

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>1. <u>Formal Drawing: Elements of Art</u></p> <p>Unit Question: <i>Art is...?</i></p> <p>Significant Concepts:</p> <ul style="list-style-type: none"> Do we know & understand art terminology? Do we understand the formal elements of art and principles of design? Can we apply this to our own work? What role does observation play in art? How to modernise a still life artwork? <p style="text-align: center;">Dem each element in a block on grid Draw still life, impose creative grid</p>	<p>A T Learning How to organise self & artwork</p> <p>Human Ingenuity How to observe from life? How creative process works & how to apply to own work?</p>	<p>CRITERIA A Knowledge & Understanding</p> <ul style="list-style-type: none"> Demonstrate knowledge & awareness of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts. Demonstrate knowledge & awareness of some elements of the art form studied, including some specialized language, concepts and processes. Demonstrate an informed opinion of the art form studied in the context of their own work. <p>CRITERIA B Application</p> <ul style="list-style-type: none"> Articulate an idea, theme or personal interpretation to a point of realization. Develop skills & apply the techniques & processes involved in creating and/or presenting art. <p>CRITERIA C Reflection & Evaluation</p> <ul style="list-style-type: none"> Give an informed description of the progress they have made so far and identify strategies to develop & improve their artistic processes. Evaluate their work. Consider feedback when identifying strategies to develop & improve. <p>CRITERIA D Personal Engagement</p> <ul style="list-style-type: none"> Show commitment in developing their own artistic processes Demonstrate curiosity, self-motivation, initiative & a willingness to take informed risks Support, encourage & work with their peers in a positive way. Be receptive to the various ways in which art practices & artworks present themselves from culture to culture. 	<p>Criterion A 8 Knowledge & Understanding</p> <p>Criterion B 10 Application</p> <p>Criterion C 8 Reflection & Evaluation</p> <p>Criterion D 8 Personal engagement</p> <p style="text-align: center;">TOTAL: 34</p> <p>Assessment Tasks 1. Formal Drawing Date: _____ Exploration of elements A, B Evaluation sheet & self-appraisal: C, D</p>
<p>2. <u>Life Events: Guernica</u></p> <p>Unit Question:</p> <p><i>What is the role of Art?</i></p> <p>Significant Concepts:</p> <ul style="list-style-type: none"> Connections to history & "Life Events" & how artists have responded to these How to generate my idea to communicate a tragic event? <p style="text-align: center;">Drawing using Guernica as resource History of painting & form Guernica a Picasso Exhibition Poster Tragic incident painting</p>	<p>A T Learning Brainstorming ideas to develop creativity</p> <p>H & Social Educ Getting messages from tragic art</p>	<p>CRITERIA C Reflection & Evaluation</p> <ul style="list-style-type: none"> Give an informed description of the progress they have made so far and identify strategies to develop & improve their artistic processes. Evaluate their work. Consider feedback when identifying strategies to develop & improve. <p>CRITERIA D Personal Engagement</p> <ul style="list-style-type: none"> Show commitment in developing their own artistic processes Demonstrate curiosity, self-motivation, initiative & a willingness to take informed risks Support, encourage & work with their peers in a positive way. Be receptive to the various ways in which art practices & artworks present themselves from culture to culture. 	<p>2. Life Events Date: _____ Poster B</p> <p>Date: _____ Researching Picasso A, C, D</p>
TERM 2			
<p>3. <u>Cubism</u></p> <p>Unit Question:</p> <p><i>How do we learn from other artists to make better art ourselves?</i></p> <p>Significant Concepts:</p> <ul style="list-style-type: none"> What is Cubism all about? How to apply what learnt to my own work? Explore new medium – chalk pastel Use art elements with confidence <p style="text-align: center;">Cubist Still Life: Chalk Pastel</p>	<p>AT Learning: How to understand artworks by other artists?</p> <p>Environments: What can I use from my own environment to demonstrate Cubist concepts?</p>	<p>Essential Criteria for Cubism</p> <ul style="list-style-type: none"> Develop an understanding of Cubism Be able to apply the basic principles of Cubism Continue to explore & experiment with design elements & principles Develop own artistic style Explore new medium of chalk pastel 	<p>3. Cubism Date: _____ Chalk Pastel B</p> <p>Date: _____ Worksheet/evaluation A, C, D</p>

<p>4. <u>Reflection and Refraction</u></p> <p>Unit Question: What steps can I take to create abstract art?</p> <p>Significant Concept:</p> <ul style="list-style-type: none"> • Observation from life • Selecting & extracting essential info & using to create original design • Building artworks by overlapping and layering <p style="text-align: center;">Drawing resource on refraction Gathering info for design Delivering final design</p> <p>Extra Decoration & Adornment create collage; make enlarged study of section; work on 6 possible designs</p>	<p>ATL: Making decisions & taking risks</p> <p>Environments: How to extract info from natural environment and use it to create an original and abstract work?</p>	<p>Essential Criteria</p> <ul style="list-style-type: none"> • understand & apply correct art terminology • Develop an idea through experimentation & planning • Objectively discuss own artwork & that of others • Take responsibility for materials • Enjoy creating artworks 	<p>4. Refraction Date: _____ Design B Date: _____ Worksheet/evaluation A, C, D</p>
TERM 3			
<p>5. <u>Story Telling in Art</u></p> <p>Unit Question: What can story telling in ART be used for?</p> <p>Content/Key Questions:</p> <ul style="list-style-type: none"> ✓ Art tells different kinds of stories for different members of the community ✓ Visual stories can convey powerful messages ✓ <p style="text-align: center;">Comic story understanding comic conventions, creating drama/interest</p> <p style="text-align: center;">Illustration Using language to tell a story - explaining language visually</p> <p style="text-align: center;">Commercial story to persuade you to buy a product</p>	<p>Community & Service Creating stories to serve the community – to educate, entertain and persuade; Commercially biased stories</p> <p>ATL The underlying basis of creativity in all stories, how to write a story that can be shown in a visual form?</p>	<p>Essential Criteria:</p> <ol style="list-style-type: none"> 1. Experience & develop curiosity, interest & enjoyment in their own creativity & others 2. Acquire and develop skills needed for the creation of different kinds of art 3. Use the language, concepts and principles of art 4. Create a variety of art products 5. Reflect on, appreciate and evaluate own work and that of others 	<p>5. Story Telling Date: _____ Comic Date: _____ Illustration Date: _____ Poster B Date: _____ Compare adverts A Date: _____ Evaluation & self-asses C, D</p>

What might pupil know & understand in Art?

- Technical & observation skills, art processes
- Use of specialist terminology
- Principles of design & formal art elements
- Communicate critical understanding of art forms in context of own work

What might pupils apply?

- Creative approaches
- Technical skills, techniques, processes to create art
- Develop an idea or personal interpretation

How might pupils reflect & evaluate?

- Use feedback to inform own development
- Reflect critically on own work at different stages
- Evaluate own work

How demonstrate personal engagement?

- Show commitment in using own artistic processes
- Demonstrate curiosity, self-motivation initiative & a willingness to take informed risks
- Support, encourage & work with peers in positive way
- Be receptive to art practices & artworks from various cultures, including own.