

Subject Group Overview

Visual Arts (MYP 1)

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|---|-----------------------------------|--------------------|---|--|---|---|--|
| What is the role of identity | Identity Time, place and space | | Identities and relationships | We will explore how, no matter where we come from, our personal narratives, aesthetics, and perspectives help us to identify and communicate who we are. | Arts - Visual Arts B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied | Description Through exploring our identities and communicating who we are as individuals. Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Share ideas with multiple audiences using a variety of digital environments and media | purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony |
| Interdisciplinary Unit Individuals and societies Visual Arts | | | Identity formation, Status, Roles and role models Visual Arts Orientation in space and time Natural and human landscapes and resources, Heritage, Boundaries, Constraints and adaptation, Indigenous understanding | | | | |

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|--|--------------|--------------------|---|--|---|---|---|
| Beauty and Nature - Finding Inspiration in our Environment | Aesthetics | Representation | Globalization and sustainability Human impact on the environment | We will understand that humans impact on the environment becomes more meaningful once one comes to appreciate the aesthetics of nature. Through an inquiry into representations of nature can be made in composition of an art form. When representing the aesthetics of nature human impact on the | B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively i. identify an artistic intention iii. demonstrate the exploration of ideas D: Responding | Description Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Make connections between various sources of information • VII. Media literacy skills • Interacting with media to use and create ideas and | Purposeful application of elements and principles to create meaning in the arts, including but not limited to visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design patterns, repetition, balance, contrast, emphasis, rhythm, variety, unity and harmony -Use oil pastels with an |

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| Elements and Principles of Art | Aesthetics | Composition, Presentation | <p>Personal and cultural expression</p> <p>Artistry, Craft, Creation, Beauty</p> | <p>environment is more noticeable.</p> <p>Interpretation using Aesthetics improves the presentation and composition of the artwork.</p> | <p>iii. evaluate certain elements or principles of artwork</p> <p>A: Knowing and understanding iii. demonstrate awareness of the links between the knowledge acquired and artwork created</p> <p>B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively i. identify an artistic intention</p> <p>D: Responding iii. evaluate certain elements or principles of artwork</p> | <p>information</p> <ul style="list-style-type: none"> • Compare, contrast and draw connections among (multi)media resources <p>Description</p> <p>Thinking</p> <ul style="list-style-type: none"> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Draw reasonable conclusions and generalizations • Revise understanding based on new information and evidence • Consider ideas from multiple perspectives • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Use brainstorming and visual diagrams to generate new ideas and inquiries • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • X. Transfer skills | <p>emphasis on pattern and texture</p> <p>Understanding the elements and principles of art.</p> <p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony</p> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p> |

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| Positive and negative shapes | Change | Composition, Visual culture | <p>Personal and cultural expression</p> <p>Artistry, Craft, Creation, Beauty, Histories of ideas, Fields and disciplines</p> | <p>By making a transformation in space from one form to another, composition will be created and in turn, students will appreciate a form of visual culture of the Japanese.</p> | <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>D: Responding</p> <p>iii. evaluate the artwork of self and others</p> | <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Collaborate with peers and experts using a variety of digital environments and media Share ideas with multiple audiences using a variety of digital environments and media Reading, writing and using language to gather and communicate information Find information for disciplinary and interdisciplinary | <p>Understand the concept of space in creating art.</p> <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> <p>image development strategies</p> <p>ethical considerations and cultural appropriation related to the arts</p> <p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> |

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| Creative Colour Wheel | Change | Innovation Other: Structure | Scientific and technical innovation Products, Processes and solutions | Through the structure of the colour wheel, we can innovate by creating shades and tints. We will come to understand the laws of light and colour through changes in value. | A: Knowing and understanding i. demonstrate awareness of the art form studied, including the use of appropriate language iii. demonstrate awareness of the links between the knowledge acquired and artwork created B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied D: Responding iii. evaluate certain | inquiries, using a variety of media Description Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Gather and organize relevant information to formulate an argument • Test generalizations and conclusions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues | visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony processes, materials, movements, technologies, tools, strategies, and techniques to support creative works image development strategies a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places |

