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Published June 2025

Aligned PYP curriculum Model Outline

PYP Pathways Food Farming, Agriculture, Aquaculture, Agroforestry, and Forestry – PYP through the Arts

♦ Big Ideas (Conceptual Understandings)

- Food systems and forests are essential to life, culture, and sustainability.
 - Humans have shaped—and are shaped by—agricultural and forestry practices.
 - The way we grow, harvest, and share food reflects our values and impacts the planet.
 - Creative expression can communicate the stories and importance of sustainable food and forests.
 - Both tradition and innovation influence how we care for natural systems and meet global needs.
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♦ Transdisciplinary Theme Connections

Theme

Connections

Who We Are	Exploring cultural identity through food, land practices, and community traditions.
Where We Are in Place and Time	Tracing the history of farming, forests, and human-nature interaction.
How We Express Ourselves	Expressing food and forest stories through art, music, dance, and drama.
How the World Works	Understanding ecosystems, cycles, and sustainable systems in nature.
How We Organise Ourselves	Exploring food systems, economies, forestry, and aquaculture industries.
Sharing the Planet	Examining equity in access to food, land, water, and environmental resources.

♦ **Key Concepts and Inquiry Questions**

Concept	Sample Inquiry Questions
Form	What are the characteristics of farms, forests, and aquaculture environments?
Function	How do ecosystems, crops, and tree systems support life?

Causation Why do different areas produce different foods and forest products?

Change How have farming and forestry practices changed over time?

Connection How is our food connected to land, water, culture, and climate?

Perspective How do different cultures and communities view nature, food, and forests?

Responsibility What is our responsibility in caring for farms, forests, and aquatic systems sustainably?

♦ Learning Objectives – Through the Arts

Visual Arts

- Explore food and forest biodiversity through drawing, sculpture, and natural dye use.
- Design posters or murals that promote sustainable farming or forest protection.
- Create eco-art using agricultural byproducts or forest materials (e.g. bark, seeds, leaves).

Performing Arts (Drama, Music, Dance)

- Develop dramatic pieces based on traditional farming or forest myths from different cultures.
- Compose songs or chants about food cycles or forest stewardship.
- Choreograph dances inspired by natural growth patterns, harvesting, or water movement in aquaculture.

♦ UN Sustainable Development Goals (SDGs) Covered

- **SDG 2** – Zero Hunger
- **SDG 3** – Good Health and Well-being
- **SDG 6** – Clean Water and Sanitation
- **SDG 12** – Responsible Consumption and Production
- **SDG 13** – Climate Action
- **SDG 14** – Life Below Water (aquaculture)
- **SDG 15** – Life on Land (forestry, agroforestry, biodiversity)

♦ **Inquiry Cycle Example (Arts-Focused)**

Stage	Sample Activity
Tuning In	Visit or observe a local farm, forest, or coastline. Sketch or journal sensory responses.
Finding Out	Research sustainable vs. industrial food and forest practices. Use collage to compare.
Sorting Out	Classify visual motifs or music traditions connected to food and forests.
Going Further	Interview farmers or land carers and dramatise their stories.
Making Connections	Explore the role of forests in global oxygen cycles and the food web through dance.
Taking Action	Curate a class exhibition or performance about protecting and celebrating food systems.

◆ **Learner Agency Opportunities**

- Learners choose a food or forest theme for creative investigation (e.g. “Rice Stories”, “Mussel Harvesting”, “Tree of Life”).
- Lead an art campaign promoting local sustainable farming or reducing food waste.
- Collaborate with local farms or reforestation projects to create nature-based performances or installations.