

## Grade 11 Curriculum Overview

| Content |                |
|---------|----------------|
| 1       | CSEC English A |
| 2       | CSEC English B |
| 3       | Mathematics    |
| 4       | Biology        |
| 5       | IT             |
| 6       | Spanish        |
| 7       | History        |
| 8       | PE             |
| 9       | PoB            |
| 10      | Physics        |
| 11      | Chemistry      |
| 12      | PSHE           |
| 13      | Visual Arts    |

### **International Baccalaureate Organization (IBO)**

Since 2009, IA has been proud to be part of a family of over 3500 schools globally that offer the International Baccalaureate Diploma Programme (IBDP). The IBDP is a post-16 course, but the knowledge and skills required to become an IBDP student starts from a strong secondary education. The IB Learner Profile aims to develop internationally minded junior scholars, who recognize our common humanity and shared guardianship of the planet from a young age. Teachers strive to plan lessons that incorporate the IB Learner Profile below:

|             |               |             |               |            |
|-------------|---------------|-------------|---------------|------------|
| Inquirers   | Knowledgeable | Thinkers    | Communicators | Principled |
| Open-minded | Caring        | Risk-takers | Balanced      | Reflective |

**Curriculum Philosophy** - As an international school, with staff and students from all over the world, IA is proud to offer an academic programme that draws on aspects of IBO, European, North American and Caribbean Curriculums. Our aim is to create 21<sup>st</sup> century students who are able to adapt to any learning or employment institution they choose.

**Knowledge and Skills** - At IA, we believe knowledge is power! A student feeling knowledgeable is key to building life-long self-esteem and confidence. However, in a 21<sup>st</sup> century world where knowledge can be just a click away, skills are imperative. At IA, we pride ourselves on teaching our young people how to solve real-life challenges. We encourage our students to analyze and evaluate information from different perspectives and reach objective conclusions.

**Assessment for Learning** - At Secondary level the students are assessed in a number of ways and they require 70% to 'Pass'. Summative assessment takes place in the form of end of unit or end of term formal exams. Formative assessment happens continually throughout the year in the form of class and homework. Students are accustomed to peer and self-assessment and are sometimes marked for group/team work. This is common practice in work places and can be a very powerful tool for self-improvement. Most courses also award marks for organization and there is also an effort grade recorded on the termly report cards.

**Class Time** - At IA, we aim to plan our lessons backwards! Teachers plan learning activities based on the skills and knowledge the students should have acquired by the *end of the class*. Students are exposed to a wide variety of kinesthetic, visual and auditory activities. They have regular opportunities to work alone, in pairs and in groups. They are encouraged to present their work to their peers and to be proud of their achievements.

**Homework** - At secondary level, students are set several pieces of homework per week. Students are required to record the tasks and their due dates in their planners/agendas and they should be signed by a parent at the weekend and returned to the homeroom teacher on Mondays.

|                               |                                       |
|-------------------------------|---------------------------------------|
| <b>Subject</b> CSEC English A | <b>Grade</b> 11                       |
| <b>Teacher:</b> Tori Ryan     | <b>Email:</b> tryan@islandacademy.com |

This course is designed to prepare students to successfully complete the CSEC English A examination. As such, students will focus on improving their academic and creative writing skills. Students will complete grammar practice daily as well as read model texts designed to scaffold their ability to write fluently in a variety of genres. The course will be taught separately from the English B curriculum but was designed in tandem to support students' overall readiness for the CSEC exams. Some assignments will directly relate to the reading assigned in their literature course and students are encouraged to make cross-curricular connections. Students will complete grammar and creative writing exercises throughout the year and complete sample examinations in addition to the following devoted units:

### Topics and Skills Overview

#### Term 1

**Unit 1:** Writing for Literature: Poetry & Literary Elements

**Unit 2:** Grammar, diction, and editing for professionalism (Paper 1)

**Unit 3:** Reading comprehension and analysis (Paper 1)

Independent reading project #1

#### Term 2

**Unit 4:** Summary Writing (Paper 2)

**Unit 5:** Expository Writing (Paper 2)

**Unit 6:** Persuasive Writing (Paper 2)

Independent reading project #2

#### Term 3

**Unit 7:** Writing for the Future (academic/vocational)

**Unit 8:** Review

Independent reading project #3

Each term will have ongoing grammar, vocabulary, and language practice.

