

Stage 3: Course outline MYP 1 – 5 VISUAL ARTS			
Term 1	MYP 1	MYP 2	MYP 3
<b>Content</b>	<b>Colour theory</b> <b>Title: “Clour Matters”</b>	<b>The elements and principles of art</b> <b>Title: “Composition in Art”</b>	<b>Art criticism</b> <b>Title: “Judging Art”</b>
<b>Unit Question</b>	How do colours influence our life?	If art is a free, personal expression, why do we need principles to create art?	What is the purpose of art and who decides what is ‘good’ art?  How can I decide whether I like a work of art or not?
<b>Significant Concept</b>	Colour is one of the most important elements of art. Colour has meaning, and can be used and read in various ways. Colours are everywhere around us and affect our life, our choices and moods.	The elements and principles of art are the language of Visual Art, and are used to guide the creation of all art work. Without them art can not be created or understood/read. The knowledge of the elements and principles of art helps us to improve our ability to express ourselves.	Art is very subjective, there is no right or wrong. However, as more we know about an art work, the better we will be able to make a profound judgement.  Art is created for very various purposes. We can categorize art works under various subjects.
<b>AOI</b>	Environment, Human Ingenuity, HSE	Human Ingenuity	Human Ingenuity, HSE
<b>ATL</b>	Reflection/ self awareness (colour moods) Making connections Organization/ time management, keeping deadlines, DW Collaboration, including analyzing other’s ideas Communication/ being informed, including discussions before making choices and presenting own work to others	Develop thinking and analyzing skills  Drawing conclusions  Study skills/ organization/ keeping deadlines  Making connections: studying the art work of others, applying knowledge of the principles of art to own work	Critical Thinking skills  Develop analyzing skills  Forming arguments  Defending own opinions, pro and contra  Drawing conclusions  Making connections
<b>Subject content</b>	<ul style="list-style-type: none"> <li>• The colour wheel</li> <li>• Colour mixing</li> <li>• Colour-tone and tint</li> <li>• Properties and types of colour/ colour schemes</li> <li>• Colours as symbols</li> <li>• Colour moods / how artists use colour to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>• The elements of art: line, shape, colour, texture, form – review</li> <li>• How to apply the principles of art to produce a pleasing composition: using balance, emphasis, movement, unity, rhythm, variety, repetition, pattern , and proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Art appreciation</li> <li>• Subject matter and purposes of art</li> <li>• The 4 steps of art critique: describe, analyze, interpret, evaluate</li> </ul>
<b>Objectives</b>	By the end of the term students should be able to: <ul style="list-style-type: none"> <li>▪ realize the visual arts as tools for expressing thoughts, ideas and</li> </ul>	By the end of the term students should be able to: <ul style="list-style-type: none"> <li>▪ realize the visual arts as tools for expressing thoughts, ideas and</li> </ul>	By the end of the term students should be able to: <ul style="list-style-type: none"> <li>▪ Realize the visual arts as tools for expressing thoughts, ideas and</li> </ul>

	<ul style="list-style-type: none"> <li>feelings</li> <li>▪ observe, identify and use the elements of art in various creative exercises</li> <li>▪ use sketch books to make drawings of landscapes, plants, figures and objects from observation</li> <li>▪ demonstrate knowledge of the color-wheel</li> <li>▪ use their knowledge of the colour-wheel to mix colours</li> <li>▪ identify and explain what primary, secondary, intermediate, complementary, analogous, monochromatic, neutral, cold and warm colours are</li> <li>▪ use various color schemes to create visual effects when painting</li> <li>▪ demonstrate comprehension of the expressive use of colour</li> <li>▪ experiment with different colour schemes</li> <li>▪ use knowledge of colour symbolism to express feelings/moods</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>▪ make drawings of plants, figures and objects from observation</li> <li>▪ produce drawings with increasing details</li> <li>▪ use shading with different values</li> <li>▪ observe, identify and use the elements of art in various creative exercises</li> <li>▪ demonstrate a beginner's understanding of the organizational components of design (principles of design): balance, unity, contrast, pattern, emphasis, movement, rhythm, and space</li> <li>▪ develop the ability to apply the knowledge of other people's work to their own work</li> <li>▪ begin to use appropriate arts-language/terminology when describing art