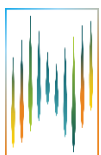
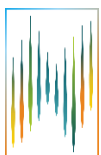


Subject-group Overview Vertical/Horizontal Planner
Subject Area: VISUAL ARTS **MYP Level:** MYP1

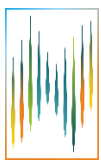
UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
Itten's Colour Circle	Communication	Composition, Expression	Identities & Relationships	Art is an universal language that can be used to express feelings and communicate ideas.	A: Knowing and Understanding	Design & Create well organized composition that express specific idea or feeling.	Communication Skills, Collaboration Skills, Organization Skills	Students will learn about Elements of Art and Principles of Colours and Design, then create compositions using their knowledge of Elements and Principles of Art.
Mexican Art	Identity	Genre	Personal and Cultural Expression	Various forms of art allow us to meditate on our identity, our values and our beliefs.	B: Developing skills C: Thinking Creatively	Design & Create a Mexican Art composition	Literacy Skills, Creative Thinking Skills	Students create a design and learn how to use self reflection



								as a tool to create art.
Sculpture/Clay	Change	Style, Structure	Orientation in time and space	The process of artistic creation, including experimenting and innovating with different media, can lead to self-discovery.	D: Responding	Design & creation of an item	Communication Skills, Information Literacy Skills, Creative Thinking Skills	Students explore fabric design throughout various parts of the world and will then create their own textile piece.
Drawing 3D Forms	Relationship	Composition	Identities & Relationships	Cultural crafts express beliefs & ethics and are social narratives.	B: Developing skills C: Thinking Creatively	Design & creation of a fantasy creature in Mixed Media	Communication Skills, Collaboration Skills, Organization Skills	Students learn about 3D forms and other fantastical creatures from around the world. They will then design their own

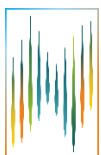


								imaginative creature in 3D.
Cartoons	Change-	Audience, Expression	Fairness and Development	Artists communicate their view on social issues to a wider audience.	D: Responding	Design & creation of a cartoon	Communication Skills, Critical Thinking Skills	Students discover how symbols, text, Colors & shape are used to convey strong messages in cartoons art and create their own social artwork.
Art History	Communication:	Composition & Expression	Personal and Cultural Expression	Well organized composition helps us to communicate and express who we are.	A: Knowing and Understanding	Create an abstract composition using Elements and Principles of Art	Media Literacy Skills, Organization Skills, Creative Thinking Skills	Students will learn about Elements of Art and Principles of Design. They will also learn



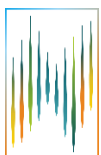
								about Abstract art and some famous 20 century artist. Students will create abstract artwork that express a feeling, emotions or idea.
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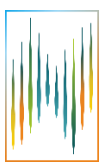


Subject-group Overview Vertical/Horizontal Planner
Subject Area: VISUAL ARTS MYP Level: MYP2

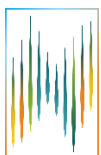
UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
Interior Design	Aesthetics	Representation, Style	Orientation in Space & Time	By Looking at the aesthetic understanding of different cultures/times and areas, we can draw inspiration for new ideas.	A: Knowing and Understanding	Design your room	Communication Skills, Information Literacy Skills, Creative Thinking Skills	Students discover the main movements in art history, learn to make a short video about a chosen artist and design their own art history stool
Portraits	Identity-	Perspective & style	Identity and Relationship	Purposeful observation of the natural world can lead	B: Developing skills C: Thinking Creatively		Media Literacy Skills, Organization Skills, Creative Thinking Skills	Students will learn about the movements. They will also learn about Color



				to new understanding and new idea				theory and color mixture
Monet	Identity	Composition, Representation	Identity & Relationships	Artists represent reality using composition elements in order to have an aesthetic understanding of nature.	D: Responding	Creating well organized art work	Organization Skills, Creative Thinking Skills	Student learn about Monet's style in art drawings.
Japanese Art	Culture-	Visual Culture	Personal and Cultural Expression	Cultures around the world express their traditional values and beliefs in a variety of ways	B: Developing skills C: Thinking Creatively D: Responding	Create an artwork that expresses student's personality and values	Communication Skills, Creative Thinking Skills, Media Literacy Skills	Students explore how Japanese and societies use Art and how colors and patterns express traditional values and beliefs of