### Grading Policy

|                                      |     |
|--------------------------------------|-----|
| Class participation                  | 10% |
| Homework, classwork                  | 30% |
| Tests, quizzes, essays, and projects | 40% |
| End of term exam                     | 20% |

### Independent and Home Learning

CSEC is a very demanding curriculum. Students should expect nightly homework assignments, ranging from readings (with note-taking) to presentation-development to quiz or test preparation.

|                                |  |
|--------------------------------|--|
| <b>Subject:</b> CSEC English B | <b>Grade</b> 11                          |
| <b>Teacher:</b> Jenna DiCocco  | <b>Email:</b> jdicocco@islandacademy.com |

### **Term 1: Topics and Skills Overview**

- Improve writing and analytical skills
- Study texts and build skills in preparation for the CSEC English B Exams
- CSEC-Required Poetry Studied:
  - 20 prescribed poems for the 2023-2027 exams
- Begin work on the School-Based Assessment (SBA) for the 2023-2027 CSEC Exams

### **Term 2: Topics and Skills Overview**

- Hone writing and analytical skills
- Complete work on the School-Based Assessment (SBA) for the 2023-2027 CSEC Exams
- Review all CSEC-Required texts (studied in Grade 10 and in Term 1) and build skills in preparation for the CSEC English B Exams

### **Term 3: Topics and Skills Overview**

- Hone writing and analytical skills
- Review all CSEC-Required texts (studied in Grade 10 and in Term 1) and build skills in preparation for the 2023-2027 CSEC English B Exams

### **Assessment Criteria**

Students are graded as follows:

- Homework = 25%
- Classwork = 15%
- Quizzes and projects = 20%
- Essays and tests = 20%
- Participation = 20%

### **Independent and Home Learning**

CSEC is a very demanding curriculum. Students should expect nightly homework assignments, ranging from readings (with note-taking) to presentation-development to quiz or test preparation.

During Terms 1 and 2, students should expect to spend one to two hours per 40 minute class period night on their English B homework.

In Term 3, most student work will be completed in class.

|                                 |   |
|---------------------------------|---|
| <b>Subject</b> Mathematics      | <b>Grade</b> 11                             |
| <b>Teacher:</b> Sean Bhadrinath | <b>Email:</b> sbhadrinath@islandacademy.com |

### **Term 1: Topics and Skills Overview**

Number Theory: Operations, HCF & LCM, Ratio, Indices, Sequences, Bases  
 Consumer Arithmetic: Profit & Loss, Interest & Depreciation, Exchange rates, Salaries, Wages, Taxes, Utilities  
 Sets: Describe sets, Interpret sets, Represent sets, Venn diagram  
 Measurement: Estimating, Perimeter, Area, Circles, Surface Area, Volume, Units Error Intervals, Speed distance time  
 Statistics: Data, Displaying Information, Averages, Cumulative Frequency, Probability theory, Combining probability  
 Algebra: Combining expressions, Expanding & Factorising, Change the subject, Solving equations, Variation

### **Term 2: Topics and Skills Overview**

Relations Functions Graphs: Equations of graphs, Inequalities, Functions, Travel  
 Geometry: Lines, Angles, Parallel, Triangles, Quadrilaterals, Constructions, Similarity, Congruence, Pythagoras  
 Transformations and Trigonometry: Calculating angles and lengths, Trigonometric ratios, Trigonometry with bearings, Sine rule, cosine rule, Transformations,  
 Vectors and Matrices: Vector concepts, Column vectors, Magnitude, Scalar, Collinearity, Matrix operations, Determinant & Inverse, Transformations with matrices, Algebra with matrices

### **Term 3: Topics and Skills Overview**

The final term will be predominantly used for revision work and exam practice. We will cover any topics which students are feeling concerned about and any topics that the class has struggled with throughout the year. We will also focus on exam paper technique.

Students will have the opportunity at the beginning of the term to nominate specific topics that they want to cover again in lessons and the schedule will be structured around this. If necessary there will be extra revision sessions available for all pupils.

### **Assessment Criteria**

Students' grades will be made up as follows:  
 35% Topic tests  
 25% Homework  
 15% Participation  
 25% Classwork

### **Independent and Home Learning**

Students will be given approximately 1 hour of homework each week; This may vary depending on the topic and the time of year (it will increase to allow for focused revision nearer the exam).