work</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>▪ Demonstrate an awareness of and appreciation for the works of other artists</li> <li>▪ Discuss subject matter and purposes of art</li> <li>▪ Make personal views and judgments of various works</li> <li>▪ Use basic art terminology to review and evaluate their own artwork and that of others by using the 4 steps of art critique: describe, analyze, interpret, evaluate</li> <li>▪ Observe, analyze and relate work to history and culture wherever possible and begin to interpret work based on historical or cultural context</li> <li>▪ Continue to develop observational skills and improve their technical skills at drawing from observation</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Written test on Colour theory</li> <li>• Work in sketchbook/ DW</li> <li>• Teacher observation during class time</li> <li>• Homework assignments</li> <li>• Short practical excercises in class</li> </ul>	<ul style="list-style-type: none"> <li>• Written test on principles of art</li> <li>• Work in sketchbook/ DW</li> <li>• Teacher observation during class time</li> <li>• Homework assignments</li> <li>• The use of the principles of art in various compositions during short practical excercises in class (teacher observation)</li> </ul>	<ul style="list-style-type: none"> <li>• Written art critique on ona given art work</li> <li>• Work in DW/ sketchbook</li> <li>• Teacher observation during class time/</li> <li>• Participation in class discussions on various art works (teacher observation)</li> <li>• Homework assignments</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Landscape painting, expressing a certain mood, plus verbal explanation of chosen colour scheme in front of class</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of an art work (collage, painting or drawing) demonstrating at least 3 of the principles of art, presenting and explaining principles being used to class</li> </ul>	<ul style="list-style-type: none"> <li>• Written description and critical evaluation of one art work seen in an art exhibition (after fieldtrip to NIFCA exhibition)</li> </ul>
<b>Links</b>	Science (colour)	<p>Humanities: using the knowledge of the Principles of Art (focused on 'Variety") to create a collage relating to "Natural Disasters" stydied in Humanities</p> <p>Technology (Principles of Design)</p>	Language A

		Math (Proportion, Patterns)	
<b>Term 2</b>			
<b>Content</b>	<b>Art history: Impressionism</b>	<b>Art history: Modern Art / the Art of the 20<sup>th</sup> and 21st century</b>	<b>Art History: Modern Art/ Art of the 20<sup>th</sup> and 21st century</b>
<b>Unit Question</b>	<b>To what extent does art reflect culture or shape it? How does art change over time?</b>	<b>What is modern art and how did new art movements of the 20<sup>th</sup> century changed entirely the way we look at art today?</b>	<b>How do we respond to and understand modern art? How do artists influence each other?</b>
<b>Significant Concept</b>	<p><b>Art crosses all cultures and time periods. From prehistoric times through today, artists have used art to depict their world and to express their thoughts and feelings.</b></p> <p><b>Art develops and evolves.</b></p>	<p><b>The dawn of the 20<sup>th</sup> century brought many changes to the art world. Modern art broke with all former traditions.</b></p> <p><b>Instead of simply adopting past styles, techniques and materials, modern and contemporary artists have forged entirely new directions.</b></p>	<p><b>In the 20<sup>th</sup> century new art styles flourished as artists experimented with a variety of techniques and approaches. Some new styles continued trends from the previous century, while others broke with all traditions and surprised, confused and even shocked viewers.</b></p> <p><b>Artists are innovative and are Risk-Takers.</b></p>
<b>AOI</b>	HSE, Human Ingenuity	<ul style="list-style-type: none"> <li>HSE, Human Ingenuity Communication</li> </ul>	Human Ingenuity, Environment
<b>ATL</b>	<ul style="list-style-type: none"> <li>Research skills: assessing information, selecting, organizing and presenting information</li> <li>Thinking skills, generating ideas,</li> <li>Organization: meeting dead lines</li> <li>Collaboration</li> <li>Making connections</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Research skills: assessing information, selecting, organizing and presenting information,</li> <li>Thinking skills, generating ideas,</li> <li>Organization: meeting dead lines</li> <li>Collaboration</li> <li>Making connections</li> <li>Communication</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Research skills: assessing information, selecting, organizing and presenting information,</li> <li>Thinking skills, generating ideas,</li> <li>Organization: meeting dead lines</li> <li>Making connections</li> <li>Collaboration</li> <li>Communication</li> <li>Reflection</li> </ul>
