

MYP Art Overview 2020-2021

Year 1: Grade 6 Art 2020-2021

| Unit Title | MYP Key Concept | MYP Related Concepts | MYP Global Context | Statement of Inquiry | MYP Criterion Objective | ATL Skills | Content and Knowledge |
|--|-----------------|----------------------------------|----------------------------------|--|-------------------------|---|--|
| Unit 1 Two-Dimensional Dry Media | Aesthetics | Personal and Cultural Expression | Personal and Cultural Expression | Cultures use narrative and study aesthetics to demonstrate an expression of themselves to others. | A C B D | Self-Management-Affective Skills C 2.13- Practice “bouncing back” after adversity, mistakes and failure. Communication-Communication Skills A.6 Interpret and use effective modes of non-verbal communication. | Explore the seven elements of art. Model the process of creating. Communicate with their classmates. Apply acquired knowledge while creating. Demonstrate an understanding of how cultures use narrative and aesthetics to express themselves to others. |
| Unit 2 Two-Dimensional Wet Media | Form | Visual Culture Genre | Orientation in Time and Space | Civilizations in different orientations in space reflect on visual cultures in many genre and forms. | C D | Self-Management: Affective skills C.2.12: Practice positive thinking Thinking- Creative-thinking E.2.9: Create original works and ideas; use existing works and ideas in new ways | Inquire into how artists use genre when creating Amate Bark and prints. Communicate during the creative process using strategies. Demonstrate proper painting and printmaking procedures. Inquire into how artists use visual culture to affect individuals in different civilizations. |

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| <p>Unit 3 Three-Dimensional Media</p> | <p>Relationships</p> | <p>Boundaries</p> | <p>Globalization and Sustainability.</p> | <p>Art is represented when observing changes in boundaries, sustainability, and globalization.</p> | <p>D B</p> | <p>Communication: Communication Skills A.7: Negotiate ideas and knowledge with peers and teachers Self- Management: Reflection C 3.9: Consider ethical, cultural and environmental implications</p> | <p>Sculpture is used to create boundaries in communities and mark a divide in places. Sculpture has evolved through time; sustainable materials that are used to create. Collaborate with their peers as they create their concept drafts and think about next steps. Inquire into the chemical changes clay goes through to become a piece of ceramic.</p> |
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Year 2: Grade 7 Art 2020-2021

| Unit Title | MYP Key Concept | MYP Related Concepts | MYP Global Context | Statement of Inquiry | MYP Criterion Objective | ATL Skills | Content and Knowledge |
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| Unit 1 Social Expressionism | Communication | Composition Audience | Fairness and Development | An artist may use social expressionism to communicate using their composition the need for fairness and development to an audience. | C | Self-Management- Affective C.5: Demonstrate persistence and perseverance Research- Information Literacy D.1: Collect, record and verify data Thinking- Transfer E.3.3: Inquire in different contexts to gain a different perspective | Choose one specific area of our provocation “Helping kids, canines, and kitties” as their social expressionism focus. Research their one chosen area of our provocation locally, and nationally. Communicate their area of focus through verbal, written, and artistic forms. Meet with local community members who are working toward fairness and development. |
| Unit 2 Communication and Interpretation | Communication | Interpretation | Identities and relationships | A person’s interpretation of reality and how they communicate with others is affected by their beliefs and values | D | Social-Collaboration B.9: • Listen actively to other perspectives and ideas Self management- Reflection C.3.10: Keep a journal to record reflections Research- Media Literacy D.2.4: Understand the impact of media representations and modes of presentation (variety; flexibility; influence) | Document their process, reflections, conceptual drawings, research, interview notes, and peer feedback in a journal. Acquire and demonstrate knowledge of acrylic painting procedures. Research how the media affects an individual interpretation. Seek out others' perceptions of their artwork. |

