

PYP and MYP Curriculum Links

teamLab Concepts	Key ideas	PYP	MYP
<p>Digitalised Art – We believe that the digital domain can expand art</p>	<p>Digital Technology Releases Expression from Substance and Creates an Existence with the Possibility for Transformation</p> <p>Expansion and Space Adaptability</p> <p>Digital Technology Has Allowed Us to Express Change in Itself</p>	<p><i>How we express ourselves -</i> Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Art</p> <ul style="list-style-type: none"> engage in a process of creative exploration and (self-) discovery make purposeful connections between investigation and practice understand the relationship between art and its contexts <p>Design</p> <ul style="list-style-type: none"> develop an appreciation of the impact of design innovations for life, global society and environments appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
<p>Ultrasubjective space – Pre-modern knowledge and ancient Japanese spatial</p>	<p>The World as a Japanese Painting (a sense of spatial awareness interpreted in premodern Japanese art)</p> <p>Ancient Japan’s Spatial Awareness as Ultrasubjective Space</p> <p>How the Human Eye Sees (people use their eyes like an extremely weak camera)</p>	<p><i>Where we are in place and time -</i> Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p>Design</p> <ul style="list-style-type: none"> appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
<p>Relationships Among people – changing the relationships among people: making the presence of others a positive experience</p>	<p>Digital art has the ability to change the relationships among people who are present within the same space. If the interaction of other people with an artwork creates change that we feel is beautiful, then the presence of others can in itself become a positive element.</p> <p>In this way, the search for new relationships between people may be able to go beyond art, potentially creating new relationships between cities and individuals, as well as new ways to bring peace among people.</p>	<p>1) <i>Who we are -</i> Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> <p>2) <i>How we organize ourselves -</i> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</p>	<p>Art</p> <ul style="list-style-type: none"> engage in a process of creative exploration and (self-) discovery understand the relationship between art and its contexts deepen their understanding of the world <p>Individuals and societies</p> <ul style="list-style-type: none"> appreciate human and environmental commonalities and diversity understand the interactions and interdependence of individuals, societies and the environment develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

Future World: Where Art Meets Science (International Baccalaureate)

<p>Digitised Nature – Nature becomes Art</p>	<p>By turning nature into art we can gain a sense of the continuity of nature, that humans do not usually perceive.</p>	<p><i>How the world works -</i> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>Individual and societies</p> <ul style="list-style-type: none"> • appreciate human and environmental commonalities and diversity • understand the interactions and interdependence of individuals, societies and the environment • understand how both environmental and human systems operate and evolve <p>Sciences</p> <ul style="list-style-type: none"> • develop sensitivity towards the living and non-living environments reflect on learning experiences and make informed choices.
<p>Transcending Boundaries – removing boundaries between artwork</p>	<p>Boundaries are created when ideas and concepts are materialized in the real world.</p>	<p><i>How we express ourselves -</i> Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Art</p> <ul style="list-style-type: none"> • engage in a process of creative exploration and (self-) discovery • understand the relationship between art and its contexts • deepen their understanding of the world
<p>Body immersive – dissolving the boundary between the body and the artwork</p>	<p>With immersion of the body into the artwork, the boundary between the self and the artwork becomes ambiguous. And, through that experience, the boundary between the self and the world begins to disappear.</p> <p>Because our presence and the presence of others can cause change in the shared world of the artwork, it is possible that we will feel ourselves and others meld with the world and become one body.</p>	<p>1) <i>How we express ourselves -</i> Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>2) <i>How the world works -</i> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>3) <i>How we organize ourselves -</i> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</p>	<p>Individuals and societies</p> <ul style="list-style-type: none"> • appreciate human and environmental commonalities and diversity • understand the interactions and interdependence of individuals, societies and the environment • develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

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<p>Time continuity</p>	<p>Humans cannot recognize time longer than their own lifespans. In other words, there is a boundary in our understanding of the long continuity of time. Shapes have been created by nature over many months and years and have been molded by the interactions between people and nature. We can perceive this long duration of time in these shapes themselves.</p>	<p><i>How the world works -</i> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>Art</p> <ul style="list-style-type: none"> • develop skills specific to the discipline • make purposeful connections between investigation and practice • deepen their understanding of the world <p>Sciences</p> <ul style="list-style-type: none"> • develop sensitivity towards the living and non-living environments reflect on learning experiences and make informed choices.
<p>Co-creation – collaborative creation</p>	<p>Today, in education and everyday life, however, creativity is suppressed rather than encouraged. Furthermore, many people are addicted to smartphones. Their brains may be connected to someone via the smartphone, but their body remains thoroughly isolated. The opportunity to nurture joint collaborative activity has in this respect decreased.</p>	<p><i>How we express ourselves -</i> Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Interdisciplinary learning</p> <ul style="list-style-type: none"> • develop a deeper understanding of learning skills and apply them in meaningful contexts • integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines • inquire into compelling issues, ideas and challenges by creating products or explaining phenomena