Students must understand to achieve their potential they need to tailor their independent learning appropriately. If they have struggled with a topic in class, they must go home and revise the work. If they are still struggling, they must find a time to meet with me to work one to one and ensure they do not fall behind.

|                                   |   |
|-----------------------------------|---|
| <b>Subject</b> Biology            | <b>Grade</b> 11                                 |
| <b>Teacher:</b> Karol Lyn Edwards | <b>Email:</b> karollynedwards@islandacademy.com |

**Term 1: Topics and Skills Overview**

1. Meiosis, Sexual reproduction in plants and animals- Explain the roles of meiosis in the transmission of inheritable genetic characteristics
2. Variation, Heredity & Selection
3. Disease & Man/Drug Abuse - Discuss the treatment and control of the four main groups of disease.

**Term 2: Topics and Skills Overview**

4. Soil and ecology- carry out a simple ecological study using the most appropriate collecting and sampling methods.
5. Man's impact on the environment- describe the impact of human activities on natural resources and the environment

**Term 3: Topics and Skills Overview**

Review and practice for the CXC Exam

**Assessment Criteria**

Tests and quizzes – 30%  
Labs - 15%  
Presentations, Assignments, Homework and projects – 20%  
Participation - 5%  
Final Exam – 30%

**Independent and Home Learning**

Students are expected to do all reading and book questions that are assigned on their course outline given the first day of classes. All other projects, assignments and labs will be assigned as relevant. As this is the CXC exam year students are also expected to complete past papers and work from their review guide. They should be doing independent review using the review guide from the beginning of the school year.

|                                       |  |
|---------------------------------------|--|
| <b>Subject</b> Information Technology | <b>Grade</b> 11                        |
| <b>Teacher:</b> Taurean Allen         | <b>Email:</b> tallen@islandacademy.com |

### **Term 1: Topics and Skills Overview**

By the end of term 1 Students should have covered the following:

1. Programming Implementation cont'd: know how to translate an algorithm into a high level programme, and to employ techniques to successfully execute a programme.
2. SBA: completion of 1st Draft
3. Revision: Computing Fundamentals and Information Processing, Computer Networks and Web Technology

### **Term 2: Topics and Skills Overview**

By the end of term 2 Students should have covered the following:

4. Revision: Social and Economical Impact of Information and Communications Technology (ICT), Word Processing and Web Page Design
5. CXC Preparations: Mock Exam
6. SBA: completion of final draft

### **Term 3: Topics and Skills Overview**

By the end of term 3 Students should have covered the following:

7. Revision: Spreadsheet and Database
8. Boot Camp: CXC Preparations - Paper 1 and Paper 2
9. CXC exams

### **Assessment Criteria**

Class Participation & Attitude 10%  
Classwork 10%  
SBA 25%  
Quiz/Mock 25%  
Final Exam 1 15%  
Final Exam 2 15%

### **Independent and Home Learning**

Students are expected to practice tasks performed in the classroom at home. They're also expected to focus on SBAs for individual tasks. Students should spend at least 1 hr on SBAs each week until completion.

|                                 |  |
|---------------------------------|--|
| <b>Subject</b> Spanish          | <b>Grade</b> 11                          |
| <b>Teacher:</b> Jhonaton Thomas | <b>Email:</b> kjthomas@islandacademy.com |

The Grade 11 program is based on the proper usage of tenses, grammar. Students will be able to dominate the proper usage of: the present continuous, present, preterite, imperfect, present participle, imperatives, immediate future, subjunctive, perfect and future tenses.

**Term 1**

- Unidad 1: En la Familia (In my family).
- Unidad 2: Vamos a casa (At home).
- Unidad 3: A estudiar (School)
- Unidad 4: Mi tiempo libre (Free time)
- Unidad 5: Vamos de viaje (travelling)

**Term 2**

- Unidad 6: ¡A la orden! (I'm here to serve you)
- Unidad 7: En el camino (On the way)
- Unidad 8: Don dinero (shopping and being a consumer)
- Unidad 9: ¿Qué nos trae el future? (job applications)

**Term 3**

Revision and preparation for CSEC examinations

**Assessment Criteria**

**Assignments:** Any work given during a unit or subunit to show mastery of a topic learnt. Assignments include the core CSEC competencies grammar/vocabulary, listening, reading, writing, and speaking. The core competencies **all** add up to 50% of your overall grade.

