

## MYP Visual Arts 10

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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 10 (MYP 5) Visual Art course will allow students to focus on experimentation and refinement of technique, as well as exploring concept-based art-making practices. Students at this level will be encouraged to explore and identify the specific styles, techniques, subjects, concepts and themes. Students will develop their approach to analysis of art through a study in iconography and iconology - where they will be asked to consider and weigh their responses to artwork and artists through the lens of Commentator, Creator, Critic and Curator. At this level there is a definitive transition towards self-directed work, as they propose, plan, and prepare their own collections which may explore a variety of contemporary issues or subjects. Focus will be given to the transferable skills that are key to succeeding not only in the Visual Arts programme but also life and work (research, communication, self-management, social, and thinking skills). To accompany their workbooks, students will compile a resource bank which may be used to support their work. Reflections will be more focused on the experimentation process, technique development, as well as observations of the local art-making scene. Students will develop their understanding of, and involvement in curatorial practices (issues of display, exhibition text, audience), and assist in setting up the year-end Visual Arts Expo, as a preparation for their own Diploma Programme experience.

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/nemvq4jc5stqyefkzww/AISMGrade10CriticalLearningOutcomes-GoogleDocs.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.