

Overview of the MYP Programme

Language and Literature

At AIS we offer Language and Literature in two languages, English and Danish. They all seek to implement the philosophy of the IB programme and especially the course of Language and Literature.

PDF link: IB [Language and Literature Course Brief](#)

The two Language A subject teachers (English and Danish) work closely together to ensure coherence and balance between the two languages, especially in terms of language mechanics; grammar and spelling.

Depending on the needs, other languages can be offered.

For general questions about Language and Literature, please contact Ms. Kathryn at kt@ais-aarhus.dk.

English A

The MYP English A Language and Literature course helps students develop in six key domains – listening, speaking, reading, writing, viewing, and presenting. The course includes a balance of language-based units and literary units, including reading material ranging from contemporary to classic literature. English A students study literary elements found in novels, plays, poetry, short stories, and varied nonfictional texts, all while focusing on core reading and writing skills.

Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. At AIS, students are encouraged to take risks in their writing, thinking and exploration of the world around them. Students interact with world literature and translated texts from around the globe, broadening their horizons and offering them multicultural perspectives.

Throughout the course, students learn to produce analytical, creative, and persuasive texts across varied genres. Grammar and syntax are integral to clear writing, which is addressed both in direct lessons and throughout the writing process. In addition to written assignments, students also complete activities that allow them to express themselves creatively, resulting in enhanced speaking, listening, and presenting skills.

Learning experiences across the English Language and Literature curriculum help prepare students to succeed on their MYP 5 e-Assessments.

Danish A

At AIS we offer three levels of Danish in the MYP; A, B and C. Danish A is for those who are mother tongue proficient.

[\(click here for a full breakdown of the Danish levels\)](#)

The Danish A lessons are targeted towards preparing the students to sit for the Danish national exam at the end of MYP 5. They will become prepared through a wide study of different genres, literary eras, new and old forms of communication. The students will encounter everything from folk tales, poetry from 19th century, advertisements from yesterday and short stories written during second world war. The purpose of the subject is to better understand the world around them and become aware citizens who critically will make their mark on the future.

The Danish curriculum focuses on the students experience of Danish, in literature as well as in other forms of expressions. Danish A serves to promote the students own personal growth through a study in historical, aesthetical and current use of the Danish language.

The students will sit for the National Danish Exam at the end of MYP 5 (afgangsprøve).

[National Danish Exam Information \(Danish Only\)](#) –

link: <https://www.uvm.dk/folkeskolen/folkeskolens-proever>

As the students prepare for the Danish national exam; grammatical conventions, reading strategies and various writing competencies is part of the curriculum as well.

Danish A follows the requirements prescribed by the IB for the subject 'Language and Literature'. The students will delve into the different concepts through literature and other types of expression. In Danish A the grading follows the standards of the MYP, but as the IB don't offer Danish as an exam option, they exam at the end of MYP 5 will follow the Danish national standards.

Questions related to Danish A can be directed to Mr. Tobias at tj@ais-aarhus.dk

Language Acquisition (French, German, Danish, English)

The ability to speak more than one language is more crucial in today's global world than ever before and is an integral part of the IB programme. Students study units that have real relevance to

the outside world and to their own interests. They take part in a wide range of innovative and engaging units from creating and sharing their own recipes to filming their own health & fitness videos.

The lessons are interactive and challenging. Students are expected to be independent learners and develop the skills to deduce language for themselves so that their language learning will remain with them long after their formal education finishes.

Individuals & Societies

Known as I&S, Individuals and Societies is taught to all students in the MYP. It encourages students to respect and understand the world around them, equipping them with the necessary skills to inquire into historical, geographic, economic and religious topics and focuses on individuals, societies and environments. A key skill of the subject is being able to think critically.

It has an evolving and consequential curriculum, with current units including the study of:

- Aarhus
- The Middle Ages
- Warfare Technology
- The Industrial Revolution
- The Holocaust
- Israel and Palestine conflict
- Rivers and Flooding
- Extreme Environments
- Fashion Choices
- Sustainability
- The Wall Street Crash
- Ethics and World Religions

We try to take lessons out of the classroom as much as possible, using the resources available to us in the Aarhus area.

In MYP 5, students take the Integrated Humanities e-assessment from the IB.

[Link to I&S Guide](#)

Sciences

The Middle Years Programme (MYP) sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.

As they investigate real examples of science application, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

The MYP promotes inquiry in Sciences by developing conceptual understanding within global contexts.

Key concepts such as change, relationships and systems broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include energy, movement, transformation and models.

Students explore key and related concepts through MYP global contexts.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Mathematics

At AIS, Mathematics is taught through the six Global Contexts, which allows teachers and students to make connections between Maths and the real world and within their own lives. Mathematics provides learners with an opportunity to develop abstract, systematic and logical thinking, problem solving skills and analytical reasoning. The MYP course also develops students' critical thinking skills and attention to detail.

