



The **IMYC** mind map



Things are more stable when different elements are in the correct or best possible proportions

BALANCE



• Through this unit, students will look at balance in art – e.g. through formal positioning, colour, etc. and how artists in different countries use a variety of techniques to affect what we see.

Learning Goals

- 4.1 Know that the study of art is concerned with visual, tactile and personal expression used to share and express emotions, ideas and values
- 4.4 Be able to recognise influential artists from particular countries, genres or periods and the pieces of art they produced
- 4.5 Be able to evidence how artists, craftspeople and designers from a variety of traditions from around the world use materials, forms and techniques to express their feelings, observations and experiences
- 4.6 Be able to use the elements of art and principles of design to discuss and critique works of art showing understanding, respect and enjoyment as appropriate
- 4.8 Be able to create art to achieve a particular purpose so that the idea goes beyond art being exclusively for self-expression and creativity
- 4.9 Be able to evaluate their initial artistic products and adjust the work to better suit their expression
- 4.10 Be able to describe works of art in terms of meaning, design, materials, technique, place and time



• Through this unit, students will explore how the composition of material created using ICT requires a balance of media in order to achieve the maximum impact in a slideshow, a logo and an audio commercial.

Learning Goals

- 4.1 Know that the study of ICT is concerned with applying technology to gather, use and exchange information
- 4.2 Know about an increasing number of applications of ICT for work, communication and leisure
- 4.6 Be able to manipulate and combine different forms of information from different sources in an organized and efficient way
- 4.7 Be able to use ICT to present information in a variety of forms
- 4.9 Be able to use ICT to plan and control events
- 4.13 Understand the importance of considering audience and purpose when presenting information



• Through this unit, students will look at balancing the elements of a story (Characters, Setting, Plot, Theme) to write an imaginative, unique and interesting story

Learning Goals

- 4.11 Be able to determine the theme of a text and its relationship to plot, setting and characters
- 4.17 Be able to write in a range of different forms appropriate for their purpose and readers
- 4.18 Be able to write narratives to communicate real or imagined events using descriptive details and event sequences
- 4.24 Be able to write neatly and legibly
- 4.28 Be able to recognise different forms, genres and themes
- 4.29 Be able to explain and describe the main features, ideas, themes, events, information and characters in a text



• Through this unit, students will look at how societies accept balance characteristics in individuals versus extreme characteristics. What is the impact of this current situation? Has it always been like this? Does it differ between individualistic and collective cultures?

Learning Goals

- 4.6 Know about a range of views, cultures and traditions
- 4.7 Be able to consider and respect the views, cultures and traditions of other people
- 4.29 Be better able to communicate effectively and appropriately with individuals, and reflect upon how their actions affect themselves and others
- 4.32 Be able to consider and respect alternative points of view
- 4.34 Be able to reflect on what they have learned and its implications for their own lives and the lives of other people



• Through this unit, students will determine methods of finding balance in their bodies through circuit training, aerobic exercise and activities like yoga.

Learning Goals

- 4.1 Know the study of physical education is concerned with healthy lifestyle choices and activities which lead to physical, emotional and mental balance
- 4.6 Be able to steadily improve performance with control, coordination, precision and consistency in a range of physical skills and techniques whenever possible
- 4.7 Be able to select a physical activity they enjoy and decide how they will participate in their chosen activity
- 4.10 Be able to use safe and acceptable tactics to steadily improve their own performance and that of a team
- 4.11 Be able to identify the features of a good physical performance
- 4.12 Be able to evaluate their own performance objectively and make a plan of action
- 4.16 Develop an understanding of how physical activity affects the body, mind and emotions
- 4.19 Develop an understanding of how attitudes towards health, practices and behaviours differ based on cultural values and beliefs.



• Through this unit, students will look at the balance between living things and their environments and how imbalance affects changes in the systems.