IBDP Curriculum links

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<p>Digitalised Art – We believe that the digital domain can expand art</p>	<p>Digital Technology Releases Expression from Substance and Creates an Existence with the Possibility for Transformation</p> <p>Expansion and Space Adaptability</p> <p>Digital Technology Has Allowed Us to Express Change in Itself</p>	<p>Infotechnology and global society</p> <ul style="list-style-type: none"> develop the student’s understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders <p>Design and technology</p> <ul style="list-style-type: none"> an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems. <p>Visual Arts</p> <ul style="list-style-type: none"> enjoy lifelong engagement with the arts become informed, reflective and critical practitioners in the arts understand the dynamic and changing nature of the arts explore and value the diversity of the arts across time, place and cultures
<p>Ultrasubjective space – Pre-modern knowledge and ancient Japanese spatial</p>	<p>The World as a Japanese Painting (a sense of spatial awareness interpreted in premodern Japanese art)</p> <p>Ancient Japan’s Spatial Awareness as Ultrasubjective Space</p> <p>How the Human Eye Sees (people use their eyes like an extremely weak camera)</p>	<p>History</p> <ul style="list-style-type: none"> develop an understanding of, and continuing interest in, the past encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past. <p>TOK</p> <ul style="list-style-type: none"> to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions to engage students with multiple perspectives, foster openmindedness and develop intercultural understanding
<p>Relationships Among people – changing the relationships among people: making the presence of others a positive experience</p>	<p>Digital art has the ability to change the relationships among people who are present within the same space. If the interaction of other people with an artwork creates change that we feel is beautiful, then the presence of others can in itself become a positive element.</p> <p>In this way, the search for new relationships between people may be able to go beyond art, potentially creating new relationships between cities and individuals, as well as new ways to bring peace among people.</p>	<p>Geography</p> <ul style="list-style-type: none"> develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales <p>Social and cultural anthropology</p> <ul style="list-style-type: none"> explore the characteristics and complexities of social and cultural life develop new ways of thinking about the world that demonstrate the interconnectedness of local, regional and global processes and issues foster an awareness of how cultural and social contexts inform the production of anthropological knowledge develop as critical thinkers who are open-minded, reflective and ethically sensitive <p>Environmental systems and societies</p> <ul style="list-style-type: none"> appreciate the dynamic interconnectedness between environmental systems and societies develop awareness of the diversity of environmental value systems

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<p>Digitised Nature – Nature becomes Art</p>	<p>By turning nature into art we can gain a sense of the continuity of nature, that humans do not usually perceive.</p>	<p>Philosophy</p> <ul style="list-style-type: none"> • develop an inquiring and intellectually curious way of thinking • examine critically their own experiences and their ideological and cultural perspectives <p>TOK</p> <ul style="list-style-type: none"> • to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question • to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations • to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
<p>Transcending Boundaries – removing boundaries between artwork</p>	<p>Boundaries are created when ideas and concepts are materialized in the real world.</p>	<p>Philosophy</p> <ul style="list-style-type: none"> • develop an inquiring and intellectually curious way of thinking • examine critically their own experiences and their ideological and cultural perspectives • appreciate the diversity of approaches within philosophical thinking • apply their philosophical knowledge and skills to the world around them <p>Design and technology</p> <ul style="list-style-type: none"> • an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives • skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.
<p>Body immersive – dissolving the boundary between the body and the artwork</p>	<p>With immersion of the body into the artwork, the boundary between the self and the artwork becomes ambiguous. And, through that experience, the boundary between the self and the world begins to disappear.</p> <p>Because our presence and the presence of others can cause change in the shared world of the artwork, it is possible that we will feel ourselves and others meld with the world and become one body.</p>	<p>Social and cultural anthropology</p> <ul style="list-style-type: none"> • explore the characteristics and complexities of social and cultural life • foster an awareness of how cultural and social contexts inform the production of anthropological knowledge • develop as critical thinkers who are open-minded, reflective and ethically sensitive

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