

Grade 9 Drama

Units of Study

UNIT 1:	COMMEDIA DELL'ARTE	Start: August	Duration: 12 weeks
	<ul style="list-style-type: none"> • Concepts: Communication, Play, Audience, Innovation • Subject Specific Skills: Comedy and physical theatre, improvisation, acting stock characters, using half-masks • Learning Experiences: Creating and performing a piece of theatre in the style of Commedia dell'Arte, researching into the historical context, making connections between the origins of comedy and its modern forms. 		
UNIT 2:	STANISLAVSKI - ACTOR TRAINING	Start: November	Duration: 10 weeks
	<ul style="list-style-type: none"> • Concepts: Identity, Interpretation, Role, Boundaries • Subject Specific Skills: Stanislavski techniques, dividing a script into beats/units, creating/rehearsing/performing a piece, giving feedback • Learning Experiences: Learning to give and receive meaningful feedback, particularly working on monologues. Discovering Stanislavski's techniques, their context, their relevance, their impact. 		
UNIT 3:	SHAKESPEARE'S THEATRICAL LEGACY	Start: March	Duration: 10 weeks
	<ul style="list-style-type: none"> • Concepts: Aesthetics, Audience, Expression, Interpretation • Subject Specific Skills: Relationship between audience and performer, stage space, performance modes, rehearsal process • Learning Experiences: Investigating roles in theatre through research and making conscious artistic choices when creating scenes in groups. Investigating the relationship between audience and performer, exploring the stage space and learning about different performance modes. Interpreting text, performing scenes for the class, responding to suggestions for improvement. 		

Grade 9 Music

Units of Study

UNIT 1:	Arts For a Purpose	Start: August	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Change, Fairness & Development • Subject Specific Skills: Evaluating music, performing music and composing music • Learning Experiences: Students will research a musician's work and context, work to create a piece of music on a specific social issue, evaluate and reflect on practice. 			

UNIT 2:	I've Got The Blues	Start: November	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Change, Identity & Relationships • Subject Specific Skills: Performing and Composing music • Learning Experiences: Students will research a musician and their work, learn about the blues and how it is a reflection of societal changes. Students will learn elements of the blues and use that knowledge to write their own blues solo. 			

UNIT 3:	Shifting Perceptions	Start: January	Duration: 10-12 weeks
<ul style="list-style-type: none"> • Concepts: Communication, Boundaries • Subject Specific Skills: Music technology, composing, arranging. • Learning Experiences: Students will create a piece of music that either blends space - looking at two distinct musical cultures and creating a fusion, or distorts time - using a range of techniques including music technology students will distort time in a piece of music. 			

Grade 9 Visual Arts

Units of Study

UNIT 1:	Form and Depth	Start: August	Duration: 6 Weeks
<ul style="list-style-type: none"> • Concepts: Change, Composition • Subject Specific Skills: Drawing and painting using value and perspective to create form and depth. • Learning Experiences: Students will learn about the Renaissance origins of techniques used by artists to create form and depth and practice them through still life drawing and painting. 			

UNIT 2:	Sustaining An Identity	Start: October	Duration: 6 Weeks
<ul style="list-style-type: none"> • Concepts: Identity, Visual Culture • Subject Specific Skills: Ceramics skills including coiling, slab building and surface decoration. • Learning Experiences: Students will research Islamic art and plan a ceramic piece that either reflects Islamic culture or their own culture. 			

UNIT 3:	Developing Expression	Start: January	Duration: 10 weeks
<ul style="list-style-type: none"> • Concepts: Communication, Style • Subject Specific Skills: Drawing and painting, research skills, creative thinking. • Learning Experiences: Students will create an artwork that expresses a feeling or idea and research artists who have used personal expression in their work. 			

UNIT 3:	Into the Abstract	Start: March	Duration: 12 Weeks
<ul style="list-style-type: none"> • Concepts: Aesthetics, Representation • Subject Specific Skills: Drawing and painting, research skills, creative thinking. • Learning Experiences: Research into abstract art styles. The student's artwork in the aesthetic of a chosen style of abstract art 			

Grade 9 Drama

Unit 1: Commedia dell'Arte

Start: August

Duration: 12 Weeks

LEARNING EXPERIENCES:

Students will learn about the theatre art form of Commedia dell'Arte and how it forms the basis for all modern comedy. They will investigate the historical genre, physical theatre/ comedy and clowning through research and practical explorations. In groups, students will create and perform a piece of comedic physical theatre using the stock characters and masks of Commedia.

CONCEPTS:

Communication , play , audience , innovation , genre

STATEMENT OF INQUIRY:

Playful communication and exploration can lead to innovation that shapes the art form and establishes dynamic relationships between performers and audience.