Learning Goals

- 4.1 Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them
- 4.2 Be able to conduct scientific investigations with increasing rigour
 - Choosing an appropriate way to investigate a scientific issue
 - Making systematic and accurate measurements from their observations
 - Explaining and justifying their predictions, investigations, findings and conclusions
 - Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions
 - Using scientific language to explain any differences found in the results of investigations
 - Generating a hypothesis
 - Gathering and analysing data to test a hypothesis
- 4.6 Know about taxonomy: the classifications of living things
- 4.7 Know that living things benefit and suffer due to internal and external influences in their environments
- 4.13 Know about the energy flow in a food chain, pyramid or web and describe its process
- 4.14 Develop an understanding of the relationship between living things and the environment in which they live.
- 4.16 Develop and understand that gradual and sudden changes in the environment affect organisms and the overall environment
- 4.17 Develop an understanding of the diversity of living things



• Through this unit, students will look at a variety of factors that affect the balance of different communities e.g.: transport, clean water, recreation, rubbish, safety, services. They will also identify phenomena that are impacted by the imbalance and balance of weather, climate and human activity.

Learning Goals

- 4.1 Know that the study of geography is concerned with places and environments in the world
- 4.2 Know about the main physical and human features and environmental issues in particular localities
- 4.3 Know about varying geographical patterns and physical processes of different places
- 4.4 Know about the geography, weather and climate of particular localities
- 4.5 Know about similarities and differences between particular localities
- 4.6 Know how the features of particular localities influence the nature of human activities within them
- 4.8 Know how people and their actions affect the environment and physical features of a place
- 4.12 Know how the combination of geographical, environmental and economic features of a region impact human distribution patterns
- 4.13 Be able to use and interpret globes, maps, atlases, photographs, computer models, and satellite images in a variety of scales
- 4.14 Be able to make plans and maps using a variety of scales, symbols and keys
- 4.18 Be able to explain the relationships between physical characteristics and human behaviours that shape a region
- 4.19 Be able to use maps in a variety of scales to locate the position, geographical features and social environments of other countries and continents to gain understanding of daily life
- 4.20 Be able to explain how physical and human processes lead to similarities and differences between places
- 4.22 Develop an understanding of how localities are affected by natural features and processes
- 4.23 Develop an understanding of how and why people seek to manage and sustain their environment



• Through this unit, students will look at the issue of balance in accounts made by historians. It will explore different perspectives and consider the impact on the stories we inherit.

Learning Goals

- 4.1 Know the characteristic features of particular periods and societies
- 4.2 Know that the study of history is concerned with the past in relation to the present
- 4.3 Know the history of the periods being studied
- 4.4 Know about the ideas, beliefs, attitudes and experiences of people in the past
- 4.5 Know about the social, cultural, religious and ethnic diversity of the periods studied
- 4.7 Be able to enquire into historical questions
- 4.8 Be able to describe how the countries studied have responded to the conflicts, social changes, political changes and economic developments that represent their history
- 4.9 Be able to describe aspects of the past from a range of sources
- 4.10 Be able to describe and identify causes for and results of historical events, situations, and changes in the periods they have studied
- 4.14 Be able to select and record information relevant to an historical topic
- 4.15 Be able to place the events, people and changes in the appropriate periods



• Through this unit, students will look at balancing a belief in one's own culture with a respect for that of others which is different e.g.: individuality vs. community.

Learning Goals

- 4.1 Know about the key features related to the different lives of people in their home country and, where appropriate, their parents' home countries
- 4.2 Know about the key features related to the different lives of people in the countries they have studied
- 4.4 Know about similarities and differences between the lives of people in different countries
- 4.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups
- 4.7 Be able to develop an increasingly mature response to the 'other'
- 4.8 Be able to appreciate another country, culture, society while still valuing and taking pride in one's own
- 4.11 Develop an understanding that there is value in knowing and understanding both the similarities and differences between different countries



• Through this unit, students will explore how musical elements are balanced within a composition to make it recognisable as the genre of rock music.

Learning Goals

- 4.2 Know the uses of the elements of music
- 4.4 Know characteristics of representative music genres and styles from a variety of cultures
- 4.6 Be able to use music vocabulary and apply the elements of music to analyse and describe musical forms
- 4.7 Be able to interpret standard notation symbols
- 4.8 Be able to sing and/or play a melody with accompaniment
- 4.10 Be able to create or compose short pieces within specified parameters
- 4.11 Be able to perform a repertoire of music, alone or with others, with attention to performance practice, breath-control, posture, and tone quality
- 4.12 Be able to make judgements about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate
- 4.14 Be able to improvise, extend or create music to express emotion, ideas, creativity and imagination
- 4.15 Be able to perform as part of an ensemble and contribute to the overall experience of the collaboration
- 4.16 Be able to consider pieces of music in terms of meaning, mood, structure, place and time

