

Conceptual Understanding

'A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter, or place in time.

Concepts represent the vehicle for students' inquiry into the issues & ideas of personal, local & global significance, providing the means by which they can explore the essence of the arts.

Concepts have an important place in the structure of knowledge that requires students & teachers to think with increasing complexity as they organise & relate facts & topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalisations & theories.

Students use conceptual understanding as they solve problems, analyse issues, & evaluate decisions that can have an impact on themselves, their communities & the wider world.'

Three Key building blocks for Concept based Learning

Analysis: *Work shows evidence of on-going evaluation through reflection, critique, & contextual research. Analysis may include but not be limited to, personal contexts, situational contexts & cultural contexts surrounding the making of work, which allows for practical exploration, synthesis & communication.*

Synthesis: *The bringing together of all outcomes of practical exploration, research, & analysis, so that they interact to form a holistic entity.*

Communication: *Communication by explicit & implicit means of all ideas, concepts & issues relevant to the chosen field of practice. Communication is effected through the process of making work (i.e. making ideas manifest through processes & procedures) as well as by the means of presentation.*

Connections

The arts are unique vehicles & forums for making connections between the self & the world, communities, ideas, practices, & responses.

The arts examine relationships within, between, & across different spaces, cultures of practice, & ideas of being.

Invention

Invention is premised on notions of dissonance, risk, & creation.

Through the process of inquiry into self & current knowledge & practice, we create new spaces of experience & understanding.

Imagination & risk are significant catalysts within the act & process of invention.

Transformation

The arts, through the processes of creating & producing, locate themselves centrally within the notion of transformation.

The arts serve as agents of change.

Ideas of transformation can be positioned both internally (in terms of self & the embodiment of change) & externally, as in social or cultural contexts.

Transformation provides new vantage points to see identities of self, others, & the world in different ways.

Visual Arts

Creativity & Connection

Creating is a process of engagement.

The visual arts are about giving form to ideas & expressions for the purpose of engaging and interacting with self and others.

The creative process explores and questions notions of identity & community.

Reflection & critique of visual cultures defines us & connect us to our worlds.

Inquiry & Production

The process of inquiry is founded on the formation of a problem or question.

It is reliant on a responsive process of investigation, critique, evaluation, & synthesis within and through the production of work.

Challenge & invention

The visual arts aim to create contexts where students take risks with their ideas & concepts generated from their interaction with the worlds they live in.

They are premised on the notion that instability in terms of knowing or knowledge is a productive space for invention or the creation of the 'new'.

Transformation & empowerment

Creation is a process of transformation – change, conversion, alteration, metamorphosis– realised through expression & production.

Transformation creates the conditions for empowerment of both individuals & (on a more collective basis) groups or communities.

MYP Key Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in the table below represent understandings that reach beyond the eighth MYP subject groups from which they are drawn.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Teachers use key concepts from their own subject group(s)—as well as key concepts from other subject groups—to plan disciplinary and interdisciplinary units of inquiry.

Teachers identify one key concept that drives the unit's development.

These concepts are not only “key” in the sense of being important; they also provide a key— a way into a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.

Inquiry into MYP key concepts will further develop (and lead to debate on) the meaning of these significant ideas. The following are definitions for the 16 key concepts used for inquiry in the MYP.