INQUIRY QUESTIONS:

Factual:

What are the stock characters in Commedia, and what are the attributes of each? What are "lazzi"? What is the origin of "slapstick"? What is "grommelot"?

Conceptual:

Are the Commedia characters universal? How have Commedia characters changed through time? What are modern-day equivalents and how are they recognizable?

Debatable:

What is the purpose of humour (comedy)? What makes something funny?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they learn as the basis for their own art.

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking Creatively

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Collaboration, Research, Communication

RESOURCES / LITERATURE OPTIONS:

- Video:
- Barry Grantham, "Playing Commedia" (Heinemann, Portsmouth NH, 2000)
- National Theatre UK training videos, Didi Hopkins - e.g. [The World of Commedia dell'Arte](#)

SUMMATIVE ASSESSMENT TASKS:

1. Research presentation into the Stock characters and key elements of Commedia dell'Arte (ePf Task 1)
2. Creation process and performance of a piece of physical theatre (comedy) based on Commedia stock characters
3. Evaluation of the process / final piece, commentary on the concepts / evolution of comedy over time (ePf Task 4)

Grade 9 Music

Unit 1: Arts For A Purpose

Start: August

Duration: 10-12 Weeks

LEARNING EXPERIENCES:

Students will examine and research the work of John Lennon and Michael Jackson, specifically looking at the way their music sent political or social messages. Using the knowledge they acquired, students will compose their own piece of music focused on a social or political issue.

KEY CONCEPT:

Change, Audience

STATEMENT OF INQUIRY:

Artists raise awareness of the implications of change and fairness through their work.

INQUIRY QUESTIONS:

Factual:

What have we learned about our past world from artists' work?
What is the role of an artist? Can art communicate issues of importance?

Conceptual:

To what extent does art have a role in raising awareness, preventing problems and/or solving issues? How might art expose truths?

Debatable:

Should artists promote change?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking Creatively

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Research Skills, Thinking Skills

RESOURCES / LITERATURE OPTIONS:

- Selected works by John Lennon and Michael Jackson
- Guide to Songwriting
- Soundtrap - platform for recording their compositions

SUMMATIVE ASSESSMENT TASKS:

1. Task 1: Research presentation
2. Task 2: Exploring the SOI and developing an artistic intention
3. Task 3: Process and Product: creating a piece of music
4. Task 4: Commentary - evaluating learning

Grade 9 Visual Arts

Unit 1: Form and Depth

Start: August

Duration: 6 Weeks

LEARNING EXPERIENCES:

In this unit students will learn how to create form and depth in drawing in a range of dry media. They will focus on still life and will learn about the origins of these techniques in the Renaissance. Students will develop their research skills by inquiring into the Renaissance.

KEY CONCEPT:

Change, Composition

STATEMENT OF INQUIRY:

Innovation has changed the way we see and record the world around us.

INQUIRY QUESTIONS:

Factual:

What techniques do artists use to create form and depth?

Conceptual:

Why did renaissance artists try to find new ways to create form and depth?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

ATLs:

Self Management
Demonstrate persistence and perseverance

RESOURCES / LITERATURE OPTIONS:

<https://www.britannica.com/art/chiaroscuro>

<https://www.khanacademy.org/humanities/art-history/art-history-basics/art-1010-ddp/v/renaissance-art-introduction>

SUMMATIVE ASSESSMENT TASKS:

Criterion A: Structured Research Task

Perspective, chiaroscuro, golden ratio, the Renaissance and Leonardo DaVinci

Criterion B: Drawing task

Students will complete a still life drawing that explores some of the ideas taught; perspective, color theory, chiaroscuro and/or the golden ratio.

Grade 9 DRAMA

Unit 2: Stanislavski's System of Actor Training

Start: November

Duration: 10 Weeks

LEARNING EXPERIENCES:

In this unit, students will begin discovering Stanislavski's techniques, their context, their relevance while practicing skills through acting exercises as developed by Stanislavski. Students will develop vocal skills, gestures, facial expression, posture, physical / characterization techniques by creating scenes, exploring and developing them for performance. Learning to give and receive meaningful feedback, particularly while working on monologues, will be emphasized as we consider Interpretation / perspectives / actor's use of personal experiences in performing. Students will also engage in exploring the concepts underlying the unit and formulating central ideas / conceptual statements.

KEY CONCEPT:

Related Concepts / Subject Specific: IDENTITY

Interpretation, Role, Boundaries

STATEMENT OF INQUIRY:

Artists bring a unique interpretation to their creations because of their personality and life experiences and the process of artistic creation can lead to self discovery.