**Homework and Classwork:** Any work given to help the student catch up, better understand a topic, and have greater command of a topic. HW and CW add up to 10% of your overall grade.

**Quizzes/Tests:** An Evaluation given at the end of a Unit or Subunit. Pop Quizzes are also possible. Quizzes/Tests add up to 15% of your overall grade.

**Exam:** An evaluation given at the end of a term. Exams add up to 20% of your overall grade.

|                                       |
|---------------------------------------|
| Grammar & Vocabulary Assignments 10%  |
| Reading comprehension Assignments 10% |
| Listening Assignments: 10%            |
| Written Expression Assignments: 10%   |
| Speaking Assignments 10%              |
| Quiz 15%                              |
| Exam 20%                              |
| Homework, class work 10%              |
| Class Participation 5%                |

**Independent and Home Learning**

Homework and daily study are essential in active learning. The students are responsible for completing this homework on time whether they are present in class or not. Technical problems are not acceptable excuses for not completing your homework on time. Duolingo is a perfect free app to revise vocabulary and grammar. 25 minutes a day will support learning.

|                                   |   |
|-----------------------------------|---|
| <b>Subject</b> Physical Education | <b>Grade</b> 11                           |
| <b>Teacher:</b> Mark Mitchell     | <b>Email:</b> mmitchell@islandacademy.com |

**Term 1: Topics and Skills Overview**

Theory- Respiratory System, Nervous System, Sport Related Injuries (Types, Causes, Prevention & Treatment), Principles of Training and conditioning, Methods of Training, Components of a Training session, Energy Systems, Muscle Development

**Term 2: Topics and Skills Overview**

Theory- Digestive System, Excretory System, Integumentary System, Health-Related Terms (health nutrients, malnutrition, wellness). Caribbean Food Groups, Fueling for Sports Performance, Factors that Affect Diet, Eating Disorders, Curriculum Review

**Term 3: Topics and Skills Overview**

Theory – Exam Prep: Sample Questions, Mock Exams

**Assessment Criteria**

SBA – 10%  
Internal Sports Evaluations – 45%  
External Sports Evaluation – 15%  
Exam – 30%

**Independent and Home Learning**

SBA – Intramural Sporting Event Planning (Term 1), Implementation & Portfolio (Term 2)  
Trends and Social Issues report and presentation (Term 3)



|                                       |   |
|---------------------------------------|---|
| <b>Subject</b> Principles of Business | <b>Grade</b> 11                           |
| <b>Teacher:</b> Dinah Whittier        | <b>Email:</b> dwhittier@islandacademy.com |

### **Term 1: Topics and Skills Overview**

Completion of student's first draft SBA  
 Logistics & Supply chain (transport documents and onwards)  
 Role of Government  
 Business Finance & Technology  
 Social Accounting and Global Trade  
 Regional and Global Business Environment  
 End of Term- 1 individual and 2 group assessment will be done during the school term (no written exams)

### **Term 2: Topics and Skills Overview**

Completion and submission of final SBA to CXC (end of January)  
 Review and preparation for CXC exam - Past exam papers, test and quizzes

### **Term 3: Topics and Skills Overview**

Students taking exams paper 1 and 2 (boot camps)

### **Assessment Criteria**

Individual Assessment: 15%  
 Group Assessment: 20%  
 Paper One: Multiple Choice: 15% (1h 15mins)  
 Paper Two: Short answers and Essay questions: 30% (2hrs)  
 School Based Assessment: 20%

### **Independent and Home Learning**

Principles of Business is an introductory course, which surveys the role of business in society. At its simplest level business is the exchange of goods and services for mutual benefit or profit. Students will be exposed to a wider variety of topics including the terms, trends, organizational structure and opportunities inherent in this exchange.

|                                |   |
|--------------------------------|---|
| <b>Subject</b> Physics         | <b>Grade</b> 11                         |
| <b>Teacher:</b> Frances Averre | <b>Email:</b> faverre@islandacademy.com |

**Term 1: Topics and Skills Overview**

SECTION C (continued): WAVES AND OPTICS

Unit 1: Waves and optics

- Lenses

SECTION E: THE PHYSICS OF THE ATOM

Unit 1: Models of the Atom

- History of the atom
- Structure of the atom
- Radioactivity
- Half lives
- Nuclear energy

