

MIDDLE YEARS PROGRAMME: **VISUAL ART**  
 TERM 1, 2, 3 2008-2009  
 Al Jazeera Academy

TERM 1			MYP Visual Art
Topics:	Areas of Interaction	Objectives	Assessment Criteria
<p><b>1. <u>Embracing the elements of art</u></b>                      Work Booklet</p> <p><b>Unit Question:</b>                      Why &amp; How do we create?</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Using correct art specific terminology</li> <li>Do we understand the formal elements of art and principles of design?</li> <li>How do we model 3D form?</li> </ul> <p style="text-align: right; color: green;">Work booklet                      Line, shape, tone, form, texture</p> <p><b>2. <u>Embracing principles of design</u></b>                      Name Design</p> <p><b>Unit Question:</b>                      How do we reflect our culture &amp; ourselves through symbols?</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Can cultural motifs reflect us?</li> <li>Who am I expressed in symbols?</li> <li>How integrate design elements?</li> <li>How create focal point?</li> </ul> <p style="text-align: right; color: green;">Name Design                      Colour, shape, pattern, Optical art</p> <p><b>3. <u>A Dramatic moment</u></b>                      Collage showing space</p> <p><b>Unit Questions:</b>                      How to show space?                      How to introduce drama?</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Can we use correct art terminology?</li> <li>Can we apply 4 space devices?</li> <li>And apply the formal elements of art?</li> </ul> <p style="text-align: right; color: green;">Collage to show Space                      Overlapping, raised base line, size change, perspective</p>	<p><b>H Ingenuity</b></p> <ul style="list-style-type: none"> <li>Examining creativity in different forms; grow awareness of value &amp; innovation</li> </ul> <p><b>AT Learning</b></p> <ul style="list-style-type: none"> <li>Create environment for healthy learning</li> </ul> <p><b>AT Learning:</b></p> <ul style="list-style-type: none"> <li>How do we extend develop ideas?</li> </ul> <p><b>H&amp;Social Education:</b></p> <ul style="list-style-type: none"> <li>Identify &amp; incorporate cultural motifs which society uses, finding symbols that express me</li> </ul> <p><b>AT Learning</b>                      Theoretical knowledge of space underpins artworks</p> <p><b>Environments</b>                      Awareness &amp; reflection of our modern environment</p>	<p><b><u>What might pupil know &amp; understand in Visual Arts?</u></b>                      CRITERIA A</p> <ul style="list-style-type: none"> <li>Demonstrate an awareness of the art form studied in relation to some of the contexts that influence their current work</li> <li>Use some basic language, &amp; have a simple understanding of some of the concepts &amp; processes that support their current work</li> <li>Express an opinion of the art form studied in the context of their own work.</li> </ul> <p><b><u>What might pupils apply?</u></b>                      CRITERIA B</p> <ul style="list-style-type: none"> <li>Use ideas &amp; artistic conventions to create and/or present art</li> <li>Learn skills &amp; develop the techniques &amp; processes needed to create and/or present art, with the teacher's guidance.</li> </ul> <p><b><u>How might pupils reflect &amp; evaluate?</u></b>                      CRITERIA C</p> <ul style="list-style-type: none"> <li>Describe the process they have made so far &amp; identify areas that have been particularly easy or challenging</li> <li>Identify strengths &amp; weaknesses in their work</li> <li>Receive feedback constructively</li> </ul> <p><b><u>How demonstrate personal engagement?</u></b>                      CRITERIA D</p> <ul style="list-style-type: none"> <li>Show commitment in using artistic processes</li> <li>Demonstrate curiosity, self-motivation, initiative &amp; a willingness to take informed risks</li> <li>Support, encourage &amp; work with their peers in a positive way</li> <li>Recognize that art practices &amp; artworks vary from culture to culture,</li> </ul>	<p><b>Criterion A</b> 8                      Knowledge &amp; Understanding</p> <p><b>Criterion B</b> 10                      Application</p> <p><b>Criterion C</b> 8                      Reflection &amp; Evaluation</p> <p><b>Criterion D</b> 8                      Personal engagement</p> <p style="text-align: right; color: red;"><b>TOTAL: 34</b></p> <p><b><u>Assessment Tasks</u></b></p> <p><b>1. Art Elements</b>                      Date: _____                      Reflection/evaluation sheet on Elements Criteria A, C and D</p> <p><b>2. Design Principles</b>                      Date: _____                      Name Design                      Criteria B                      Date: _____                      Reflection                      D</p> <p><b>3. Space Collage</b>                      Date: _____                      Reflection/evaluation &amp; Knowledge: What have I learnt/How have I done? worksheet                      Criteria A, C and D                      Date: _____                      The Collage                      B</p>