INQUIRY QUESTIONS:

Factual:

When did Stanislavski live and work (biographical details /social / historical context)? What techniques does Stanislavski's System consist of and why was it created? What skills are involved in sustaining a role?

Conceptual:

How is each actor's interpretation of a character unique? How much of ourselves do we put into creating a character? What is Stanislavski's legacy? How did he change the world of professional acting? Where is the boundary between the personal and the public?

Debatable:

To what degree can acting be learned? What is "nature" and what is "nurture"? Are some actors more "talented" than others? What is more important, talent or effort? How do you define identity?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Organizing

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Producing Text

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork

D: Using Language

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Communication / Communication skills (embedded in the unit / creative process), **Social / Collaboration skills** (Ensemble building), **Research / Information literacy / Media literacy**

SUMMATIVE ASSESSMENT TASKS:

1. Monologue performance
2. Written responses to the process and reflection on final performance in ePortfolio format

Grade 9 Music

Unit 2: I've Got The Blues

Start: December

Duration: 10-12 Weeks

LEARNING EXPERIENCES:

Students will create an arrangement of a blues piece in groups. While working together, giving and receiving feedback is a real need, as it is to negotiate ideas and knowledge with peers and teachers. Students will research about a blues performer/composer. This enables them to improve their communication through language skills.

KEY CONCEPT:

Change, Identity, Structure, Genre

STATEMENT OF INQUIRY:

Musical genres evolve by reflecting changes of the performer's identity.

INQUIRY QUESTIONS:

Factual:

What is the blues?
How do we improvise?

Conceptual:

If slavery had never existed would the blues still have evolved?
Why have blues music been appropriated and then transformed by different genres?

Debatable:

Can a form or structure define a genre?
By performing about sadness or adversity can a person overcome it?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding	Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.
B: Developing Skills	Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.
C: Thinking Creatively	Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
D: Responding	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Affective Skills, Reflection Skills

RESOURCES / LITERATURE OPTIONS:

- Essential Elements of Jazz method books
- The History of the Blues by Andy Koopmans

SUMMATIVE ASSESSMENT TASKS:

1. Task 1: Research presentation
2. Task 2: Exploring the SOI and developing an artistic intention
3. Task 3: Process and Product: creating a piece of theatre
4. Task 4: Commentary - evaluating learning

Grade 9 Visual Arts

Unit 2: Sustaining an Identity

Start: October

Duration: 10 Weeks

LEARNING EXPERIENCES:

Students will study the history and features of Islamic art and either plan a ceramic piece that represents that culture or a piece that explores their own culture. Students will learn a range of ceramic techniques including coil building, slab building and surface decoration including glazing.

KEY CONCEPT:

Identity, Visual Culture

STATEMENT OF INQUIRY:

Sustaining traditional and cultural identities maintains diversity in the arts.

INQUIRY QUESTIONS:

Factual:

What characteristics make this art style/tradition/culture unique?
How can we apply the features of traditional art to ceramics?

Conceptual:

How does culture influence a style?

Debatable:

Does sustaining a traditional art style contribute to a cultural identity?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes, and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

C: Thinking Creatively

Students show that they can explain the intention behind their artwork. They demonstrate their ability to think/explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

ATLs:

Communication: Use intercultural understanding to interpret communication

RESOURCES / LITERATURE OPTIONS:

<https://www.khanacademy.org/humanities/art-history/art-islam>
https://www.youtube.com/watch?v=jsq6zsfMxCs&disable_polymer=true
<https://www.cla.purdue.edu/waaw/peterson/Moccasin.html>

SUMMATIVE ASSESSMENT TASKS:

Creative Thinking (Cii)

Exploration of the ideas of sustainability and Identity.

Research Task (A)

Students will complete a research task about a ceramic artist or style that is sustaining a tradition or culture.

Artistic Intention (Ci)

Students will create an artistic intention for a work in ceramics that reflects their own identity and/or culture.

Final Piece (Ciii)

Students will create some ceramics samples that relate to their artistic intention

Grade 9 Drama

Unit 3: Shakespeare's Legacy

Start: March

Duration: 10 Weeks

LEARNING EXPERIENCES:

Art (Theater) explores the big questions related to the human condition. The ways in which (theatre) artists explore, express and communicate their perspective depends on the social and historical context (time and place) and audience aesthetics. The artistic medium and the tools must change along with the times to stay relevant in society; art that survives through time is adaptable and transferable. Students will explore how art stays relevant as it challenges us to think deeply about the issues we care about: life, death, love, beliefs, values.

KEY CONCEPT:

Aesthetics, Audience, Expression, Interpretation

STATEMENT OF INQUIRY:

Symbols, techniques and conventions used to convey meaning to audiences are shaped by time and space.

