

**MYP 1 (Grade 6) English**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content	Summative assessment
Autobiography	Identity	Self-expression Genre	Identities and relationships  Exploration: Social construction of reality	Genres such as autobiography, which rely on self-expression, are an important aspect of identity formation.	B) i, ii C) i, ii, iii D) i, ii, iii, vi	Communication; organise and depict information logically  Thinking (creative thinking): create original works and ideas	Autobiographical texts: Boy, Roald Dahl; War Boy, Michael Foreman; Cider with Roses, Laurie Lee  Structure and bringing incidents alive	Write a recount based on their personal experiences
Novel: Iqbal	Perspective	Character Setting	Identities and Relationships  Exploration: Moral reasoning and ethical judgements	Exploring the perspective of a character in their setting is important when engaging in moral reasoning	B) i, ii C) i, ii, iii D) i, ii, iii	Communication; make inferences and draw conclusions & organise and depict information logically	Class reading of the novel Iqbal. Focus on comprehension and persuasive language techniques.	Write a speech against child slavery at an American conference  Class test

				and ethical judgements				
Environmental change	Communication	Context Purpose Style Point of View	Fairness and development:  Students will explore rights and responsibilities; sharing finite resources	Humans can respond in a range of ways to geological and atmospheric change	A) i, ii, iii, B) i, ii, iii C) i, ii, iii, iv D) i, ii, iii, iv, v	Self-management; reflection skills  Research; Information literacy skills	Students will explore the impact that natural disasters have on individuals and communities through reading, viewing and analysing a range of texts.	Students will demonstrate their research skills by investigating a natural disaster, taking notes and preparing an oral report describing aid organizations that have been established to respond to the needs of communities affected by natural disasters.
Short story	Creativity	Character Setting Point of view	Personal and cultural expression	A character's point of view can be used to create a short story from a different perspective	B) i, ii C) i, ii, iii D) i, ii, iii, iv	Communication skills; Use intercultural understanding to interpret communication  Creative thinking skills; Create original works and ideas; use existing works and ideas in new ways	Students will learn the structure of a short story, and what makes a short story interesting.	Write a short story based on a picture stimuli provided by the teacher

Poetry	Creativity	Audience imperative s  Setting	Personal and cultural expression	Artists use their creativity to share a message with its audience, often to convey their views on current situations	C) i, ii, iii, iv	Research skills:information literacy skills  Thinking skills:creative thinking	Students will conduct research into the artist Banksy, and then create a poem to express the meaning behind the art.	You are a Poet.You have been asked to try to articulate the meaning behind your chosen piece of art.
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**MYP Grade 6 Design**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
<p>Ancient Egypt</p> <p>*IDU with Individuals &amp; Societies</p>	Time, place and space	Adaptation, Perspective	Personal and cultural expression (Belief systems)	Understanding ancient Egyptian rituals and beliefs helps us reflect on what life was like at the time.	A,B,C,D	<p><i>Communication</i> Find information for disciplinary and interdisciplinary inquiries</p> <p><i>Self-management</i> Create plans to prepare for summative assessments</p> <p><i>Thinking</i> Combine knowledge, understanding and skills to create a product.</p>	<p>Using raw materials, students are required to create a sarcophagus for an ancient Egyptian figure of choice.</p> <p>The sarcophagus should communicate an understanding of the chosen figure's life.</p> <p>To achieve this, students will need to investigate what life was like at that time in Egypt.</p>
Learner Profile animations	Development	Form, Function	Personal and cultural expression (Philosophies and ways of life)	The form of an animation can change depending on its intended audience and	A,B,C,D	<p><i>Communication</i> Use a variety of media to communicate with a range of audiences</p>	<p>Students will learn how to use Scratch programming.</p> <p>Using Scratch, students are required</p>

				function.		<p><i>Thinking</i> Use brainstorming and visual diagrams to generate new ideas and inquiries</p> <p><i>Thinking</i> Combing knowledge, understanding and skills to create a product.</p>	to create an animated story that effectively demonstrates one of the IB Learner Profile attributes.
Drones	Communication	Collaboration, Function	Scientific and technical innovation (systems, models, methods)	The function of a drone can be predetermined by communication in code.	A,B,C,D	<p><i>Self-management</i> Set goals that are challenging and realistic</p> <p><i>Research</i> Access information to be informed and inform others</p> <p><i>Thinking</i> Draw reasonable conclusions and generalizations.</p> <p><i>Thinking</i> Troubleshoot systems and applications</p>	<p>Students will investigate the way drones are used in society today.</p> <p>Students will be challenged to code a drone to complete an obstacle course.</p>