TERM 2			
<p><b>4. <u>Built Environments</u></b> [plus basic drawing skills]</p> <p><b>Unit Question:</b> How use environment as a source to create artworks?</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How to show form &amp; space?</li> <li>• Understand design elements &amp; principles and how to apply to own work.</li> <li>• Observing from life aids knowledge of 1 and 2 point perspective</li> <li>• How to use building shapes to create design</li> </ul> <p>1 and 2 point Perspective Drawing Basic shapes: mathematical shapes vs solid form Design a robot Resource sheets on architecture The Design</p> <p><b>5. <u>Using Art to Advertise</u></b> – the power of art</p> <p><b>Unit Question:</b> Can art sell a product?</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How using a famous painting can add to the selling power of a product.</li> <li>• How do art elements &amp; design principles apply to Computer Graphics?</li> </ul> <p>Advert</p>	<p><b>Environments</b></p> <ul style="list-style-type: none"> <li>• Make use of environment to source original designs</li> <li>• Draw perspective by observing environment directly</li> </ul> <p><b>ATL:</b> What can the arts tell me about the world?</p> <p><b>C&amp;S:</b> Using art to persuade the community</p>	<p><b><u>Knowledge &amp; Understanding</u></b> In this unit pupils will learn how to</p> <ul style="list-style-type: none"> <li>• Create basic shapes + shade them</li> <li>• Learn about shadow &amp; form</li> <li>• Learn about perspective</li> <li>• Learn about depth &amp; distance</li> <li>• Apply above to observational drawings of buildings</li> <li>• Look at how artists paint buildings</li> <li>• Develop an abstract painting from their studies</li> </ul> <p><b><u>Application</u></b> Pupils will elaborate &amp; develop ideas by</p> <ul style="list-style-type: none"> <li>• Experimentation &amp; manipulation of materials</li> <li>• Finding inventive a &amp; original solutions</li> <li>• Demonstrating a range of techniques &amp; skills</li> </ul> <p><b><u>Reflection &amp; Evaluation</u></b> pupils will reflect on their themes</p> <ul style="list-style-type: none"> <li>• Organising their ideas with artistic awareness</li> <li>• Showing motivation and risk taking</li> </ul> <p><b><u>Artistic &amp; Personal engagement</u></b> pupils will display these by</p> <ul style="list-style-type: none"> <li>• Being able to comment on &amp; show sensitivity to own &amp; others work</li> <li>• Accept views &amp; opinions relating to art &amp; past thinking</li> </ul>	<p><b>4. Built Environment</b> Date: _____ Portfolio Criteria A B C D</p> <p><b>5. Advert</b> Date: _____ Advertisement Criteria B</p>
TERM 3			
<p><b>6. <u>Repeat Patterns</u></b></p> <p><b>Unit Question:</b> How can “Pattern” serve the community?</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How to extract info to create original design?</li> <li>• How to organise shapes to create patterns?</li> <li>• How to select a colour scheme?</li> <li>• How to plan repeat patterns?</li> </ul> <p>Repeat Pattern</p>	<p><b>ATL:</b> How can I plan &amp; organise my work more effectively?</p> <p><b>Community &amp; Service:</b> Educating the community through Art</p>		<p><b>6. Repeat Patterns</b> Date: _____ Portfolio &amp; reflection questionnaire Criteria A B C D</p>