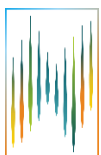


								different cultures.
Photography	Communication	Genre, Boundaries	Personal and Cultural Expression	Pattern and repetition can communicate motion	A: Knowing and Understanding	Test to see if they have understood the basic principles	Organization Skills, Creative Thinking Skills	Students explore photography



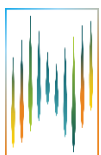
Subject-group Overview Vertical/Horizontal Planner
Subject Area: VISUAL ARTS **MYP Level:** MYP3

UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
One-point perspective	Form	Composition, structure	Orientation in space and time	Through one-point perspectives we can compose simple architectural forms and structures.	Developing skills	Test to see if they have understood the basic principles	Thinking	Learning how to draw rooms/ forms/ buildings using one-point perspective
Two-point perspective	Form	Composition, structure	Orientation in space and time	Through two-point perspectives we can compose simple architectural forms and structures.	Developing skills, Responding	Design a modern house from their own imagination	Thinking, Self-management	Learning how to draw forms and buildings using two-point perspective
Surrealism	Creativity	Genre, innovation	Personal and cultural expression	Surrealism is a genre that requires	Creative thinking, Knowledge and understanding	Biography, drawing	Self-management	Creating a surrealism drawing and



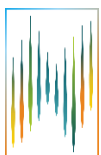
				creativity and innovative thinking.				handing in a biography about the life and works of Salvador Dali.
The Human Body	Form	Structure representation,	Identities and relationships	The male and female forms can be presented as a structure.	Developing skills Responding.	Drawing Sculpting	Thinking Self-management	Drawing the human male/ female body by the help of a grid. Trip to Vigelandsparken. Sketching. Using clay to sculpt a figure.
Land-art	Creativity	Audience Innovation	Globalization and sustainability	Land-art requires a different type of creativity and innovative thinking to capture the audience.	Creative thinking	Designing	Social	The students will be divided into groups and will be assigned their own area in the forest, where they will be given the freedom to create a piece of art using nature's resources and a few tools.





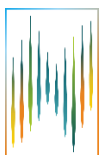
Art History	Culture	Visual culture, Genre	Orientation in space and time	Visual culture can be divided into genres	Knowing and understanding	Essay, poster	Research Self- management	The students will be working on an epoch each, which they will present to their peers at the end of the unit.
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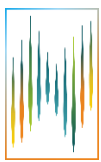


Subject-group Overview Vertical/Horizontal Planner
Subject Area: VISUAL ARTS **MYP Level:** MYP4

UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
Screenshot	Identity	Narrative, Representation	Identities & Relationships	Each place on earth has its own identity and narrative and is unique in its visual representation.	B: Developing skills C: Thinking Creatively	Series of photographs taken in-or outdoors & creation of an architectural painting	Organization Skills, Affective Skills, Critical Thinking Skills, Creative Thinking Skills	Students learn to observe their daily surroundings in a more conscious way, identify objects of artistic interest and use them in their photography & paintings.

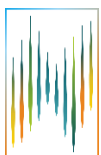


Protest Art	Change	Audience, Expression	Fairness & Development	Art can be used to promote social change.	A: Knowing and Understanding	Design & creation of a social artwork	Communication Skills, Critical Thinking Skills, Creative Thinking Skills	Students discover art as a tool to shape society and create their own artwork around a social theme.
3D Art/Pottery Making	Time, place and space	Innovation, visual culture	Globalization and sustainability	Cultural beliefs and values are expressed through different forms of Art.	B: Developing skills C: Thinking Creatively D: Responding	Students will create 3D art using different materials.	Information Literacy Skills, Creative thinking, Critical Thinking Skills	Students will learn about the history of ceramics and pottery. They will also learn about symbolism and how our cultural beliefs and values affect our art.