3D printing	Communication	Invention	Identities and relationships (identity formation)	Passions can be communicated through creative invention.	A,B,C,D	<p><i>Communication</i> Use intercultural understanding to interpret communication</p> <p><i>Self-management</i> Focus on the process of creating by imitating the work of others</p> <p><i>Thinking</i> Draw reasonable conclusions and generalizations</p>	Using the online program, <i>TinkerCad</i> , students are required to plan and design a 3D coin which represents them. All coins will be 3D printed.
3D Shapes *IDU with Mathematics	Form	Markets and trends, Aesthetics	Globalization and sustainability (markets, commodities and commercialization)	Careful measurement, aesthetics and market trends all need to be considered when forming a commercial product.	A,B,C	<i>Self-management</i> Bring necessary equipment and supplies to class	<p>Students will combine their knowledge and understanding from Design and Mathematics, to create a retail box for a mobile phone.</p> <p>In Design, students will investigate the important considerations of aesthetics and market trends, when creating a commercial product.</p>

**MYP Grade 6 Individuals & Societies**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Ancient Egypt	Time, place and space	Identity, Communication	Personal and cultural expression	Understanding ancient Egyptian rituals and beliefs helps us reflect on what life was like at the time.	A, B, C, D	<p><i>Find information for disciplinary and interdisciplinary inquiries, using a variety of media</i></p> <p><i>Create plans to prepare for summative assessments (examinations and performances)</i></p> <p><i>Combine knowledge, understanding and skills to create products or solutions</i></p>	By creating a sarcophagus and writing about the same figure across subjects, students are given the opportunity to respond to how the designs of a sarcophagus reflected on what life was like at that time.
Natural Disasters	Change	Causality (cause and consequence), Processes	Globalization and sustainability	Change is constant and shapes us and our surroundings.	A, D	<p><i>Communication</i></p> <p><i>Exchanging thoughts, messages and information effectively through interaction</i></p> <p><i>Give and receive meaningful feedback</i></p>	The earth is made up of different layers, what the earth plates are, why they move, plates movements result in earthquakes and volcanic eruptions, what

						<p><i>Research</i>  <i>Finding, interpreting, judging and creating information</i>  <i>Access information to be informed and inform others</i></p> <p><i>Thinking</i>  <i>Analysing and evaluating issues and ideas</i>  <i>Draw reasonable conclusions and generalizations</i></p>	<p>earthquakes are and what damage they do and why, what volcanoes are and what kind of damage eruptions do, what tsunamis are and what damage they do, do we have the same kind of responses to volcanoes and earthquakes disasters. Many case studies demonstrating the effects of these natural disasters.</p>
My Culture	Global interaction	Culture, Identity, Perspective	Identities and relationships	Understanding cultural identity helps shape our perspective of others.	A, B, C, D	<p><i>Create plans to prepare for summative assessments (examinations and performances)</i></p> <p><i>Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</i></p> <p><i>Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions</i></p>	<p>Students are defining culture and researching why there are different cultures. Then they will be presenting their own culture, using their own presentation method using the cultural trait categories.</p>



Making and mapping connections	Systems/global interaction	Globalization, Resources, Trade	Globalization and sustainability	Global systems rely on the trade of resources.	A, B, C, D	<p><i>Organize and depict information logically</i></p> <p><i>Use appropriate strategies for organizing complex information</i></p> <p><i>Collect and analyse data to identify solutions and make informed decisions</i></p>	Maps, graphs, tables, atlases, photographs, and statistics will be used to gather and demonstrate information. Latitude, longitude, scale grid reference, distance direction and compass bearings. Draw sketch maps, contour lines, OS maps symbols, Interpret and understand information from a wide range of maps.
Poverty	Global interaction	Perspective, Responsibility	Fairness and development	We are all responsible for fighting poverty .	A, B, C, D	<p><i>Organize and depict information logically</i></p> <p><i>Create plans to prepare for summative assessments (examinations and performances)</i></p> <p><i>Collect, record and verify data</i></p>	Students look at the causes, consequences/ effects of poverty and what is being done to tackle poverty. Students also look at where poverty exists in the world and whether poverty exists in Norway and try to budget using the income based around the poverty line.