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| It's Show Time! Interdisciplinary Unit Visual Arts Design | Creativity | Arts - Performing Arts Genre, Narrative, Style, Audience Arts - Visual Arts Narrative, Presentation, Style, Visual culture Design - Design Adaptation, Form | Personal and cultural expression Artistry, Creation | We will investigate how we share narratives and ideas through performance, and what creative factors are needed to make a performance come to life. | elements or principles of artwork | <ul style="list-style-type: none"> IX. Creative thinking skills Generating novel ideas and considering new perspectives Use brainstorming and visual diagrams to generate new ideas and inquiries Apply existing knowledge to generate new ideas, products or processes Create original works and ideas; use existing works and ideas in new ways X. Transfer skills Utilizing skills and knowledge in multiple contexts Apply skills and knowledge in unfamiliar situations Make connections between subject groups and disciplines | image development strategies |

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| Names in Radial Balance | Aesthetics | Composition, Representation | Personal and cultural expression Artistry, Craft, Creation, Beauty | Pattern and repetition can communicate motion. Through this we can enjoy the ways in which we reflect on, extend and enjoy our creativity. | A: Knowing and understanding i. demonstrate awareness of the art form studied, including the use of appropriate language C: Thinking creatively ii. identify alternatives and perspectives | Description Research <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others • Present information in a variety of formats and platforms • VII. Media literacy skills • Interacting with media to use and create ideas and information • Make informed choices about personal viewing experiences • Compare, contrast and draw connections among (multi)media resources | Students will be able to explore the elements of art through the sue of line and how it can form an unconventional image. purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony |
| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
| I see your point! | Communities | Presentation, Visual culture Other: Conceptual Understanding - Communities' visual culture are presented in various ways. | Personal and cultural expression Artistry, Craft, Creation, Beauty | A society's belief systems can be represented in the visual imagery within its culture. | B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art | | Paint on paper with an emphasis on pattern, colour and texture. |

C: Thinking creatively

iii. demonstrate the exploration of ideas

D: Responding

ii. recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork

Visual Arts (MYP 2)

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|----------------------|---------------|--------------------|--|---|---|--|---|
| Tessellations in Art | Communication | Composition | <p>Personal and cultural expression</p> <p>Artistry, Craft, Creation, Beauty</p> | <p>Pattern and repetition can communicate motion through a unified composition.</p> | <p>A: Knowing and understanding</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively</p> <p>i. outline a clear and feasible artistic intention</p> <p>iii. demonstrate the exploration of ideas through the developmental process</p> | <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use a variety of speaking techniques to communicate with a variety of audiences • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media • Reading, writing and using language to gather and communicate information | <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> |

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| Can a Letter be Creative? | Communication | Audience, Style | Personal and cultural expression Artistry, Craft, Creation, Beauty | Text can convey a variety of meanings to different audiences and situations. | <p>to a point of realization</p> <p>D: Responding</p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p> <p>A: Knowing and understanding</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>D: Responding</p> <p>iii. evaluate the artwork of self and others</p> | <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Find information for disciplinary and interdisciplinary inquiries, using a variety of media <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Interpret and use effectively modes of non-verbal communication Share ideas with multiple audiences using a variety of digital environments and media Reading, writing and using language to gather and communicate information Write for different purposes | <p>Pen on paper with an emphasis on balance, pattern and emphasis</p> <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> |

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|-------------------|--------------|------------------------------|---|--|--|---|--|
| I see your point! | Communities | Presentation, Visual culture | Personal and cultural expression Artistry, Craft, Creation, Beauty | A society's belief systems can be represented in the visual imagery within its culture | <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p> <p>D: Responding</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p> | <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences Share ideas with multiple audiences using a variety of digital environments and media Reading, writing and using language to gather and communicate information Make inferences and draw conclusions <p>Research</p> <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others Collect and analyse data to identify solutions and make informed decisions VII. Media literacy skills Interacting with | <p>Paint on paper with an emphasis on pattern, colour, value and texture</p> <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> |