Collaborative Mural	Communication	Boundaries, Presentation	Identities & Relationships	Art explores the boundaries between individual and collective expression and helps us communicate.	A: Knowing and Understanding	Design & creation of a collaborative mural	Information Literacy Skills, Creative thinking	Students learn how individual parts come together to make a whole and work on a collaborative mural.
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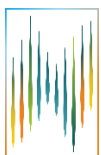




Subject-group Overview Vertical/Horizontal Planner
Subject Area: VISUAL ARTS **MYP Level:** MYP5

UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
Chiaroscuro	Aesthetics	Presentation	Scientific and Technical Innovation	Style and form changes function	B: Developing skills C: Thinking Creatively D: Responding	Design & Create well organized composition that express specific idea or feeling.	Thinking: Critical thinking Research: Information literacy	Creating a finishing drawing in black and white and color following the guidelines of Chiaroscuro
Landscapes	Identity	Expression, Representation	Orientation in Space and Time	The arts are products of the artists' perspective and identity	A: Knowing and Understanding	Test to see if they have understood the basic principles	Thinking: Transfer Self-management : Reflection Research: Information literacy	Oil Painting: the representation of a place, including the emotions of the artist





The Seasons of Me	Identity	Composition	Identities and Relationships	How we portray ourselves says something about who we are	B: Developing skills C: Thinking Creatively D: Responding	Design & Create a composition	Communication: Communication skills Self-management : Reflection	Acrylic painting
Portfolio Building	Identity	Composition	Identities and Relationships	The process of learning about art and artists, can help lead to original ideas and works through trial and error	A: Knowing and Understanding	Test to see if they have understood the basic principles	Communication: Communication skills Self-management : Reflection	A series of 4 finished art works documented through the use of the developmental workbook.

MYP PROJECTS

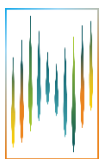
The MYP community project (for students in years 3 or 4) and MYP personal project (for students in year 5) aim to encourage and enable sustained inquiry within a global context that generates new insights and deeper understanding. In these culminating experiences, students develop confidence as principled, lifelong learners. They grow in their ability to consider their own learning, communicate effectively and take pride in their accomplishments.

Courses in arts help students to develop key approaches to learning (ATL) that lead to success and enjoyment in MYP projects. In this subject group, students have important opportunities to practise ATL skills, especially social skills and self-management skills. Creativity, communication and collaboration are essential aspects of arts.

From their learning experiences in this subject group, students can find inspiration for their projects. Often creative thinking in the arts prompts students to develop new ideas and directions that they might choose to pursue in MYP projects. Developing an artistic skill may inspire students to further their personal accomplishments in a particular field of study.

Arts offers many opportunities for learning through action. Inspiration from arts for community projects and personal projects might include inquiries into:

- the beneficial effects of the arts on the human condition
- designing and leading arts workshops
- writing or directing a production
- learning a musical instrument.



PERSONAL PROJECT OBJECTIVES

The objectives of the personal project state the specific targets that are set for learning. They define what the student should be able to accomplish as a result of completing the personal project.

These objectives relate directly to the assessment criteria found in the “Personal project assessment criteria: Year 5” section of this guide.

A Investigating

Students should be able to:

- define a clear goal and context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

B Planning

Students should be able to:

- develop criteria for the product/outcome
- plan and record the development process of the project
- demonstrate self-management skills

C Taking action

Students should be able to:

- create a product/outcome in response to the goal, context and criteria
- demonstrate thinking skills
- demonstrate communication and social skills

D Reflecting

Students should be able to:

- evaluate the quality of the product/outcome against their criteria
- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- reflect on their development as an IB learner through the project.