**MYP Grade 6 Mathematics**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Taking a part	Relationship	Quantity, Representation	Scientific and technical innovation (Systems)	Representation and quantities can be used to describe relationships.	A, C	<i>Communication</i> Understand and use mathematical notation	Decimals and fraction calculations  Conversion fractions, decimals and percentage  Scientific form  Rounding numbers
Patterns	Form	Change, Model	Personal and cultural expression (Beauty)	Change of models are connected to the strength of the rigid forms and shapes.	B, C	<i>Collaboration</i> Give and receive meaningful feedback  <i>Organization</i> Select and use technology effectively and productively	Algebra  Number sequences Algebraic patterns  Measurement patterns Geometric patterns (rotation, symmetry, transformation)

Can we justify the use of a tax system?	Logic	Equivalence, System	Fairness and development (Inequality, Difference and inclusion)	Logic helps us understand the system of equalization of resources in the community.	A, D	<i>Collaboration</i> Help others to succeed  <i>Communication</i> Negotiate ideas and knowledge with peers and teachers	Percentage  Looking at how percentages are used in real life settings (tax, mva etc.)  Square numbers and square roots
Language of mathematics	Relationship	Quantity, Representation	Scientific and technical innovation (Modernization)	Quantities and mathematical relationships can be represented by a globally recognized language.	B, D	<i>Communication</i> Use and interpret a range of discipline-specific terms and symbols  <i>Critical thinking</i> Test generalizations and conclusions	Multiplication and division  BEDMAS  Prime factorization  Coordinate systems
Are you balanced?	Logic	Model, Pattern	Globalization and sustainability (Human impact on the environment)	Modelling using a logical process helps us to develop global perspectives.	A, B, C, D	<i>Organization</i> Use appropriate strategies for organizing complex information  <i>Critical thinking</i> Use brainstorming and visual diagrams to generate new ideas and inquiries	Graphs  Statistical landmarks  Misleading graphs  Comparing statistics

						<i>Information literacy</i> Collect and analyse data to identify solutions and make informed decisions	
3D shapes (IDU with Design)	Form	Measurement, Model	Globalization and sustainability (Markets, Commodities and commercialization)	Careful measurement, aesthetics and market trends all need to be considered when forming a commercial product.	A	<i>Organization</i> Bring necessary equipment and supplies to class	3D shapes Area and nets



**MYP Grade 6 Science**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
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What is science?	Relationships	Evidence, Patterns	Personal and Cultural Expression	Scientists develop ideas by looking for evidence of the relationships and patterns in the world around us.	B, C, D	Research: Information literacy skills, Collect and record data Research: Access information to be informed and inform others Critical thinking: Interpret data	The scientific thinking cycle  Essential skills in the lab  Contributions of famous scientists
Life on Earth	Relationships	Environment, Interaction	Globalisation and sustainability	Humans' relationship and interaction with the environment affects all species on Earth.	A, D	Collaboration skills: Listen actively to other perspectives and ideas, encourage others to contribute  Thinking skills: critical thinking skills, consider ideas from multiple perspectives  Research: access information to be informed and to inform others	How do we classify life on Earth?  How do we conserve life on Earth?  How do living things depend on each other?  Why is biodiversity important?  Are zoos a good way of saving endangered species?
What's the Matter?	Change	Energy, transformation	Scientific and technical innovation	We can model changes in	B, C	Critical thinking skills, Use models	Particle theory.

