



Course: Visual Art One
 Teacher: Beverly Wissen
 Year: IB MYP Year 4/5 (Grade 9/10)

Course Description: Basic visual literacy with emphasis on art production (drawing, painting, print making and ceramics), art history, aesthetic theories and art criticism methods.

Aims:

- understand how the arts play a role in developing and expressing personal and cultural identities
- appreciate how the arts innovate and communicate across time and culture
- become informed and reflective practitioners of the arts
- experience the process of making art in a variety of situations
- explore, express and communicate ideas
- become more effective learners, inquirers and thinkers
- develop self-confidence and self-awareness through art experiences
- appreciate lifelong learning in and enjoyment of the arts.

IB Learner Profile: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective

Areas of interaction (AOI's):

1. approaches to learning, 2. community and service, 3. health and social education, 4. human ingenuity, and 5. environments.

Title	AOI	Question	Topic	Assessment
NOTAN	1	HOW DO WE CREATE BALANCE?	ELEMENTS OF DES	RUBRIC
9/11	2	ART FROM TRAGEDY?	ART STYLES	DISCUSSION
DIA DE LOS MUERTOS	3	CELEBRATING DEATH?	DEATH	COLLABORATION
MONOGRAM	4	ME, A SYMBOL?	PRINTING	RUBRIC
NON TOXIC PRINTS	5	HOW CAN WE BE SAFE?	PRINTING	RUBRIC

Objectives:

A. Knowledge and understanding - building knowledge and understanding of both the art form and artistic processes. It should inform the student's practice as a young artist and allow him or her to appraise other artworks. The learning a student experiences will impact on personal art making and expression of personal interpretations in objective B.

At the end of the course, students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork.

B. Application - the practical application of the student's skills to the creation of artwork strongly informed by knowledge and understanding developed in relation to objective A.

The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

These processes should allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using their knowledge, understanding and skills, and may evolve during the course of the student's work.

At the end of the course, students should be able to:

- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.

C. Reflection and evaluation - the way that a student gradually comes to feel and think like an artist.

Reflecting critically requires the student to question and justify the choices made and to develop an objective evaluation of his or her own work. The student should show a growing insight into his or her own artistic development.

The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or her artistic process or intent.

Objective C is concerned **solely** with the student's reflections and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently.

At the end of the course, students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

D. Personal engagement - the development of the attitudes essential to engage with the artistic processes and the art form studied.

The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience.

The student should develop his or her ability to interact with other students in a supportive and sensitive way.

It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

At the end of the course, students should be able to:

- show commitment in using their own artistic processes
- demonstrate curiosity, self motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

Methodology :

- Assessment
- Calibrated Peer Review™ (CPR)
- Campus-Based Learning
- Classroom Experiments
- Classroom Response Systems
- Coached Problem Solving
- ConceptTests
- Context-Rich Problems
- Cooperative Learning
- Documented Problem Solving
- Using an Earth History Approach
- Experience-Based Environmental Projects
- Field Labs
- The First Day of Class
- Gallery Walk
- Game-Based Learning
- Guided Discovery Problems
- Indoor Labs
- Interactive Lectures
- Interactive Lecture Demonstrations
- Interdisciplinary Approaches to Teaching
- Inventing and Testing Models
- Investigative Case-Based Learning
- Jigsaws

- Just-in-Time Teaching
- Lecture Tutorials
- Measurement and Uncertainty
- Models
 - Conceptual Models
 - Mathematical and Statistical Models
- Peer Review
 - Peer-Led Team Learning
 - PhET Interactive Science Simulations
 - Process of Science
 - Process-Oriented Guided Inquiry Learning (POGIL)
 - Professional Communication Projects
 - Quantitative Writing
 - Role Playing
 - SCALE-UP
 - Service Learning
 - Socratic Questioning
 - Structured Academic Controversy
 - Strong Writing Assignments
 - Studio Teaching
 - Teaching Quantitative Reasoning with the News
 - Teaching Urban Students
 - Teaching with Data
 - Teaching with Data Simulations
 - Teaching with GIS in the Geosciences
 - Teaching with Google Earth
 - Teaching with Learning Assistants
 - Teaching with Simulations
 - Teaching with Spreadsheets
 - Teaching with Spreadsheets Across The Curriculum
 - Teaching with the Case Method
 - Teaching with Visualizations
 - Testing Conjectures
 - Undergraduate Research
 - Using an Earth System Approach
 - Using Media to Enhance Teaching and Learning
 - Using Socioscientific Issues to Teach Science