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|------------------------------|--------------|-----------------------------|--|---|---|--|---|
| Positive and negative shapes | Change | Composition, Visual culture | <p>Personal and cultural expression</p> <p>Artistry, Craft, Creation, Beauty, Histories of ideas, Fields and disciplines</p> | By making a transformation in space from one form to another, composition will be created and in turn, students will appreciate a form of visual culture of the Japanese. | <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>D: Responding</p> <p>iii. evaluate the artwork of self and others</p> | <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Collaborate with peers and experts using a variety of digital environments and media Share ideas with multiple audiences using a variety of digital environments and media Reading, writing and using language to gather and communicate information Find information for disciplinary and interdisciplinary inquiries, using a variety of media | <p>Understand the concept of space in creating art.</p> <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> <p>image development strategies</p> <p>ethical considerations and cultural appropriation related to the arts</p> <p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape,</p> |

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|-----------------------|--------------|--|--|--|---|---|--|
| Creative Colour Wheel | Change | Innovation Other: Structure | Scientific and technical innovation Products, Processes and solutions | Through the structure of the colour wheel, we can innovate by creating shades and tints. We will come to understand the laws of light and colour through changes in value. | A: Knowing and understanding i. demonstrate awareness of the art form studied, including the use of appropriate language iii. demonstrate awareness of the links between the knowledge acquired and artwork created B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied D: Responding iii. evaluate certain elements or principles of artwork | Description Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Gather and organize relevant information to formulate an argument • Test generalizations and conclusions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • IX. Creative thinking skills | space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony processes, materials, technologies, tools, strategies, and techniques to support creative works image development strategies a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places Content (topics, knowledge, skills) Paint on paper, emphasis on painting technique, colour and value. purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony image development strategies |

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| Scratching the Surface! | Creativity | Genre, Visual culture | Personal and cultural expression Artistry, Craft, Creation, Beauty | Genre will lend itself a way whereby students can define theme and symbol lending a creative artwork. | <ul style="list-style-type: none"> A: Knowing and understanding ii. demonstrate knowledge of the role of the art form in original or displaced contexts B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively i. outline a clear and feasible artistic intention | <p>Description</p> <p>Thinking</p> <ul style="list-style-type: none"> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Propose and evaluate a variety of solutions • Identify obstacles and challenges • IX. Creative thinking skills | <p>manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion,</p> |

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| Communication: Printmaking | Communication | Narrative, Expression Other: Communication can be achieved through narrative and expression | Personal and cultural expression Artistry, Craft, Creation, Beauty | Communication can be achieved through narratives, personal expression, and through the creation of art. | <p>D: Responding ii. create an artistic response inspired by the world around them</p> <p>A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>D: Responding i. construct meaning</p> | <ul style="list-style-type: none"> • Generating novel ideas and considering new perspectives • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Combine knowledge, understanding and skills to create products or solutions | <p>unity, harmony</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> - Intentionally select and apply material, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making. <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> - Describe, interpret and evaluate how artists use processes, materials, movements, tools, |

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|-------------------------|--------------|-----------------------------|---|--|---|---|--|
| Names in Radial Balance | Aesthetics | Composition, Representation | Personal and cultural expression Artistry, Craft, Creation, Beauty | Pattern and repetition can communicate motion. Through this we can enjoy the ways in which we reflect on, extend and enjoy our creativity. | A: Knowing and understanding i. demonstrate awareness of the art form studied, including the use of appropriate language C: Thinking creatively ii. identify alternatives and perspectives | Description Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others • Present information in a variety of formats and platforms • VII. Media literacy skills • Interacting with media to use and create ideas and information • Make informed choices about personal viewing experiences • Compare, contrast and draw connections among (multi)media resources | and transfer learning to new settings techniques, and environments to create and communicate ideas. Communication and documenting - Describe, interpret and respond to works of art |

