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*Course Syllabus*

*Visual Arts MYP 4 /Grade 9*

*Middle Years Programme*

***Teacher Information***

Teacher(s):

Louise O’Keeffe (l.okeeffe\_gwa@gemsedu.com), Melanie Harris (m.harris\_gwa@gemsedu.com), Michaela Adams (m.adams1\_gwa@gemsedu.com)

We have the view that we are not only teaching a student a specific subject, but teaching a young person how to think, to solve problems and how to question what they see and believe and come up with their own perspective of the world. We view the role of an educator is to help to prepare the younger generation for the world which encompasses all subjects and approach them in modern, relatable and enjoyable way.

‘Creativity is now as important in education as literacy’ – Sir Ken Robinson

***Course Overview***

In Grade 9 (MYP 4) Visual Arts will challenge students to consider authentic issues and develop their skills beyond superficiality and imitation. Students are provided with opportunities to function as artists, as well as learners of the arts. To be an artist one has to be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers.

In Grade 9 students are guided to create and present art in ways that engage and convey their own feelings, experiences and ideas. Ongoing Reflection, along with self-assessment and peer-assessment, allows students to identify their progress and organize their learning for themselves. MYP Arts value the process of creating artwork as much as the finished product; the two elements combined tell us what students have experienced, learned and attempted to convey. In this way, the educational value of any artwork is seen by placing it within the context of its creation. The artwork and the process journal carry the same weight in this class and they are both of equal importance. Your artistic process and thoughts will be examined and assessed as alongside your final art piece/s.

***Learning Outcomes***

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

**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.

The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. These are embedded into the units of study through the criterions of Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

**What might students know and understand in Visual Art?**

* *Art styles, movements, histories, artists and artworks*
* *Specific Art terminology and exploration of the Art Elements and Design Principles and their purposes*
* *In depth research and analytical skills*

**What skills might students develop in Visual Art?**

* *Practical skills in various mediums including: pencil; pen; pen; paint; clay; mixed media; collage; digital technologies; charcoal; plaster; textiles*
* *Observational recording skills and putting into practice understanding of Art Elements and Design Principles*

**How might students think creatively in Visual Art?**

* *Experimentation and exploration of different mediums and techniques*
* *Exploration of different ideas and possibilities design ideas*

**How might students respond in Visual Art?**

* *Self and peer critiques*
* *Reflection, annotation and evaluation of work, inspirations and processes*

*Unit 1 –* The Decay of the Coral Reefs - Ceramics

**Approximate Length**: 10-12 weeks

Students explore the global issue concerning the decaying of the coral reefs and the artists who are using their art to raise awareness and instigate change. They will create observational studies coral to replicate their aesthetics and then transfer these visual qualities into clay. Students will experiment with how art and imagery can communicate to an audience, referencing the work of Jason deCaires Taylor and Courtney Mattison. They will explore different forms of verbal and visual communication through generation of slogans, digital imagery and a final clay sculpture.

###### **Some of the activities students can expect include:**

* Brainstorming facts and aesthetics of Coral
* Discussions of ethical and global issues relating to issue
* Artist research and analysis
* Exploration of Art Elements and Design Principles - focus on Line, Value, Texture, Form, Pattern, Rhythm, Unity
* Observational studies in pencil and biro
* Generation of metaphors and slogans within visual communication
* Clay sculpting and glaze painting techniques

*Unit 2 –* Optical Illusions – Technical Drawing

**Approximate Length**: 10-12 weeks

Students will investigate the connection between the eye and the brain to identify how one’s perception of reality can be manipulated and how imagery can trick the mind to see or hear different things. They will replicate a series of detailed illustrations that explored the themes of 3D, movement and illusion in an attempt to confuse the eye of a viewer and present in a paper kaleidoscope. Students will further explore the concept of optical illusions through the work of M.C. Escher and Oleg Shuplyak and analyze how different people’s perceptions can be. Finally, they explore 5-point perspective and construct their own optical illusion that presents an insight into their own world through an appropriation of M.C Escher’s ‘Hand with Reflecting Sphere’ in a Lino print.

###### **Some of the activities students can expect include:**

* Brainstorming facts and characteristics of Optical Illusion Art
* Artist research and analysis
* Art Elements & Design Principles – Line, Colour, Value, Shape, Space, Contrast, Emphasis
* Discussions and debates about perception and reality
* Technical replicas of Optical Illusion Art in 3D, movement and illusion and 5-point perspective
* Lino printing techniques

***Assessment***

The objectives of MYP Visual Arts encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge and relate directly to the assessment criteria. Evidence supporting student development in all four objectives must be included in the Visual Arts Process Journal for internal assessment. Students are required to support all studio work with evidence of investigations, planning, creating and evaluating. This is recorded in the students Process Journal along with all specified assignments. **Investigation stage and Formative Assessment:** Creating the investigation Process Journal facilitates exchanging information with the teacher or fellow students, and is an activity for the assessment of process, providing information on the strategies used by the student to achieve certain results.

**All students will develop and maintain a comprehensive Visual Arts Process Journal that:**

* Records notes, experimentation, critical and creative thinking *(the format of the Journal is at the discretion of the teacher and adapts to the specific needs of the student)*
* Is presented neatly and methodically to display the journey of the student throughout the learning experience
* Uses correct referencing where appropriate using the GWA Referencing & Bibliography guidelines

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

the unit or the completed Arts criterion strand. Examples: artist research essay, practical outcomes, design intentions, end of unit evaluations.

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 analyze 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:**

1. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
2. demonstrate understanding of the role of the art form in original or displaced contexts
3. 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:**

1. demonstrate the acquisition and development of the skills and techniques of the art form studied
2. 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:**

1. develop a feasible, clear, imaginative and coherent artistic intention
2. demonstrate a range and depth of creative-thinking behaviours
3. 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:**

1. construct meaning and transfer learning to new settings
2. create an artistic response that intends to reflect or impact on the world around them
3. critique the artwork of self and others.

***Students Responsibilities***

**Students are responsible for:**

* Being on punctual to class and catching up on missed work due to absence
* Being prepared for class with all the required equipment, materials, fully charged electronic device, pencil case
* Working respectfully and collaboratively with peers
* Taking care of the materials and equipment in the art studio, with responsibility for tidying work and materials away
* Listening when others are speaking and interacting with others in a respectful way
* Being an active member of the class, to participate and engage in activities and discussions
* Trying your best and opportunities for improvement
* Exhibiting MYP learner profile characteristics

***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 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 Assessment 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.