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*Course Syllabus*

*Visual Arts 5*

*Middle Years Programme*

***Teacher Information***

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***Course Overview***

Visual Arts in year 5 of the MYP is designed to prepare students for undertaking the visual arts at diploma level. Students will work on 4-5 major units of work during this year which will help develop skills, techniques and visual understanding of the subject. As well as creating works of art, students also work in a process journal where they develop and explore ideas, experiment with materials and techniques, research and analyse artists from different times and places and reflect on their own work and others. Over the 4/5 units of work students will work in a wide range of mediums in both 2D and 3D. These include painting, drawing, textile art, printmaking and ceramics.

***Learning Outcomes***

The aims of MYP arts are to encourage and enable students to:

* create and present art
* develop skills specific to the discipline
* engage in a process of creative exploration and (self-)discovery
* make purposeful connections between investigation and practice
* understand the relationship between art and its contexts
* respond to and reflect on art
* deepen their understanding of the world.

*Unit 1 –* Before and after Self – portraits

**Approximate Length**: 9 weeks

In this unit, students will develop their observation and drawing skills and learn how to draw a self-portrait using measuring techniques. Students will then create a second portrait in the medium of their choice which will show a different facial expression relating to an event they have chosen. The viewer will then have to guess the event the student is showing through the facial expression depicted.

Key Concept – Identity

Related Concepts – Composition, Audience, Expression, presentation, representation, Visual culture.

Global Context – Personal and cultural expression

Statements of Inquiry: The process of creating art can lead to self-awareness and expression.

Inquiry Questions:

***Factual:***   **Have self-portraits changed over time?**

***Conceptual:*  To what extent does the artist’s identity impact the creation of the artwork?**

***Debatable:***  **Can everyone be an artist?**

Assessed using criterions A, B, C and D

*Unit 2 –* Ceramics – Monsters

**Approximate Length**: 8 weeks

In this unit students will create a 3D interpretation of a 2D illustration which was done with grade 5 and grade 7. The sculpture will use various hand building techniques in ceramics. Students will develop skills in appreciating design and crafts and discuss what is beauty and taste. Students will develop their ideas based around the concept of meaning and perception of beauty and taste.

Key Concept – Change

Related Concepts – Visual culture, Expression, Narrative, interpretation, style

* Global context – Identities and Relationships

**Statement of Inquiry:** Using inspiration from others can help us form relationships and broaden our artistic style.

**Questions:** Can we learn anything form the artwork of younger students?

To what extent do other people’s ideas, influence our own?

Is everyone and artist?

Assessed using criterions A, B, C and D

*Unit 3 –* Batik – Endangered animals

**Approximate Length**: 7 weeks

In this unit students will research endangered species, and design and create a piece of batik art which brings awareness to endangered animals.

Key Concept – Communication

Related Concepts – Audience, Composition, Narrative, Visual Culture, Representation

* Global context – Globalisation and sustainability

Statement of Inquiry: Artists can bring awareness to global issues and communicate the problems we have globally.

**Inquiry Questions:**

How does the artform of batik influence different cultures?

In what ways can artists influence or even change society?

Do artists have an obligation to bring awareness to global issues?

How can we bring awareness to the problems of endangered creatures?

What can we do as individuals to help protect our environment?

When is verbal communication more important than visual communication?

Assessed using criterions A, B, C and D

*Unit 4 –* Joseph Cornell inspired boxes in paint and mixed media

**Approximate Length**: 7 weeks

In this unit, students will research the artwork of Joseph Cornell and compare and contrast his work to other mixed media artists from different times and places. Students will create their own mixed media piece which depicts a time in their own lives that had an impact on them. The artwork will be made into a box and will include painting and mixed media transfer techniques.

Key Concept – Identity

Related Concepts – Style, Narrative, Expression, Interpretation, Representation

Global context – Identities and Relationships

**Statement of Inquiry:** Mixed media artworks can convey meaning and express emotions.

**Inquiry Questions:**

What is the function of mixed media artworks in today’s world?

In what way can artwork express an emotional time in one’s life?

Can emotion be expressed through art?

Assessed using criterions A, B, C and D

***Assessment***

In the MYP Students will be evaluated using formative and summative assessments.

**Formative Assessment**: Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework

and quizzes.

**Summative Assessment**: The judgment made by the teacher of the standard of achievement reached by the student at the end of a

unit of work. Examples: Investigations, presentations, real-life problems, unit tests.

All assessments will be graded by using a criterion-referenced approach using the “Criterion Objectives” listed below. Each assessment will be developed with the IB standards in mind and the objectives applied against the students submitted assessment task. The best-fit approach is applied to ensure the most valid, fair and reliable grade is determined using the IB Grade Boundaries and 7 point scale.

***Criterion A: Knowing and Understanding***

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

ii. demonstrate an understanding of the role of the art form in original or displaced contexts

iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

***Criterion B: Developing Skills***

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

In order to reach the aims of arts, students should be able to:

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

***Criterion C: Thinking Creatively***

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:

i. develop a feasible, clear, imaginative and coherent artistic intention

ii. demonstrate a range and depth of creative-thinking behaviours

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

***Criterion D: Responding***

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

i. construct meaning and transfer learning to new settings

ii. create an artistic response that intends to reflect or impact on the world around them

iii. critique the artwork of self and others.

***Students Responsibilities***

***Academic Honesty***

GWA maintains very strict guidelines towards maintaining academic honesty as followed by IB students globally.

1. First offense: A student who submits plagiarized work will be required to meet with the teacher to discuss the offense.

* The teacher will notify the parents and the MYP Coordinator by email of the offense.
* The student will be required to repeat the assessment for **formative feedback purposes only.**(The summative cannot be graded as it was not the students’ work.)

2. Second offense: The teacher will notify the parents and the appropriate Assistant Principal (6-8; 9-12).

* An interview will take place and the assessment will received a grade of (0). The assessment will be completed for **formative purposes only.**

***Late Assessment Policy***

When assessing students at GWA it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:

1. Teachers will post the due date on ManageBac with at least one (calendar) week lead time for students to complete the assessment.
2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor’s note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher’s discretion.
3. MYP students must adhere to published deadlines. Students who do not meet IB Diploma Programme deadlines will follow these steps:
	* + - Detention(s) until the assessment is completed
			- Parent meeting to discuss behavior concern
			- After 3 offenses: Parents contacted and additional detentions and/or an in-school suspension until the assessment is completed. Students must make up all worked missed during the suspension.
4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools.

***Teacher Assessent Commitments***

***All teachers will:***

* Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
* Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
* Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
* Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
* Return summative assessments to students with feedback no later than three calendar weeks after the due date.
* Update Managebac immediately upon completion of marking/feedback.
* Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. (see above)
* Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.