**Term 2&3: Topics and Skills Overview**

SECTION D: ELECTRICITY AND MAGNETISM

Unit 1: Static and Current Electricity

- Static electricity

Unit 2: Electrical Circuits

- Circuit Symbols
- Series and Parallel circuits
- Circuit Symbols
- Series and Parallel circuits
- Resistance
- Logic Gates

Unit 3: Magnetism and Electromagnetism

- Magnets
- Electromagnets
- Right/Left hand rules
- Motors
- Generators
- Transformers

REVIEW, PAST PAPER PRACTICE, STUDY AND PREPARE FOR CXCs!!

**Assessment Criteria**

|                             |     |
|-----------------------------|-----|
| Homework                    | 20% |
| Classwork and Presentations | 20% |
| Labs                        | 20% |
| End of Topic Test           | 30% |
| Effort and Participation    | 10% |

**Independent and Home Learning**

Students will be given approximately 2-3 hours of homework each week. This may vary depending on the topic and the time of year (it will increase to allow for focused revision nearer the exam). Most homework will be from the required textbooks or handouts that the teacher will provide. Students will also be required to have internet access for research and projects.

|                                   |   |
|-----------------------------------|---|
| <b>Subject</b> Chemistry          | <b>Grade</b> 11                                 |
| <b>Teacher:</b> Karol Lyn Edwards | <b>Email:</b> karollynedwards@islandacademy.com |

### Term 1: Topics and Skills Overview

1. Organic Chemistry and Polymers – Sources of hydrocarbon compounds. Bonding reactions of carbon containing compounds. Distinguish between addition and condensation as reactions in the formation of polymers. State the use of named polymers.
2. Metals – Describe the physical and chemical properties of metals, the reactivity and extraction of metals, their uses and impact on living things and the environment
3. Non-metals – Describe the physical and chemical properties of non-metals, their preparation, uses and their effects on living things and the environment.

### Term 2: Topics and Skills Overview

4. Green Chemistry and water – Define green chemistry and outline its principles. Discuss the effect of the unique properties of water in living things. Describe treatment of water for domestic purposes.
5. Rates of reaction – define and identify the factors, which affect the rate of reaction. Predict the effect of factor on rates from given data and interpret graphical data.
6. Energy and energetics – distinguish between exothermic and endothermic reactions and draw energy profile diagrams to represent both. Calculate energy changes from experimental data.

### Term 3: Topics and Skills Overview

Review and practice for the CXC exam

### Assessment Criteria

Tests and quizzes – 30%  
 Labs - 15%  
 Presentations, Assignments, Homework and projects – 20%  
 Participation - 5%  
 Final Exam – 30%

### Independent and Home Learning

Students are expected to do all reading and book questions that are assigned on their course outline given the first day of classes. All other projects, assignments and labs will be assigned as relevant. As this is the CXC exam year, students are also expected to complete Past Papers and work from their review guide. They should be doing independent review using the review guide from the beginning of the school year.

|                              |  |
|------------------------------|--|
| <b>Subject</b> PSHE          | <b>Grade</b> 11                        |
| <b>Teacher:</b> Alaina Gomes | <b>Email:</b> agomes@islandacademy.com |

PSHE (personal, social, health and economic) education aims to develop knowledge, skills and attributes in students that will help them prepare them for life and work in a modern world. The course will help students understand the connection between academic, social and emotional wellbeing and provide a platform for discussing a variety of strategies for success.

### Topic and Skills Overview (cycle 1)

#### Healthy Relationships

- Self-esteem, romance, and friendships.
  - *Students will explore how to safely and responsibly form positive relationships (including those among their family, peers, staff at school, and the wider community)*
  - *Students will learn conflict resolution strategies, how to repair broken friendships, how to set boundaries in relationships, and the importance of empathy. Students will have the opportunity to discuss the emotional and physical realities and responsibilities of relationships.*
  - *Students will further learn how to differentiate between healthy and unhealthy relationships and ways to build/ improve their self esteem (including aspects of body image and stereotypical ideologies of “beauty”)*
- Consent
  - *Students will learn about the law regarding consent and the skills to assess their readiness for sex verses being pressured into sexual activity.*
  - *Sexual, physical and emotional abuse.*