<b>Subject content</b>	<ul style="list-style-type: none"> <li>Art appreciation/ art history:</li> <li>The development of new art styles in the 20<sup>th</sup> century</li> <li>Art movements of the 20<sup>th</sup> century</li> <li>Focus on Impressionism: the life and work of Claude Monet</li> <li>Techniques: the use of light in painting</li> </ul>	<ul style="list-style-type: none"> <li>Art appreciation/ art history:</li> <li>Famous artists of the 20th century</li> <li>Post Impressionism</li> <li>Expressionism</li> <li>Abstract expressionism</li> <li>Pop art</li> </ul>	<ul style="list-style-type: none"> <li>Art appreciation/ art history:</li> <li>Close look at how artists influence each other and form new art movements</li> <li>Surrealism/ Fantasy Art</li> <li>New contemporary trends in art</li> <li>Environmental art</li> <li>New art techniques and the use of multi-media</li> </ul>
<b>Objectives</b>	At the end of the term students should be able to:	At the end of the term students should be able to:	At the end of the term students should be able to:

	<ul style="list-style-type: none"> <li>▪ experience and develop curiosity, interest, and enjoyment in their own creativity and that of others</li> <li>▪ use their knowledge of the elements of art to create interesting artworks (for example, use their knowledge of colour theory, studied in term 1)</li> <li>▪ observe and relate art work based on historical and cultural context:</li> <li>▪ acquire basic knowledge of different periods and art movements in the 20<sup>th</sup> century / focused on Impressionism</li> <li>▪ research and present findings on given works of art or artists</li> <li>▪ identify and compare works of artists with similar styles, subjects and techniques</li> <li>▪ develop the ability to apply the knowledge of other people's work to their own work</li> <li>▪ continue to develop good observational drawing skills and begin to use shading techniques when drawing objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ use various media to create artworks</li> <li>▪ review and apply the <i>principles of design</i> when producing compositions</li> <li>▪ begin to use appropriate arts-language/terminology when describing art work</li> <li>▪ acquire and demonstrate knowledge of different periods and art movements in the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>▪ research and present findings on given works of art or artists: gather and present information on various influential artists of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>▪ identify and compare works of artists with similar styles, subjects and techniques</li> <li>▪ develop the ability to apply the knowledge of the artist's work being studied to their own work</li> <li>▪ continue to develop good observational drawing skills and demonstrate the effective use of shading techniques</li> <li>▪ identify and use positive and negative space</li> <li>▪ begin to use 1-Point Perspective in their drawings and paintings</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate the ability to plan and purposefully use the visual arts to communicate their own ideas</li> <li>▪ recognize the <i>elements of art</i> and explore the basic application of how the <i>principles of design</i> are used (balance, unity, contrast, pattern, emphasis, movement, rhythm, and space)</li> <li>▪ produce drawings with increasing details; use shading with different values and begin using perspective</li> <li>▪ demonstrate knowledge and understanding of a variety of styles, developments and ideas which have shaped the arts across time and cultures (this term focused on the art of the 20<sup>th</sup> and 21<sup>st</sup> century/ <i>Modern Art</i> )</li> <li>▪ research and present findings on contemporary artists who have influenced new art movements</li> <li>▪ look at a painting and recognize/ identify the artist's style; understand the composition, materials and techniques that the artist has used</li> <li>▪ identify and compare works of artists with similar styles, subjects and techniques</li> <li>▪ develop the ability to apply the knowledge of other people's work to their own work</li> <li>▪ use appropriate arts language / terminology when describing art work</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• DW/ sketch book</li> <li>• Teacher observation during class time,</li> <li>• Homework assignments,</li> <li>• Various experiments/studio works</li> </ul>	<ul style="list-style-type: none"> <li>• DW / sketch book</li> <li>• Teacher observation during class time,</li> <li>• Homework assignments,</li> <li>• Research projects : Presentation on an influential "modern" artists</li> <li>• Various experiments/studio works</li> </ul>	<ul style="list-style-type: none"> <li>• DW/ sketch book</li> <li>• Teacher observation during class time,</li> <li>• Homework assignments,</li> <li>• Research projects /Presentation on an influential "modern" artists</li> <li>• Various experiments/studio works</li> </ul>