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| I see your point! | Communities | <p>Presentation, Visual culture</p> <p>Other: Conceptual Understanding - Communities' visual culture are presented in various ways.</p> | <p>Personal and cultural expression</p> <p>Artistry, Craft, Creation, Beauty</p> | A society's belief systems can be represented in the visual imagery within its culture. | <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively</p> <p>iii. demonstrate the exploration of ideas</p> <p>D: Responding</p> <p>ii. recognize that the world contains inspiration or influence for art</p> <p>iii. evaluate certain elements or principles of artwork</p> | | Paint on paper with an emphasis on pattern, colour and texture. |

Visual Arts (MYP 3)

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|---|--------------|--------------------|----------------|----------------------|--|---|---|
| Symbolism and metaphor to explore ideas and perspective | | | | | <p>A: Knowing and understanding</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of</p> | <p>Description</p> <p>Thinking</p> <ul style="list-style-type: none"> VIII. Critical thinking skills Analysing and evaluating issues and ideas Interpret data IX. Creative thinking skills Generating novel ideas and considering new perspectives Apply existing knowledge to | <p>manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> |

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| Paper Mache - First Nations Animals | Change | Presentation, Visual culture | Personal and cultural expression Philosophies and ways of life, Belief systems | Through the introduction of found objects and artistic creativity, First Nations spirit animals will change and evolve into a representation of visual culture. | <p>the art form studied</p> <p>C: Thinking creatively i. outline a clear and feasible artistic intention</p> <p>D: Responding i. outline connections and transfer learning to new settings</p> <p>A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> | <p>generate new ideas, products or processes</p> <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Apply skills and knowledge in unfamiliar situations • Combine knowledge, understanding and skills to create products or solutions <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others • Make connections between various sources of information | <p>symbolism and metaphor to explore ideas and perspective</p> <p>Exploring and creating</p> <p>- Intentionally select and apply materials, movements, technologies, environments, tools and techniques by combining and arranging artistic elements, processes, and principles in art making.</p> <p>Reasoning and Reflecting</p> <p>- Respond to works of art using one's knowledge of the world.</p> <p>Communicating and documenting</p> |

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| Get Real! - Realism.. | Identity | Composition, Expression Other: Students will consider the aesthetics of individual identities to create a composition with expression, style and visual culture. | Identities and relationships Identity formation, Self-esteem, Status, Roles and role models | The artistic expression and representation of an individual considers the elements and principles of art such as proportion, line, and value. | C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours D: Responding iii. critique the artwork of self and others MYP subject group objective(s) A: Knowing and understanding iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art | Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Interpret and use effectively modes of non-verbal communication • Reading, writing and using language to gather and communicate information • Find information for disciplinary and interdisciplinary inquiries, using a variety of media | -Take creative risks to express feelings, ideas and experiences. Exploring and creating - Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences Communicating and documenting - Adapt learned skills, understandings, and processes for new contexts and for different purposes and audiences |
| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
| Shaking it up! | Change | Innovation Other: | Personal and cultural expression | Change impacts innovation and stylistic processes | A: Knowing and understanding i. demonstrate | Description Thinking | Exploring and creating |

Subject Group Overview

| | | | | |
|-----------|--|--|---|---|
| Structure | Social constructions of reality, Artistry, Craft, Creation, Beauty | knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization D: Responding i. construct meaning and transfer learning to new settings ii. create an artistic response which intends to reflect or impact on the world around them iii. critique the artwork of self and others | <ul style="list-style-type: none"> VIII. Critical thinking skills Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives IX. Creative thinking skills Generating novel ideas and considering new perspectives Create original works and ideas; use existing works and ideas in new ways X. Transfer skills Utilizing skills and knowledge in multiple contexts Apply skills and knowledge in unfamiliar situations Combine knowledge, understanding and skills to create products or solutions | <ul style="list-style-type: none"> - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. . Reasoning and reflecting - Develop, refine ideas, and critically appraise ideas, processes and technical skills in a variety of art forms to improve the quality of artistic creations. Communication and documenting - Take creative risks to express feelings, ideas, and experiences. |
|-----------|--|--|---|---|