The four branches of Mathematics are investigated in a spiralling structure, ensuring that every student covers each branch of the subject in each year of the MYP.

1. Number

2. Algebra
3. Geometry and Trigonometry
4. Statistics and Probability

Mathematics is well known as a foundation for the study of sciences, engineering and technology. However, it is also increasingly important in other areas of knowledge such as economics and other social sciences. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Overall, MYP mathematics expects all students to appreciate the beauty and usefulness of mathematics as a remarkable cultural and intellectual legacy of humankind, and as a valuable instrument for social and economic change in society.

The Arts

Visual Arts

In Visual Arts, the students experiment and develop practical skills and knowledge in various art practices. We work with traditional art forms such as painting, drawing, sculpture and ceramics, as well as photography and filmmaking. Students also explore contemporary art forms such as installations, performance art and use technology for creating electronic artwork.

By studying the history of art, art styles and cultural artworks from around the world, students learn how visual arts often reflect society and can be used to express social or personal statements. Students learn techniques in order to analyze and appraise their own and others artwork. For further inspiration, it is important to visit art exhibitions, museums, Art and Design schools and meet local artists in their studios.

Students are encouraged to continually use their sketchbook to record ideas, interests and develop their artistic abilities. Students also use a process journal to keep an ongoing written record of their artistic development and learning experiences, making reflections and evaluations on their challenges and achievements.

The Performing Arts

The Performing Arts subjects in MYP are music and drama.

In music, the students investigate a wide variety of musical styles, including Western Classical music, world music, folk music, music theatre, music for film, contemporary and electronic music. They listen to the music, research the theory and context of the music, perform and improvise, and

create their own music based on their learning. The students have the opportunity to create and perform using a wide variety of traditional instruments, such as keyboards, drums, guitars and tuned percussion, as well as technological synthesisers and sequencers on the I pads and computers.

In drama, the students investigate the history of theatre, the technical aspects of theatre, as well as varied dramatic styles, such as monologue, mini-plays, mime, physical theatre and comedy. They improvise, create and perform in all these styles. In both art forms the students keep a process journal to record their reflections and evaluations of their work.

In MYP4 and 5 students choose between the three art forms to take for their ePortfolio.

Physical and Health Education

Physical and Health Education (PHE) at AIS is an exciting, yet challenging part of the Middle Years Programme. PHE is much more than just learning to play games. Students have the opportunity to work individually and in groups on a variety of sport-related tasks including coaching, performing and analysing.

IB Link: [Physical and Health Education Course Brief](#)

Throughout the programme students gain valuable knowledge and skills through a wide range of physical activities. Dance and gymnastics provide students with an opportunity to learn, display and develop skills in movement composition and performance.

Team games, such as volleyball, basketball and cricket allow students to demonstrate their knowledge of rules, strategies and tactics.

Athletic activities such as swimming, orienteering and running challenge students limits and enhance self-discipline and personal engagement.

As an international school, PHE takes place within a context of international mindedness with activities being selected to represent a broad range of cultures and sporting interests, from English cricket to American baseball, Eastern martial arts in dance class to the South East Asian sport of Kabadi – to name but a few.

Physically active students make for healthy learners!

Design

As an area of growing importance in the modern world, Design is one of the eight core MYP subjects.

Students will follow the Middle Years Programme Design Cycle for every unit in MYP1-4 Design. This is a four-part cycle beginning with deep and considered inquiry and analysis

into important topics, pathing the way for students to develop their own ideas based on a Design Brief.

This segues into the creation of a product aimed at solving a proposed problem based upon student-defined success criteria in the form of a Design Specification.

Finally and critically, every project embarked upon is concluded with an in-depth evaluation of the student's design and product, including product testing and considerations into the impact of the solution.

The MYP Design Cycle is a versatile and logical method through which many projects can be tackled and has relevance to the real world. All the unit summative assessments in MYP Design at AIS are authentic real-life opportunities to develop skills and knowledge.

Units throughout MYP include:

- Web Design
- Graphic Design
- Product Design
- Food Design
- Interior Design
- Coding & Programming
- Percussion Instrument Design
- Functional Sculpture Design

Central to Design are the concepts of empathy and problem-solving through creativity.

We strive to be sustainable and environmentally responsible citizens in MYP Design, and by fostering positive and innovative behaviours, we learn to understand that waste creation is a problem that doesn't necessarily have to hamper a subject so inextricable from issues around resource consumption.

Design focuses also on how things work, and how to understand, become involved in, and eventually to influence the systems around us. Students will develop Approaches to Learning skills appropriate to deal with ever-growing societal and international problems in a confident and informed manner.