<b>Summative Assessment</b>	Landscape -painting in the style of the Impressionists	Poster, informing and representing the style of one influential artist of the 20 <sup>th</sup> century	One art work (various media to chose) in the style of one influential artist
<b>Links</b>	Humanities, Language B (French artists)	Humanities, Math (Perspective drawing), Language B (French artists)	Humanities

Term 3			
Content	The Creative Cycle	The Creative Cycle	The Creative Cycle
<b>Unit Question</b>	<p><b>Why and how do we create?</b>  <b>What are my personal artistic strengths?</b>  <b>How can I develop as an artist?</b></p>	<p><b>What are the differences between media, techniques and processes in visual arts?</b>  <b>How do artists chose their media?</b></p> <p><b>What is my medium?</b></p>	<p><b>Where do get artists their ideas from?</b></p>
<b>Significant Concept</b>	<p><b>Art is a process., not just a product.</b></p> <p><b>Following the Creative Cycle will help me to define my strengths and to develop my potential even further.</b></p>	<p><b>Creating art work involves various steps. Following the steps of the Creative Cycle will lead to accomplish greater success as an artist.</b></p> <p><b>Artists experiment and chose different media to express themselves the best way they can.</b></p>	<p><b>Ideas for art work come from a variety of sources. Artists often draw from their life surroundings and personal experiences as the basis for art works. Artists also influence and inspire each other.</b></p>
<b>AOI</b>	<p>Human Ingenuity, HSE</p>	<p>Human Ingenuity, HSE</p>	<p>Human Ingenuity, HSE, Environment</p>
<b>ATL</b>	<p>Planning individual project,  Ongoing Reflection,  Thinking skills  Making connections  Organization/ time management, keeping deadlines, DW  Communication/ being informed, including discussions before making choices and presenting own work to others</p>	<p>Planning individual project  Group work/ Collaboration  Ongoing Reflection, Thinking skills  Making connections  Organization/ time management, keeping deadlines, DW  Communication/ being informed, including discussions before making choices and presenting own work to others  Setting goals for personal development</p>	<p>Planning individual projects  Ongoing Reflection,  Thinking skills  Making connections  Organization/ time management, keeping deadlines, extensive use of DW  Communication/ being informed, including discussions before making choices and presenting own work to others  Setting goals for personal development</p>
<b>Subject content</b>	<ul style="list-style-type: none"> <li>The effective use of the DW as a document of personal artistic development</li> <li>The steps of the creative Cycle:</li> <li>Investigate, observe, experiment</li> <li>Plan and select</li> <li>Create, produce and test</li> <li>Respond and evaluate</li> <li>Develop</li> </ul>	<ul style="list-style-type: none"> <li>The effective use of the DW as a document of personal artistic development</li> <li>The steps of the creative Cycle:</li> <li>Investigate, observe, experiment</li> <li>Plan and select</li> <li>Create, produce and test</li> <li>Respond and evaluate</li> <li>Develop</li> </ul>	<ul style="list-style-type: none"> <li>The use of the DW as a tool to develop own ideas and themes and to show evidence of own artistic development</li> <li>The steps of the creative Cycle:</li> <li>Investigate, observe, experiment</li> <li>Plan and select</li> <li>Create, produce and test</li> <li>Respond and evaluate</li> <li>Develop</li> </ul>

<p><b>Objectives</b></p>	<p>At the end of the term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ show a beginning understanding of the Principles of Design ((principles of design: balance, unity, contrast, pattern, emphasis, movement, rhythm, and space)</li> <li>▪ use the elements of art and principles of design to create art works which effectively communicate their ideas</li> <li>▪ acquire knowledge / awareness of different forms of art, this term focused on <i>multi-media</i> and <i>sculpture</i></li> <li>▪ research and present their findings on various famous sculptors</li> <li>▪ purposefully plan individual projects; select and use various media to produce collages and 3 dimensional works of art (sculptures)</li> <li>▪ understand and begin to apply the <i>Creative Cycle</i> to their own work