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|----------------------|--------------|--|---|--|---|--|--|
| Perspective Painting | Perspective | Boundaries Other: Structure | Orientation in space and time Natural and human landscapes and | Purposeful observation of the natural world can lead to new understanding, sense of depth and new ideas. | A: Knowing and understanding iii. use acquired knowledge to purposefully inform artistic decisions in the | Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Listen actively to other perspectives | Exploring and creating - Intentionally select and apply materials, movements, |

Subject Group Overview

resources, Peoples, Boundaries, Exchange and interaction

process of creating artwork

B: Developing skills

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

C: Thinking creatively

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D: Responding

iii. critique the artwork of self and others

and ideas
 • Give and receive meaningful feedback

technologies, environments, tools, and techniques by combining and arranging artistic elements, processes and principles in art making.

Reasoning and reflecting

- Interpret works of art using knowledge and skills from various areas of learning.

Communicating and documenting

- Demonstrate increasingly sophisticated application and/or engagement curricular content.

Visual Arts (MYP 4)

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|---|--------------------------------|--|--|---|---|--|---|
| The Ghost Hotel - Short Films based on research / investigation into a location attendant personal narratives | Creativity Form Identity | Arts - Performing Arts Audience, Expression, Visual culture Arts - Visual Arts Genre, Innovation Design - Design Collaboration | Personal and cultural expression Creation, Metacognition and abstract thinking, Social constructions of reality, Ritual and play, Belief systems, Analysis and argument, Histories of ideas, Practice and competency Individuals and societies, Mathematics, | We will investigate outdoor staging using the landscape and the physical features, through a collaboration with Maths (budgeting and costing) Design (creation of the various scares and use of lighting ext) , Performing and Visual Arts in the form of the | Arts - Performing Arts A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the | Description Self-management • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and | for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts the ethics of cultural appropriation and |
| Interdisciplinary Unit Individuals and societies Mathematics Visual Arts Design | | | | | | | |

Visual Arts, Design

use of costume, masks and imagery in the woods, in order to devise and plan the creation of an immersive theatrical experience in a "Haunted Woods", using physical space and and cultural knowledge, including First Nations drumming to deliver an experience for the audience and actors alike!

role of the art form in original or displaced contexts
 iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B: Developing skills

i. demonstrate the acquisition and development of the skills and techniques of the art form studied
 ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively

i. develop a feasible, clear, imaginative and coherent artistic intention
 ii. demonstrate a range and depth of creative-thinking behaviours
 iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Individuals and societies -

Individuals and societies

A: Knowing and understanding

i. use a wide range of terminology in context
 ii. demonstrate knowledge and

- performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

plagiarism

understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B: Investigating

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

C: Communicating

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

Arts - Visual Arts

A: Knowing and understanding

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-

specific terminology

ii. demonstrate an understanding of the role of the art form in original or displaced contexts

B: Developing skills

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively

i. develop a feasible, clear, imaginative and coherent artistic intention

ii. demonstrate a range and depth of creative-thinking behaviours

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Design - Design

A: Inquiring and analysing

i. explain and justify the need for a solution to a problem for a specified client/target audience

ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem

iv. develop a detailed design brief, which

Subject Group Overview

summarizes the analysis of relevant research

B: Developing ideas

- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C: Creating the solution

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|--------------------------|--------------|----------------------------|--|--|---|--|---|
| The Pumpkin Patch in Art | Creativity | Expression, Visual culture | Personal and cultural expression Ritual and play, Artistry, Craft, Creation | We will investigate staging and floor plan design, through a collaboration with Design and performing and Visual Arts, in order to devise and plan the creation of an immersive theatrical experience in a | A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an | Self-management • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines Research • VI. Information literacy skills | for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas |