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| <p>Unit 3 Development and Evolution</p> | <p>Development</p> | <p>Composition</p> | <p>Globalization and sustainability</p> | <p>Art is used to create compositions which develop and evolve out of a to desire impact societal decision making</p> | <p>A</p> | <p>Self-Management-Organization Skills C.4: Set goals that are challenging and realistic Communication-Communication Skills A.6: Interpret and use effective modes of non-verbal communication Thinking-Transferrer E.3.6: Combine knowledge, understanding and skills to create products or solutions</p> | <p>Reflect on how their area of focus has developed and evolved.</p> <p>Seek out other perceptions of their artwork and reflect on their feedback.</p> <p>Learn about current artists creating art to effect choices society is making .</p> |
| <p>Unit 4 Creativity Narrative</p> | <p>Creativity</p> | <p>Narrative</p> | <p>Personal and cultural expression</p> | <p>People create a visual narrative that expresses a perspective which questions audiences personal and cultural beliefs and ideas.</p> | <p>B</p> | <p>Self-Management-Organization Skills C.4: Set goals that are challenging and realistic Communication-Communication Skills A.6: Interpret and use effective modes of non-verbal communication Thinking-Transferrer E.3.6: Combine knowledge, understanding and skills to create products or solutions.</p> | <p>Explore different painting techniques, and demonstrate knowledge of acrylic painting procedures</p> <p>Seek out other perceptions of their artwork and reflect on their feedback.</p> <p>Share their developing artwork with our local community.</p> |

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Year 3: Grade 8 Art 2020-2021

| Unit Title | MYP Key Concept | MYP Related Concepts | MYP Global Context | Statement of Inquiry | MYP Criterion Objective | ATL Skills | Content and Knowledge |
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| Unit 1 Dry Media never goes out of style. | Change | Visual Culture Style | Orientation in Time and Space | Dry media techniques have changed style over historical periods and can be represented in their culture in a visual medium. | A ii. iii B i C i D ii | Thinking- Critical Thinking E.7: Draw reasonable conclusions and generalizations. Social: Collaboration: B.7 Build consensus | Dry media techniques and processes that have developed in different civilizations . Research and explore the history and artists who have influenced art through dry mediums. Investigate tessellations, collaborate with math. |
| Unit 2 Wet Media - The Wealth of Color. | Communication | Representation Narrative | Globalization and Sustainability | Representation of color in art allowed for an historical economic narrative. | A ii. iii B ii D i, iii | Communication: A.1.3 Make inferences and draw conclusions Self Management- Affective C.2.1. Practice focus and concentration. | Research and reflect on the light spectrum and how we see color. Explore how Artists have created pigment for paint in different regions throughout time Demonstrate knowledge of how pigment has played a role in economics in various cultures throughout time |

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| <p>Unit 3 Sculpture for an Audience</p> | <p>Aesthetics</p> | <p>Composition Audience</p> | <p>Identities andR Relationships</p> | <p>Aesthetics and competition can affect the way an audience interacts with a piece of art.</p> | <p>C i, ii, iii D i, iii</p> | <p>Thinking-Creative Thinking E.2. Apply existing knowledge to generate new ideas. Research: Media Literacy Skills D.2.7 Compare and contrast and draw connections among resources.</p> | <p>Demonstrate an understanding of Form and scale.</p> <p>Explore how sculpture has been used to represent civilizations throughout history.</p> <p>Investigate how available materials impacted an artist's creation in a certain region.</p> <p>Reflect on kinetic sculpture- Does movement affect the way an audience interacts with an artwork</p> |
| <p>Unit 3 Exploration of the Art World</p> | <p>Identity</p> | <p>Expression Presentation</p> | <p>Personal and Cultural Expression</p> | <p>Identity and culture coexist to present artistic expression that can have historical significance.</p> | <p>A i, ii, iii B i, ii C ii, iii</p> | <p>Research: Information Literacy Skills D.2.7 Present information in a variety of formats. Social: Collaboration B.5 Take responsibility for one's own actions.</p> | <p>Demonstrate an understanding of how art and culture impact identity.</p> <p>Explore a significant historical event that an artist played a role in.</p> <p>Generate artworks that represent an civilizations identity through an art style.</p> |