

MYP Visual Arts 9

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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 9 (MYP 4) Visual Arts allows students to experience concept-based art-making, investigative projects, and reflective practice. At this level, students will participate in workshop & tutorial style lectures, and will work through different key questions and concepts - especially in relation to the different roles of the art practitioner as: Commentator, Creator, Critic and Curator. They will have to exercise creative thought, and critical thinking to create unique interpretations and representations of global themes. They will develop their understanding of current day art-making forms and possibilities, as well as investigate the work of contemporary practicing artists. Students will develop technical skills, and explore how they play out in different contexts, across space and time. The focus at this level will not only be on replicating the techniques and styles used by other artists, but also on the creation of original artworks that show consideration for the Elements and Principles of Art and Design, intention, and context. Students will be led to propose their own conceptual approach, and to create a coherent collection that appropriately communicates their intentions. In addition to keeping a consistent, progressive and reflective workbook, students in this course will develop curatorial skills and participate actively in setting up the year-end Visual Arts 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/v1566550033/aismmozcom/bqvqyvpfvkjydvjm3g9y/AISMGrade9CriticalLearningOutcomes.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.