processes</li> <li>▪ make effective use of their Developmental Workbooks, reflect on their work in written form</li> <li>▪ continue drawing objects and figures from their environment, demonstrating improving technical skills: <ul style="list-style-type: none"> <li>▪ create works of art that demonstrate the use of varying line qualities</li> <li>▪ identify and use illusions of depth techniques (shading, 1 point perspective)</li> <li>▪ identify and use positive and negative space</li> </ul> </li> </ul>	<p>At the end of the term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ understand and apply the <i>Creative Cycle</i> to their own work processes</li> <li>▪ make effective use of their Developmental Workbooks</li> <li>▪ plan and organize effectively to define and set goals, solve problems, negotiate and make decisions</li> <li>▪ plan individual projects, select appropriate media</li> <li>▪ create two and three-dimensional art works/ objects using a variety of materials, including found objects and clay</li> <li>▪ reflect upon and evaluate their work in order to set goals for future development</li> <li>▪ demonstrate knowledge and understanding of the theoretical basis of the art studied throughout the year</li> <li>▪ begin to use appropriate terminology to show aesthetic awareness</li> <li>▪ continue drawing objects and figures from their environment, demonstrating improving technical skills</li> </ul>	<p>At the end of the term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ show an understanding of the “Creative Cycle’ and apply to their own work processes</li> <li>▪ make effective use of their Developmental Workbooks: reflect on their work processes in writing, evaluate their work in order to set goals for future development</li> <li>▪ show self motivation in setting and meeting deadlines; show initiative, creativity, and a willingness to take risks</li> <li>▪ plan an individual project and apply skills specific to the art form studied to elaborate an idea, a theme or a composition to a point of realization</li> <li>▪ present their work through formal or informal performance and exhibition</li> <li>▪ consistently sketch both from real life and creative sources</li> <li>▪ create accurate perspective drawings using 1 point linear perspective (landscape or still-life drawing/ painting)</li> <li>▪ demonstrate improved skills in producing art works in a wide range of media and techniques, this term focused on producing <i>collages</i> or <i>3 dimensional works</i> of art, for example by using found objects</li> <li>▪ demonstrate knowledge and understanding of the theoretical basis of the art studied throughout the year and exhibit a beginning proficiency in using appropriate art terminology</li> </ul>
<p><b>Formative Assessments</b></p>	<ul style="list-style-type: none"> <li>• Ongoing work in DW including planning for individual project</li> <li>• Teacher observation during class time,</li> <li>• Homework assignments,</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing work in DW including planning for individual project</li> <li>• Teacher observation during class time,</li> <li>• Homework assignments,</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing work in DW, including planning and explaining individual work and processes</li> <li>• Teacher observation during class time,</li> </ul>

	<ul style="list-style-type: none"> <li>• Sketch book,</li> <li>• Various short experiments/studio works</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch book,</li> <li>• Various short experiments/studio works</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments,</li> <li>• Sketch book,</li> <li>• Research projects /Presentation on an artist who inspired own work and processes</li> <li>• Various short experiments/studio works</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Individual art work which shows individual preference , personal strength and interest in one art form, will be shown in school art exhibition</li> <li>• Processes describes in DW</li> </ul>	<ul style="list-style-type: none"> <li>• Individual art work which will be shown in school exhibition, preferable 3 – dimensional art work or collage, including the use of found objects (students choose theme and media individually)</li> <li>• Work in DW, including reflection in written form</li> </ul>	<ul style="list-style-type: none"> <li>• Individual art work which will be shown in school exhibition, preferable 3 –dimensional art work or collage, including multi-media (students choose theme and media individually)</li> <li>• Work in DW, including reflection in written form</li> </ul>
<b>Links</b>	Humanities, Technology	Humanities, Technology	Humanities, Technology

Term 1	MYP 4	MYP 5