#### Living in the Wider World

- Planning for our future
  - *Students will identify different career options based on their skills, talents and personalities.*
  - *Students will be assessed for their personality type and learn the link between their personality type and potential career paths that might suit them best.*
  - *Students will research and narrow down potential schools and programs that are of interest to them. Those that are ready to start applying for schools and/ or looking into internships or job opportunities will begin to do so.*
  - *Students will be able to map out their potential career path and the steps needed to accomplish their life/ career goals.*
  - *Students will learn skills and information regarding problem solving (at work, university and life in general), budgeting, saving, resume writing, curriculum vitae writing and creating their own balanced lifestyle*

### Topics and Skills Overview (cycle 2)

#### Health and Wellbeing

- Risks of alcohol, tobacco, marijuana and other substances/ potential addictions (e.g. gambling).
  - *Students will learn to identify when they are being pressured into using various drugs, and the strategies and resources they can use to help themselves and others if they are being pressured.*
  - *Students will be able to describe local and international laws regarding alcohol, tobacco and other substances and become knowledgeable about what addiction is, causes of addiction, treatment for addiction and identify resources available for support.*
- Strategies for maintaining good personal hygiene.
  - *Dental hygiene, menstrual and genital hygiene, hand washing, nail care, body washing etc)*
- Nutrition and the importance of Physical activity
  - *Students will learn the link between healthy eating, physical activity and mental health*

#### Mental Health



- Tackling stigma surrounding mental health
  - *Students will discuss and learn the differences between mental illness and mental health, define terms such as self-harm, depression, anxiety and low-self esteem, and explore techniques to self heal and assist peers with the healing process as well.*
  - *Students will learn the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and what to do if they*
  - *Students will learn about emotional intelligence (EI) and the ways they can improve the EI.*

**Independent and Home Learning**

Students will be given approximately 1 hour of homework each week. This may vary depending on the topic and the time of year as students will be putting into practice what they learn in class.

Students will also be required to have internet access for research and projects!

|                              |   |
|------------------------------|---|
| <b>Subject Art</b>           | <b>Grade 11</b>                         |
| <b>Teacher:</b> Laura Haynes | <b>Email:</b> lhaynes@islandacademy.com |

**Term 1: Topic and Skills Overview**

- **Ceramic Bust** - exploration of the use of the bust in historical ceramics. Research skills and concept development. Conceptual development using work of other artists and own creativity. Handbuilding techniques. Shape form, structure. Understanding of clay building, drying, firing and glazing.
- **Animation - Stop motion** - Mood boards, Paper cutouts, drawing, digital skills, group work and collaboration. Artists: Nick Park, Lotte Reiniger, Ray Harryhausen, Kirsten Lepore.

**Term 2: Topics and Skills Overview**

- **Propaganda Art Posters:** Exploration of the use of posters for propaganda and messaging. painting, collage, photomontage.
- **African Art - Ceramic masks** - intro to african culture and art, look at pattern, texture and symbolism. Ceramic hand building techniques, glazing and oxides. Artists: Magdalene A. N. Odundo.

**Term 3: Topics and Skills Overview**

- **Printmaking - flora and fauna of Antigua & Barbuda** - exploration of what animals, insects and plants are native to Antigua. Drawing, development of a concept, research, communication, group work. Lino and monoprint. Negative and positive space.
- **Art Movements exploration** - research focused project, discovering art movements and styles that are interesting to the student. Research skills, concept development, painting, reflection.

**Assessment Criteria**

Work from each project will be marked out of 100%

|                              |     |   |
|------------------------------|-----|---|
| Knowledge and Understanding  | 20% | (research/subject matter and artists etc.)  |
| Participation and Engagement | 30% | (behaviour/work ethic/willingness to learn/engagement in class discussion)  |
| Creativity and Imagination   | 20% | (willingness to take risks/ make mistakes through trial and error /demonstration of personal style and imagination) |
| Classwork & Homework         | 30% | (class assignments/graded drawings and pieces of physical work/written work/presentation of materials)              |

**Independent and Home Learning**

Students will be given at least 2 pieces of homework per week, written or practical.  
 Development of project ideas at home, independent research into artists or art movements that will assist with current project development.  
 Independent artwork is recommended at home to practice skills - this will not be graded or brought to school but it is useful to develop skills and personal artistic style outside of class time, and will benefit the students' development in Art.