				energy and states of matter and observe their consequences		and simulations to explore complex systems and issues.  Identify trends and forecast possibilities  Consider multiple alternatives, including those that might be unlikely or impossible	How does particle theory explain everyday observations?  How does energy affect matter?
Faster and faster	Systems	Movement, interaction	Scientific and technical innovation	Nothing would move without the interaction of objects and forces	B, C	Creative thinking - Make guesses, ask questions and generate testable hypotheses Critical thinking - Interpret data, Identify trends and forecast possibilities	What are forces? How do forces affect motion? What happens when forces are balanced and unbalanced? What can forces tell us about an object's motion?
Our Life in Cells	Relationships	Function, form, transformation	Identities and relationships	Our cells have specific forms and functions which control our relationship and interaction with the world around us.	A, D	Critical thinking skills use models and simulations to explore complex systems and issues	What are cells? What is inside cells? How do cells work? What do cells do? How do cells reproduce? How do organisms reproduce?

						Identify trends and forecast possibilities consider ideas from multiple perspectives.	
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**MYP Grade 6 Physical Education**

Unit title	Key concept	Related	Global context	Statement of	Objectives	ATL skills	Content
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		concepts		Inquiry			
What is PE?	Creativity	Choice, Function	Identities and Relationships	For an athlete to function successfully they must fully understand the importance of effective warming up	A,B,C,D	<p><i>Social</i> Use a variety of speaking techniques to communicate with a variety of audiences</p> <p><i>Self Management</i> Give and receive meaningful feedback</p> <p><i>Thinking</i> Seek a range of perspectives from multiple and varied sources</p>	Students work towards creating their own warm up surrounding a sport of their choice. This includes planning, preparing and performing. Students will then write a reflection detailing the entire process.
Flying Elbows	Development	Movement Refinement	Identities and Relationships	Performance is maximised when the athlete's form is balanced and space is utilised.	A,C,D	<p><i>Social</i> Listen actively to other perspectives and ideas</p> <p><i>Self Management</i></p>	Students create a venn diagram comparing floor hockey, ice hockey and football. Students will also take part in a floor hockey tournament while



						<p>Demonstrate persistence and perseverance</p> <p><i>Thinking</i> Gather and organize relevant information to formulate an argument</p>	writing a reflection based on their performance.
Body Movement (Gymnastics)	Change	Balance, Refinement	Personal and Cultural Expression	Aesthetic routines require a balance of refined movements	B,C,D	<p><i>Social</i> Give and receive meaningful feedback</p> <p><i>Self Management</i> Demonstrate persistence and perseverance</p> <p><i>Thinking</i> Evaluate and manage risk</p>	Students need to prep, plan and perform an aesthetic gymnastics routine.
Think	Communication	Interaction,	Scientific and	Diverse	A,C	<i>Social</i>	Students create a

<p>Outside the lines - Volleyball</p>		<p>Systems</p>	<p>Technical Innovation</p>	<p>methods of communication drive team interaction.</p>		<p><i>Delegate and share responsibility for decision-making</i></p> <p><i>Exercise leadership and take on a variety of roles within group</i></p> <p><i>Research Access information to be informed and inform others</i></p>	<p>volleyball video tutorial based on a specific skill. Students will also take part in a volleyball tournament.</p>
<p>Can You Organise a Sports Day?</p>	<p>Communication</p>	<p>Environment Interaction</p>	<p>Personal and Cultural Expression</p>	<p>Preparation and planning is the key ingredient in running a successful event.</p>	<p>B, C</p>	<p><i>Communication Use a variety of speaking techniques to communicate with a variety of audiences</i></p> <p><i>Social Exercise leadership and take on a variety of roles within groups</i></p> <p><i>Thinking</i></p>	<p>Students will create their own events for Under 8's Day while learning how to run an event for the Peacelympics.</p>