<b>Title</b> <b>Guiding Question</b>	<b>My Identity (Self Portraits)</b> <b>Who I am and who I want to become?</b> <b>How can artists show aspects of identity besides physical appearance in a work of art?</b>	<b>The Elements &amp; Principles of Art (Review)</b> <b>Are the principles of art universal?</b> <b>Do the principles of art change over time ?</b>
<b>Significant Concept</b>	Art is a means by which people express individual and group identity and their beliefs and goals or ideas. Artists can use cultural and invented symbols to represent their own or others' identities. <b>Creating visual art can be a process which facilitates self reflection and definition.</b>	<b>All art is created by using certain general an aesthetic views and guidelines. The knowledge of the principles of art helps us to understand art and to improve our ability to express and communicate our ideas.</b>
<b>AOI</b>	HSE, Human Ingenuity	HSE, Human Ingenuity
<b>ATL</b>	Practice of Research/ Presentation skills/ Communication skills Organization, meeting deadlines	Practice of Research/ Presentation skills/ Planning projects/ Reviewing and building on former knowledge/ Reflection in written form Organization skills, work in DW, meeting deadlines Reflection
<b>Subject content</b>	<ul style="list-style-type: none"> <li>• Descriptive and expressive portraits</li> <li>• Self-Portraits of famous artists throughout history (Ryn Rembrandt, Van Gogh, Picasso, Frida Kahlo)</li> </ul>	Review: <ul style="list-style-type: none"> <li>• The elements of art</li> <li>• The principles of design</li> </ul>

		<ul style="list-style-type: none"> <li>• Collage techniques/ Romare Bearden’s multi media collages</li> </ul>
<b>Objectives</b>	<p>At the end of term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Realize the visual arts as tools for expressing thoughts, ideas and feelings</li> <li>▪ Develop various skills necessary for understanding and applying art media, techniques, and processes which include: <ul style="list-style-type: none"> <li>○ Drawing – pencil, crayons , charcoal</li> <li>○ Printmaking - easy cut, mixed media,</li> <li>○ 3-D: clay, or papier mache’, or wire (optional)</li> <li>○ Painting (optional)</li> <li>○ Photography (optional)</li> </ul> </li> <li>▪ Recognize and apply the elements of art in aesthetic compositions</li> <li>▪ Demonstrate an ability to make aesthetic decisions: <ul style="list-style-type: none"> <li>○ Select and use tools and techniques individually</li> <li>○ Make a choice whether or not to stay realistic or to shift to an “abstract” style of expression</li> </ul> </li> <li>▪ Understand self portraits of artists in relation to their historical and cultural background</li> <li>▪ Recognize selected individual style characteristics of an artist</li> </ul> <ul style="list-style-type: none"> <li>• Develop good studio skills and habits</li> </ul>	<p>At the end of term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Investigate, appreciate and critically evaluate art from various times and cultures</li> <li>▪ Respond visually and creatively</li> <li>▪ Develop an increased understanding of the visual arts and art concepts</li> <li>▪ Successfully apply the elements of art in aesthetic compositions</li> <li>▪ Organize the components of a work into a cohesive whole through the knowledge of organizational principles of design</li> <li>▪ Use their Developmental Workbooks to plan their projects, to record their progress and their research on other artists, cultures and periods of art history (related to the subject being studied: elements/principles of design)</li> <li>▪ Begin to develop/define a personal definition of art</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Work in DW, Teacher observation during class time, Homework assignments, Research projects: Presentation on a famous artist</li> </ul>	<ul style="list-style-type: none"> <li>• Work in DW, Teacher observation during class time, Homework assignments, Research projects /Presentation on principles of design used throughout history</li> <li>• Written test on Principles of art</li> </ul>
<b>Summative Assessment</b>	Identity-Self-Portrait (individual chosen media), present and explain to class	<ul style="list-style-type: none"> <li>• Art work/ collage focused on demonstrating one principle of design, inspired by a famous artist (research on Romare Bearden)</li> <li>• Overall appearance and quality of DW entries and its continuous use as a personal art journal</li> </ul>
<b>Links</b>	Humanities	Technology (Principles of Design), Math (Proportion, Pattern)
<b>Term 2</b>		
<b>Title</b>	<b>Art Styles and Movements throughout History</b>	<b>Still life/ Landscape in history and today</b>

	Title 'What's your style?'	
