

MYP Visual Arts 8

Teacher: Natasha Alvares; Cosmo Hill-Miers
Email: natasha.alvares@aism-moz.com

Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

By developing curiosity through the creative process, learners become effective inquirers and problem-solvers. Learners will create, present and analyze art in ways that engage and convey feelings, experiences and ideas. Learners will acquire new skills whilst mastering skills developed previously. MYP arts values the process of creating artwork and the point of realization; these two elements combined tell us what learners have experienced, understood and attempted to convey. In MYP arts, the four objectives, Knowing and Understanding, Developing Skills, Thinking Creatively and Responding, have equal importance and value. Although the objectives can be addressed separately to scaffold learning, when used collectively they enrich teaching and learning of the arts. The Grade 8 (MYP 3) Visual Art course allows learners the freedom and space to choose self-directed inquiries within given conceptual themes, encouraging them to reflect and refine their own creative practice and identity throughout the year. Technical skills across a range of disciplines will be developed across the units, governed by the learners' individual needs and goals. Learners will design their own inquiries, form their own Statement of Inquiry and guiding questions as well as identifying the Global Contexts for artworks. Creative thinking is both an objective in the arts and an ATL (Approaches to Learning) skill across the MYP programme and encourages learners to develop metacognitive skills and become self-regulated artists. The MYP 2 Visual Arts programme will cover both theory and practice: learners will engage with different roles an art practitioner experiences: as a Commentator, Creator, Critic, and Curator. They will explore the ways in which 'The Elements and Principles of Art and Design' are used in their own works and those of others to create meaning. Learners will engage critically with the work of others through visual analysis and critique. Learners will explore the ways in which Art can be used to communicate their personal identities, and the world around them. They will improve their technical skills through continuous research and experimentation in a variety of media art-making forms in both collaborative and individual settings. Towards the end of the programme, learners will also engage with curatorial practice, and explore the ways in which display can affect the impact their work has on a viewer. Learners will compile a portfolio, a collection of studio-work and participate in the annual year-end Art Exhibition.

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

<https://resources.finalsite.net/images/v1566550032/aismmozcom/wvjpuwnf4s9tbmvz1bl9/AISMGrade8CriticalLearningOutcomes.pdf>

Assessment in the Middle Years Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

MYP assessment requires teachers to assess the prescribed subject-group objectives, using the assessment criteria, at least twice for each subject group in each year of the programme. Within each culminating assessment task, teachers and learners are guided by criteria that are provided to learners at least one week in advance of a culminating task, ensuring that assessment is transparent. Teachers then collaborate to standardize their expectations for learners' performance in order to ensure consistency prior to making a final judgement regarding achievement.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.