						<p><i>Make guesses, ask "what if" questions and generate testable hypotheses</i></p> <p><i>Apply skills and knowledge in unfamiliar situations</i></p>	
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**MYP Grade 6 Visual Arts**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
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Pop Art	Aesthetics	Interpretation, Visual Culture	Personal and Cultural Expression	Through their creative expression artists may reflect and influence our visual culture and aesthetic appreciation.	A, B, C, D	<p><i>Affective skills - Managing state of mind:</i> Demonstrate persistence and perseverance</p> <p><i>Reflect:</i> Keep a journal to record reflections</p>	<p>Students create a Pop Art inspired self-portrait after an inquiry into the Pop-Art movement and its influence on our visual culture. Students will research and discuss the impact and aesthetics of Pop-Art and its two leading figures, Andy Warhol and Roy Lichtenstein.</p> <p>The students will acquire and apply relevant vocabulary and techniques, such as transferring an image from a photo and using the Ben-Day Dot technique in different ways.</p> <p>To be able to document and reflect on their creative process, students will learn and practise to keep a process journal.</p>
Mexican Day of the Dead	Identity	Narrative, Presentation	Identities and Relationships	Identity can be shaped through relationships and	A, B, C, D	<p><i>Communication:</i> Use and interpret a range of</p>	<p>Students will learn about the Mexican Day of the Dead through an</p>

				narratives, as well as by the multifaceted presentation of art, culture and tradition.		discipline-specific terms and symbols  <i>Communication:</i> Give and receive meaningful feedback.	inquiry into various ways of artistic and cultural expression as well as the presentation of traditions through costumes, dance performances, music, jewellery, and more.  Each student will create an individual accessory collection with skull designs, made of polymer clay. They will apply three principles of art: variety, symmetry and contrast, which were studied during this unit.
Cultural Masks	Communication	Audience, Expression	Orientation in space and time	The purpose of masks and their meaning for audiences is influenced by time and space.	A,B,C,D	<i>Organisation:</i> Set goals that are challenging and realistic  <i>Affective skills - Self-Motivation:</i> Practise analysing and attributing	At the start of the unit students will research historical masks from all over the world and find out about purpose and meaning, before creating their own mask, inspired by a cultural mask of their

						causes for failure	choice.  Students will acquire and apply skills to create a paper mâché mask, develop and draw ideas in their process journal, and document and reflect on the process of making their mask.  Students will also be required to make a project plan.
Van Gogh at my Place	Change	Composition, Style	Scientific and technical innovation	Artists search for new ways to use the elements and principles of art for their compositions, which may lead to changes in style and new art movements.	A, B, C, D	<p><i>Reflect:</i> Focus on the process of creating by imitating the work of others</p> <p><i>Creative-thinking skills:</i> Create original work and ideas; use existing works and ideas in new ways</p>	<p>Students learn about the Post-Impressionist movement and its new painting styles, as developed by artists like Vincent van Gogh and Georges Seurat.</p> <p>To prepare for their own artistic response, students will familiarise with colour theory and analyse the use of certain colour- schemes and their effects in different paintings by</p>

							<p>Vincent van Gogh.</p> <p>To demonstrate the application of knowledge and skills, students will make a painting of a van Gogh inspired Starry Night sky with analogous colours, using an image of a place they have a personal connection to.</p>
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**MYP Grade 6 Mandarin**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
You and I	Communication	Audience, Meaning	Identities and relationships	Proper communication helps to improve human relationships by expressing our own ideas appropriately and understanding the meaning of others	A, C	<p>Communication skills - Give and receive meaningful feedback</p> <p>Collaboration skills - Listen actively to other perspectives and ideas</p>	<ul style="list-style-type: none"> <li>● Geography, the national flag, education system</li> <li>● The pronunciation and the writing of Mandarin</li> <li>● Basic terms used in the classroom</li> <li>● Syllables</li> <li>● 4 tones</li> <li>● Greet people in Chinese</li> <li>● Exchange names with others in Chinese?</li> <li>● Introduce strokes and stroke order in writing Chinese</li> <li>● Count from 1 to 20</li> <li>● Different ways of</li> </ul>



