p> <p>Factual<br/>What do folk songs/traditional drama look like in my target culture?</p> <p>What new words will I need to create a musical or dramatic representation of my target culture?</p> <p> Communication<br/> Creativity<br/> Personal and cultural expression</p> | <p><b>2 Interdisciplinary Unit Year 8 - Being creative in my new language.</b></p> <p> Creative use of language in music or drama performances fosters a deeper understanding of cultural identity and artistic expression.</p> <p>Conceptual<br/>How does my musical/dramatic representation reflect my target culture?</p> <p>Debatable<br/>Is it important to understand the words of a song or a dramatic representation?</p> <p>Factual<br/>What do folk songs/traditional drama look like in my target culture?</p> <p>What new words will I need to create a musical or dramatic representation of my target culture?</p> <p> Communication<br/> Creativity<br/> Personal and cultural expression</p> | <p>  Globalization and sustainability</p> | <p>demonstrating their personal and cultural expression.</p> <p>Conceptual<br/>How are cultures portrayed differently in movement?</p> <p>Debatable<br/>Is creative movement a feminine stereotyped movement?</p> <p>Factual<br/>What are the foundations of feedback in refining an outcome?</p> <p> Creativity<br/> Personal and cultural expression</p> <p><b>9 Fielding and Striking</b></p> <p> Cooperation is essential to achieve team goals.</p> <p>Conceptual<br/>What impact does cooperation have on a team?</p> <p>Debatable<br/>Is a team more successful if they cooperate?</p> <p>Factual<br/>What is cooperation?</p> <p> Relationships<br/> Identities and relationships</p> |

28 weeks

19 weeks

21 weeks

40 weeks

38 weeks

## Year 8 - IB Middle Years

| Design<br>Design  | Design<br>Digital Design   |  |  |
|---|--|--|--|
| <p><b>19 Eco Textiles</b></p> <p> Designing functional Textile items with a sustainable, long-lasting</p> | <p><b>19 Solar Display</b></p> <p> Designers need to be aware of the advantages of solar energy</p> |  |  |

## Year 8 - IB Middle Years

| Design<br>Design  | Design<br>Digital Design  |          |          |  |
|---|---|----------|----------|--|
| <p>design focus may only be a small step but it can still effect a positive change for good and contribute to awareness of environmental impacts in our communities.</p> <p>Conceptual<br/>Why should I care about the sustainability of my environment?<br/>What difference does it make?<br/>What is my responsibility towards the environment?<br/>Debatable<br/>Can small steps really help? Will anything that I do make a difference? Are Textile items really useful – or just another trend / advertising stunt?<br/>Factual<br/>What are the issues surrounding the need for long-lasting Textile items.</p> <p> Communication<br/> Communities<br/> Globalization and sustainability</p> | <p>over non-renewable energy resources, as well as the use of programable devices in the development of electronic solutions to a problem.</p> <p>Conceptual<br/>Is all new technology beneficial to the individual? The environment?<br/>Debatable<br/>You are designing a new home. You have the choice of programming a mini computer to control the lighting in the house, or just manually using switches on the wall. Which is better?<br/>Why?<br/>Factual<br/>What is a renewable energy source?</p> <p>  Systems<br/>  Scientific and technical innovation</p> | 19 weeks | 19 weeks |  |