Subject Group Overview

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|--|--|--|--|---|---|--|--|
| | | | | <p>"haunted house", using physical space and cultural knowledge to deliver an experience for the audience and actors alike!</p> | <p>understanding of the role of the art form in original or displaced contexts</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively</p> <p>i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p>D: Responding</p> <p>i. construct meaning and transfer learning to new settings</p> <p>ii. create an artistic response which intends to reflect or impact on the world around them</p> <p>iii. critique the artwork of self and others</p> | <ul style="list-style-type: none"> Finding, interpreting, judging and creating information Make connections between various sources of information | <p>visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:</p> <p>elements of design: line, shape, space, texture, colour, form, value</p> <p>principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony</p> <p>manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:</p> <p>visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony</p> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p> |
|--|--|--|--|---|---|--|--|

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|---|--------------|---------------------------|----------------------------------|--------------------------------------|--|---|---|
| Acrylic Painting: First Nations Animals & | Culture | Narrative, Visual culture | Personal and cultural expression | By exploring various cultures we can | <p>A: Knowing and understanding</p> <p>i. demonstrate</p> | <p>Description</p> <p>Research</p> | First Nations design, silhouettes, seascapes, |

Subject Group Overview

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|------------------|---|---|--|--|---|
| <p>Seascapes</p> | <p>Belief systems, Artistry, Creation</p> | <p>appreciate and respect our similarities and differences.</p> | <p>knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization D: Responding i. construct meaning and transfer learning to new settings</p> | <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others • Make connections between various sources of information • VII. Media literacy skills • Interacting with media to use and create ideas and information • Communicate information and ideas effectively to multiple audiences using a variety of media and formats | <p>composition, colour theory.</p> <p>for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works contributions of innovative artists from a variety of genres, communities, times, and places the ethics of cultural appropriation and plagiarism visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to: elements of design: line, shape, space, texture, colour, form, value principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony image design strategies: elaboration,</p> |
|------------------|---|---|--|--|---|