<b>Unit Question</b>	<b>What is Style? Who initiates <i>movements</i> in art?</b>	<b>Abstract vs. realistic art – what does it mean – personally?</b>  <b>Does abstract art has meaning and if so, how can we understand it?</b>
<b>Significant Concept</b>	<b>The visual arts have contributed to all cultures and societies throughout time. In order to understand art, we always need to see/ look at it in its historical and cultural context.</b>  <b>Different artists/ art styles can be categorized in various groups/art movements in particular time periods.</b>	<b>Abstraction is a process.</b>  <b>We can use various characteristics of art to accomplish personal artistic intentions and improve the quality of our work by exploring and practicing various techniques.</b>
<b>AOI</b>	HSE, Human Ingenuity	HSE, Human Ingenuity
<b>ATL</b>	Research/Presentation skills, Comparing information, Group work, Panning/Reflection in DW	Research/Presentation skills/ Planning/ Explaining own work processes
<b>Subject content</b>	<ul style="list-style-type: none"> <li>• Art History: Art styles and art movements of the 20<sup>th</sup> and 21<sup>st</sup> Century:</li> <li>• Post Impressionism</li> <li>• Expressionism</li> <li>• Abstract Art</li> <li>• Fauves</li> <li>• Action painting</li> </ul>	<ul style="list-style-type: none"> <li>• The development of <b>Abstract art</b> in the 20<sup>th</sup> century as an accepted art form</li> </ul> <p>Review art techniques:</p> <ul style="list-style-type: none"> <li>• the use of varying line qualities</li> <li>• Shading techniques</li> <li>• Perspective drawing/ point of view</li> <li>• Positive and negative space</li> </ul>
<b>Objectives</b>	<p>At the end of the term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ observe, relate, analyze and interpret art work based on historical and cultural context</li> <li>▪ acquire knowledge of different periods and art movements in the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>▪ develop an understanding of <i>Contemporary Art</i> in comparison to former art periods</li> <li>▪ gather and use reference materials in order to present information on various influential artists and their style</li> <li>▪ identify, compare and contrast works of artists/sculptors with similar styles, subjects and techniques</li> <li>▪ research and present findings on given works of art or artists</li> <li>▪ develop and use art vocabulary to express in oral and written form knowledge about works of art (art styles and</li> </ul>	<p>At the end of term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop a sensitivity in the creation of realistic and abstract artworks</li> <li>▪ Use increased technical skills to produce realistic and expressive still-life and landscape paintings and drawings</li> <li>▪ Make detail studies of fauna and flora in their environment</li> <li>▪ Demonstrate an understanding of the use of light and shade in the drawing of natural and manmade objects, figures and landscapes</li> <li>▪ Understand the process of abstraction by generating a series of realistic sketches, from which one develops an abstract composition</li> <li>▪ Reflect on their creative process in writing</li> <li>▪ Use and refine rudimentary research skills in art and art history</li> </ul>

	<ul style="list-style-type: none"> <li>▪ movements)</li> <li>▪ develop the ability to apply the knowledge of other people's work to their own work</li> <li>▪ continue to develop good observational drawing skills and demonstrate the effective use of shading techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan and execute an artwork which emulates the style of the artist the student was assigned to investigate</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• DW, Teacher observation during class time, Homework assignments, Sketch book, Research projects /Presentation on an influential "modern" artists</li> <li>• Various experiments/studio works</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation during class time, Homework assignments, Research projects /Presentation on landscape/still life painting in art history</li> <li>• DW: Generating a series of realistic sketches, from which one develops an abstract composition which eventually leads to a full scale acrylic abstraction: <ul style="list-style-type: none"> <li>- Realism in drawing</li> <li>- Center of interest/ composition</li> <li>- Development of image</li> <li>- Family of colours chosen</li> </ul> </li> <li>• Reflection on the process</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• The creation of one art work in the style of one chosen "modern" artist</li> </ul>	<ul style="list-style-type: none"> <li>• Abstract landscape/still-life painting inspired by a famous artist</li> <li>• Work in DW</li> </ul>