Assessment:

Criterion A: Knowledge and understanding, Maximum: 8

Students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork.

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied. The student is able to communicate a limited critical understanding of the art form studied, in the context of his or her own work.
3–4	The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied. The student is able to communicate satisfactory critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.
5–6	The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate good knowledge and understanding of the elements of the art form studied. The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work.
7–8	The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied. The student is able to communicate a well developed critical understanding of the art form studied, in the context of his or her own work.

Criterion B: Application, Maximum: 10

Students should be able to:

- develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	There is very limited expression and communication of artistic intentions in the student’s work, which may not have reached a point of realization. Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply the artistic processes.
3–4	There is limited expression and communication of artistic intentions in the student’s work, which has reached a point or partial point of realization. Skills and techniques are applied at a limited level of proficiency. The student attempts to apply the artistic processes.
5–6	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory expression and communication of artistic intentions. Skills and techniques are applied at a satisfactory level of proficiency. The student shows a satisfactory ability to apply the artistic processes involved in creating art.
7–8	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art.
9–10	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of purposeful expression and effective communication of artistic intentions. Skills and techniques are applied at a high level of proficiency. The student shows an excellent ability to apply the artistic processes involved in creating art.

Criterion C: Reflection and evaluation, Maximum: 8

Students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student records his or her artistic development and processes with little reflection. The student carries out a limited evaluation of his or her work, with guidance .
3–4	The student reflects on his or her artistic development and processes. The student carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. The student attempts to use feedback in his or her artistic development and processes, with guidance .
5–6	The student reflects critically on his or her artistic development and processes at different stages of his or her work . The student carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. The student uses feedback in his or her artistic development with little guidance , which informs his or her own artistic development and processes.
7–8	The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work . The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made. The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.

Criterion D: Personal engagement, Maximum: 8

Students should be able to:

- show commitment in using their own artistic processes
- demonstrate curiosity, self motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way

- be receptive to art practices and artworks from various cultures, including their own.

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student shows limited commitment in using his or her own artistic processes.</p> <p>The student demonstrates limited curiosity, self motivation, initiative and a willingness to take informed risks.</p> <p>The student works with his or her peers in a positive way, with encouragement.</p> <p>The student is rarely receptive to art practices and artworks from various cultures, including his or her own.</p>
3–4	<p>The student shows satisfactory commitment in using his or her own artistic processes.</p> <p>The student demonstrates satisfactory curiosity, self motivation, initiative and a willingness to take informed risks.</p> <p>The student supports, encourages and works with his or her peers in a positive way, with encouragement.</p> <p>The student is occasionally receptive to art practices and artworks from various cultures, including his or her own.</p>
5–6	<p>The student shows good commitment in using his or her own artistic processes.</p> <p>The student generally demonstrates curiosity, self motivation, initiative and a willingness to take informed risks.</p> <p>The student supports, encourages and works with his or her peers in a positive way, with little encouragement.</p> <p>The student is generally receptive to art practices and artworks from various cultures, including his or her own.</p>
7–8	<p>The student shows excellent commitment in using his or her own artistic processes.</p> <p>The student actively demonstrates curiosity, self motivation, initiative and a willingness to take informed risks.</p> <p>The student actively supports, encourages and works with his or her peers in a positive way.</p> <p>The student is actively receptive to art practices and artworks from various cultures, including his or her own.</p>

Resources and materials:

Books, videos, internet, visiting artists, art materials, galleries, field trips, museums, peers