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|-------------------------------------|--------------|------------------------------|---|---|---|---|---|
| Paper Mache - First Nations Animals | Change | Presentation, Visual culture | Personal and cultural expression Philosophies and ways of life, Belief systems | Through the introduction of found objects and artistic creativity, First Nations spirit animals will change and evolve into a representation of visual culture. | iii. critique the artwork of self and others A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours D: Responding iii. critique the artwork of self and others | Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others • Make connections between various sources of information | simplification, magnification, reversal, fragmentation, distortion the roles of artists and audiences in a variety of contexts Exploring and creating - Intentionally select and apply materials, movements, technologies, environments, tools and techniques by combining and arranging artistic elements, processes, and principles in art making. Reasoning and Reflecting - Respond to works of art using one's knowledge of the world. Communicating and documenting -Take creative risks to express feelings, ideas and experiences. |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|--|--------------|---|--|--|---|--|--|
| Get Real! - Realism.. | Identity | Composition, Expression Other: Students will consider the aesthetics of individual identities to create a composition with expression, style and visual culture. | Identities and relationships Identity formation, Self-esteem, Status, Roles and role models | The artistic expression and representation of an individual considers the elements and principles of art such a proportion, line, and value. | A: Knowing and understanding iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art | Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Interpret and use effectively modes of non-verbal communication • Reading, writing and using language to gather and communicate information • Find information for disciplinary and interdisciplinary inquiries, using a variety of media | Exploring and creating - Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences Communicating and documenting - Adapt learned skills, understandings, and processes for new contexts and for different purposes and audiences |
| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
| Watercolour/Tissue- paper: Nature Triptych | Aesthetics | Composition, Style | Personal and cultural expression Artistry, Beauty | The personal and cultural expression of an artist is linked to an aesthetically composed representation that communicates a distinct style. | A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an | Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction | |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|-------------------|--------------|----------------------------|--|--|--|--|---|
| Collage Portraits | Identity | Expression, Representation | Identities and relationships Identity formation, Self-esteem, Status, Roles and role models | Appearances communicate aspects of the way we express our identity, and their impact vary in different contexts. | <p>understanding of the role of the art form in original or displaced contexts</p> <p>B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p>D: Responding iii. critique the artwork of self and others</p> <p>A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>D: Responding</p> | <ul style="list-style-type: none"> • Give and receive meaningful feedback • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Make inferences and draw conclusions <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Interpret and use effectively modes of non-verbal communication <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines | <p>Texture, portraiture, identity.</p> <p>for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts contributions of innovative artists from a variety of genres, communities, times, and places visual arts elements,</p> |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|----------------|--------------|--|--|---|---|--|---|
| Shaking it up! | Change | Innovation Other: Structure | Personal and cultural expression Social constructions of reality, Artistry, Craft, Creation, Beauty | Change impacts innovation and stylistic processes | A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts B: Developing skills ii. demonstrate the application of skills and techniques to create, | <ul style="list-style-type: none"> IV. Affective skills Managing state of mind Mindfulness Practise strategies to develop mental focus Thinking | principles, and image design strategies to create mood and convey ideas, including but not limited to: elements of design: line, shape, space, texture, colour, form, value principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion personal narrative as a means of representing self-perception and identity in artistic works |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|----------------------------|---------------|--|---|---|--|--|--|
| Communication: Printmaking | Communication | Narrative, Expression Other: Communication can be achieved through narrative and expression | Personal and cultural expression Artistry, Craft, Creation, Beauty | Communication can be achieved through narratives, personal expression, and through the creation of art. | perform and/or present art C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization D: Responding i. construct meaning and transfer learning to new settings ii. create an artistic response which intends to reflect or impact on the world around them iii. critique the artwork of self and others | existing works and ideas in new ways X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Apply skills and knowledge in unfamiliar situations • Combine knowledge, understanding and skills to create products or solutions | variety of art forms to improve the quality of artistic creations. Communication and documenting - Take creative risks to express feelings, ideas, and experiences. |
| | | | | | A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention D: Responding | Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication | Exploring and creating - Intentionally select and apply material, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making. Reasoning and reflecting - Describe, interpret and evaluate how artists use processes, materials, |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|------------|--------------------------|--|---|---|---|---|---|
| Pop Art | Communication Culture | Composition, Expression, Genre, Innovation | Personal and cultural expression Artistry, Craft, Creation, Beauty, Products | Innovation of ideas leads to new ways of communication and expression. | <p>i. construct meaning and transfer learning to new settings</p> <p>A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> | <p>Description</p> <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data • Make connections between various sources of information • VII. Media literacy skills • Interacting with media to use and create ideas and information • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats | <p>movements, tools, techniques, and environments to create and communicate ideas.</p> <p>Communication and documenting</p> <p>- Describe, interpret and respond to works of art</p> <p>for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas personal and social responsibility associated with creating, performing, and responding in the arts</p> <p>visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:</p> <p>elements of design: line, shape, space, texture, colour, form, value principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion,</p> |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|----------------------|--------------|--|--|--|--|---|--|
| Perspective Painting | Perspective | Boundaries Other: Structure | Orientation in space and time Natural and human landscapes and resources, Peoples, Boundaries, Exchange and interaction | Purposeful observation of the natural world can lead to new understanding, sense of depth and new ideas. | <p>C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>D: Responding i. construct meaning and transfer learning to new settings</p> <p>A: Knowing and understanding iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking creatively iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p>D: Responding iii. critique the artwork of self and others</p> | <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Listen actively to other perspectives and ideas • Give and receive meaningful feedback | <p>harmony image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> - Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes and principles in art making. <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> - Interpret works of art using knowledge and skills from various areas of learning. <p>Communicating and documenting</p> <ul style="list-style-type: none"> - Demonstrate increasingly sophisticated application and/or engagement curricular content. |