							<p>asking someone's age in Chinese</p> <ul style="list-style-type: none"> <li>• Cultural and grammatical points</li> </ul>
My family and I	Identity	Purpose, form	Orientation in space and time	The family does not only have the function of closely linking its members together, but also determines significant aspects of our identities in our personal journeys	B, D	<p>Organization skills - Plan short- and long-term assignments; meet deadlines</p> <p>Information literacy skills - Collect, record and verify data</p>	<ul style="list-style-type: none"> <li>• Count from 21 to 100</li> <li>• New syllables</li> <li>• Ask about someone's nationality</li> <li>• Know the names of various countries</li> <li>• Asking about people's families</li> <li>• Understanding the difference between Chinese and English when addressing family members</li> <li>• Chinese relative naming system</li> <li>• Structural particle “的”</li> <li>• Measure words</li> <li>• Family songs</li> <li>• Cultural and grammar points</li> </ul>
Chinese New Year	Perspective	Meaning, purpose	Personal and cultural	Understanding of the meaning and function of	D	Communication skills - Use intercultural	<ul style="list-style-type: none"> <li>• Introduce Chinese New Year celebrations</li> </ul>

				festivals of other cultures will encourage the students to see things from different perspectives.		<p>understanding to interpret communication</p> <p>Communication skills - Take effective notes in class</p>	<ul style="list-style-type: none"> <li>• New syllables</li> <li>• Chinese New Year songs</li> <li>• Chinese New Year culture and traditions through stories</li> <li>• Organize students to do different Chinese New Year activities in Class and learn Chinese sentences to describe the activities</li> <li>• Chinese New Year food</li> <li>• Cultural and grammatical points</li> </ul>
School Communities	Communities	Audience, function	Identities and relationships	A school community and how it functions becomes a part of your identity.	A,B,C	<p>Communication skills - Negotiate ideas and knowledge with peers and teachers</p> <p>Organization skills - Plan short- and long-term assignments; meet deadlines</p>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Vocabulary about grades and going to school</li> <li>• Name your school and grade</li> <li>• Background on Chinese writing system</li> <li>• Inquire about locations and addresses</li> <li>• Tell addresses in</li> </ul>

							<p>Chinese</p> <ul style="list-style-type: none"><li>• Chinese address formats</li><li>• Major Chinese cities</li><li>• Location words</li><li>• Cultural and grammatical points</li></ul>
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**MYP Grade 6 Norsk**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Få høre	Kommunikasjon	Perspektivtaking Å uttrykke seg selv	Identitet og relasjoner	Vi kan kommunisere vår egen identitet til en lytter ved å benytte vårt eget perspektiv.	C 1-2 D 1-5	Kommunikasjonsferdigheter Selvledelse	Lærer- og elevpresentasjon lages i form av en podkast i Soundtrap
Fleip eller fakta?	Form	Kontekst Stil	Personlig og kulturelt uttrykk	Når vi forstår den underliggende formen i medier som kan påvirke oss, kan vi enklere delta i kulturens kontekst og benytte oss av kommunikasjonens stil.	A 1-4 B 1-3	Tenkeferdigheter Sosiale ferdigheter Kommunikasjonsferdigheter.	Lese, lytte til, se og evaluere reklame, saktekster og skjønnlitterære tekster. Skrive reklameanalyse og lage egen reklame i gruppe.

Ett folk	Relasjoner	Intertekstualitet Mening	Globalisering og bærekraftighet	Når samfunn utvikles og det skjer en inkludering, settes relasjoner på prøve.	B 1-3 C 1-3	Kommunikasjonsferdigheter  Undersøkellesferdigheter	Lære om mangfold innenfor norsk kultur før og nå. Lage et produkt. Skrive en produktbeskrivelse.
Bak sceneteppet	Kultur	Setting Struktur	Personlig og kulturelt uttrykk	Rollefigurer i skuespill kan synliggjøre en kultur sin setting og struktur.	D 1-5	Sosiale ferdigheter  Selvledelsesferdigheter  Tenkeferdigheter	Bruke rollespill og skuespill i arbeid med språket. Dramatisere og presentere.
Norge i rødt, hvitt og blått	Estetikk	Stil Egenuttrykk	Identitet og relasjoner	Norges historie har estetiske skatter med en bestemt stil og et eget uttrykk. Disse lærer oss om kulturarven vår.	A 1-5	Undersøkellesferdigheter  Kommunikasjonsferdigheter	Vi utforsker visuelle og auditive nasjonalmarkører, lager våre egne og analyserer dem.