<b>Links</b>	Humanities	Humanities, Math (Perspective drawing; Pattern, Lines and Shapes in abstract compositions)
<b>Term 3 Title</b>	<b>The Artist in Me</b>	<b>Architecture as Sculpture/ 3 dimensional space</b>
<b>Unit Question</b>	<p><b>How can artists develop themselves and become successful?</b></p> <p><b>How can I improve the quality of my work?</b></p> <p><b>What is my artistic intention?</b></p>	<p><b>What is the difference between architecture and sculpture?</b></p> <p><b>Can art change an environment?</b></p>
<b>Significant Concept</b>	<p><b>As art is a process, following the 'Creative Cycle' can lead to higher success.</b></p> <p><b>All steps in the creative process are important.</b></p>	<p><b>Architecture is a space for living and public gathering. Some modern architects produced groundbreaking work, by incorporating organic and unconventional forms in their designs. An architectural design can also be seen as a "sculpture".</b></p> <p><b>We/ You are the architects of the future.</b></p>
<b>AOI</b>	HSE, Human Ingenuity	HSE, Human Ingenuity, Environment
<b>ATL</b>	<p>Research/Presentation skill</p> <p>Reflection on own creative processes in writing</p> <p>Analyzing/evaluating</p>	<p>Research/Presentation skill, Planning/ Reflecting (DW), Group work</p>

	Critical and creative thinking: developing a “theme”	
<b>Subject content</b>	<ul style="list-style-type: none"> <li>• The Creative Cycle</li> <li>• Media and Techniques</li> <li>• Principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture/ Art of the 20<sup>th</sup>/21<sup>st</sup> century</li> <li>• Architectural Design</li> </ul>
<b>Objectives</b>	<p>By the end of term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate effective studio skills</li> <li>▪ demonstrate a good understanding of the Elements of Art and Principles of Design and apply the knowledge of these principles to their work</li> <li>▪ plan, select and purposefully use the elements of art and principles of design to create art works which effectively communicate their ideas</li> <li>▪ understand the <i>Creative Cycle</i> and apply to their own work processes</li> <li>▪ acquire knowledge / awareness of different kinds of art</li> <li>▪ create art works of various media based on <i>themes</i></li> <li>▪ develop literacy in art</li> <li>▪ record what has been seen, imagined or remembered in visual form, using their Developmental Workbook</li> <li>▪ use descriptive terms and illustrations to convey personal views of subjects, styles and techniques</li> </ul>	<p>At the end of term students should be able to:</p> <ul style="list-style-type: none"> <li>▪ View, observe and discuss the styles and works of 3-D practitioners/ architects</li> <li>▪ Demonstrate an awareness of and appreciation for the works of some international influential architects</li> <li>▪ Produce studio works based upon a well researched work and style of a contemporary architect, documented in their Developmental Workbooks</li> <li>▪ Utilize a variety of media to create 3 dimensional objects, such as architectural models</li> <li>▪ Create designs for of public building which takes into account all the functions this building needs to serve, all based upon the work of a famous architect which has been researched</li> <li>▪ Begin to take responsibility for the direction of their learning, make efficient use of their Developmental Workbooks</li> <li>▪ Explain their work in oral and written form</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during class time, Homework assignments, Sketch book, Research projects /Presentations</li> <li>• Various experiments/studio works</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation during class time, Homework assignments, Sketch book, Research projects /Presentations</li> <li>• Various experiments/studio works</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• One art work based on a theme</li> <li>• Research and reflection on work processes in DW</li> </ul>	<ul style="list-style-type: none"> <li>• Architectural model</li> <li>• Research and reflection on work processes in DW</li> </ul>
<b>Links</b>	Technology	Math, Humanities, Technology