Subject Group Overview

Visual Arts (MYP 5)

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|---------------------|---------------|--------------------------------|---|--|---|--|--|
| A Sense of Identity | Communication | Expression, Representation | Personal and cultural expression Artistry, Craft, Creation, Beauty | Self portraits using visual metaphors and symbols to represent who you are. | A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours D: Responding iii. critique the artwork of self and others | Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication | elements of visual art principles of design image development strategies creative processes use of symbols and metaphors to represent ideas and perspectives influence of visual culture on self-perception and identity elements of visual art principles of design image development strategies symbols and metaphors influences of visual culture in social and other media |
| Figure it Out | Aesthetics | Interpretation, Representation | Personal and cultural expression Artistry, Craft, Creation, Beauty | Observational drawing develops a deeper consciousness and new awareness of perception and understanding of what we draw. | A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, | Description Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and | elements of visual art principles of design materials, techniques, and technologies |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|-------------------------------------|--------------|----------------------------|--|---|--|--|--|
| One, Two or Three Point Perspective | Aesthetics | Innovation, Representation | <p>Scientific and technical innovation</p> <p>Methods, Products, Processes and solutions, Adaptation</p> | Perspective is the position from which we observe situations, objects, facts, ideas and opinions. | <p>and the use of subject-specific terminology</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking creatively</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>D: Responding</p> <p>i. construct meaning and transfer learning to new settings</p> | <p>ideas</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognise problems • Consider ideas from multiple perspectives • Identify obstacles and challenges • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Inquire in different contexts to gain a different perspective • Combine knowledge, understanding and skills to create products or solutions | <p>elements of visual art principles of design role of the artist and audience</p> <p>elements of visual art principles of design materials, technologies, and processes</p> <p>elements of visual art</p> |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|-------------------------------------|--------------|-----------------------------|--|---|--|--|---|
| Surrealism and the Unconscious Mind | Identity | Composition, Representation | <p>Personal and cultural expression</p> <p>Artistry, Craft, Creation, Beauty</p> | Dreams and nightmares inspire vivid, imaginative thoughts, creative activities and provocative representations. | <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>C: Thinking creatively</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> | <p>Thinking</p> <ul style="list-style-type: none"> IX. Creative thinking skills Generating novel ideas and considering new perspectives Apply existing knowledge to generate new ideas, products or processes Practise visible thinking strategies and techniques <p>Research</p> <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Make connections between various sources of information Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and | <p>principles of design</p> <p>creative processes</p> <p>roles of artist and audience</p> <p>elements of visual art</p> <p>principles of design</p> <p>image development strategies</p> <p>creative processes</p> <p>use of symbols and metaphors to represent ideas and perspectives</p> <p>elements of visual art</p> <p>principles of design</p> <p>image development strategies</p> <p>symbols and metaphors influences of visual culture in social and other media</p> |

Subject Group Overview

| Unit Title | Key Concepts | Related Concept(s) | Global Context | Statement of Inquiry | MYP subject group objective(s) | ATL skills | Content (topics, knowledge, skills) |
|-----------------|-----------------------|----------------------------|--|--|--|--|--|
| Art & Recycling | Time, place and space | Innovation, Visual culture | Globalization and sustainability Human impact on the environment, Consumption, Conservation, Scarcity | We can innovate our artworks by questioning time, place, space and by using unusual materials. | <p>acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>D: Responding i. construct meaning and transfer learning to new settings ii. create an artistic response which intends to reflect or impact on the world around them iii. critique the artwork of self and others</p> | <p>recalling information</p> <ul style="list-style-type: none"> Collect and analyse data to identify solutions and make informed decisions <p>Thinking</p> | <p>materials, techniques, and technologies traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts</p> <p>role of visual art in social justice issues</p> <p>materials, techniques, and technologies for visual art traditional and contemporary First Peoples worldviews, stories, and history, as expressed through visual arts</p> |