INQUIRY QUESTIONS:

Factual:

What was daily life like in Shakespeare's times? What were people's values, beliefs, occupations...? What do Shakespeare's words mean (thee, thou, etc.)? What were some of his main plays and what were they about? What is a comedy, and what is a tragedy? What was theatre and acting like in Shakespeare's times? What is a symbol? A theatre convention? What is "Craftsmanship" in theatre?

Conceptual:

How are Shakespeare's stories relevant to (young) audiences today? How has theatre changed? How have audience expectations and understanding changed? What do we consider a good play (aesthetics) today, and in Elizabethan times? What was / is the purpose of theatre? The acting profession and its status? Why? What is the "human condition"? What do we mean by this phrase?

Debatable:

How original was Shakespeare? How does social / historical context shape an art form? How is Shakespeare relevant to the life of a twenty-first century teenager? Are there any universal values through space and time?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Organizing

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Producing Text

Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork

D: Using Language

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Communication skills, Research Skills, Thinking Skills

SUMMATIVE ASSESSMENT TASKS:

1. A research piece on Shakespeare's context (life and work, theatre)
2. Learning and performing a monologue or a scene from a Shakespearean play

Grade 9 Music

Unit 3: Play It My Way

Duration: 10-12 Weeks

LEARNING EXPERIENCES:

In this unit, students will create a piece of music that expresses an aspect of their identity or personality. After learning about interpretations and arrangements, students will explore how they can change an existing piece of music to convey an aspect of themselves.

KEY CONCEPT:

Communication, Expression

STATEMENT OF INQUIRY:

Developing skills in musical communication allows us to express ourselves more clearly, and to build relationships with others more easily.

INQUIRY QUESTIONS:

Factual:

In what ways do we communicate?
Is communication possible through all instruments?

Conceptual:

Are we all unique in how we communicate?

Debatable:

Can you stay true to the original composer if you interpret a piece of music in a new way?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking Creatively

Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Use intercultural understanding to interpret communication
Create original works and ideas; use existing works and ideas in new ways

RESOURCES / LITERATURE OPTIONS:

- Examples of interpretations and arrangements

SUMMATIVE ASSESSMENT TASKS:

- Performance of final piece
- Program notes, clearly and appropriately communicating artistic intention to audience

Grade 9 Music

Unit 3: Shifting Perceptions

Duration: 10-12 Weeks

LEARNING EXPERIENCES:

In this unit students will create an original or reinterpret an existing artwork in order to distort, abstract or blend space and time. This unit will provide opportunity for students to explore music of different cultures and how they can be blended and the cultural history of this process. Alternatively this unit will allow students to explore distortion and a range of music technology techniques.

KEY CONCEPT:

Communication, Boundaries

STATEMENT OF INQUIRY:

Art distorts, abstracts and blends space and time

INQUIRY QUESTIONS:

Factual:

How do artists convey a sense of space and time? In what ways can art distort space and time?
What role have the arts played in turning points in history?

Conceptual:

How do artists create alternative perspectives?
How do the arts transcend actual or perceived boundaries?

Debatable:

To what extent do the arts blend the past, present or future?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & Understanding

Students demonstrate knowledge and understanding of the arts, including concepts, processes and vocabulary. They show an appreciation of the contexts in which art is created and performed, and use what they have learned as the basis for their own art.

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking Creatively

Students show that they can explain the intention behind their art work. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Use intercultural understanding to interpret communication
Create original works and ideas; use existing works and ideas in new ways

RESOURCES / LITERATURE OPTIONS:

- Steve Reich <https://www.britannica.com/biography/Steve-Reich>
- Ravi Shankar <https://www.britannica.com/biography/Ravi-Shankar>
- Indian Music http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_india1.shtml
- Music Technology - Soundtrap <https://www.soundtrap.com/tutorials>

SUMMATIVE ASSESSMENT TASKS:

- Task 1: Research presentation
- Task 2: Exploring the SOI and developing an artistic intention
- Task 3: Process and Product: creating a piece of music
- Task 4: Commentary - evaluating learning

Grade 9 Visual Arts

Unit 3: Developing Expression

Start: January

Duration: 10 Weeks

LEARNING EXPERIENCES:

Students will create 2-3 artworks that express feelings or ideas through their purposeful use of the elements of art. They will work in a variety of media developing their skills in traditional and digital media. They will take ideas from artists studied and complete a detailed critique of an artwork.

KEY CONCEPT:

Communication, Style

STATEMENT OF INQUIRY:

Cultures and styles have characteristic forms of expression

INQUIRY QUESTIONS:

Factual:	Who were the impressionists/expressionists?
Conceptual:	How does colour create mood or feelings?
Debatable:	Why do artists want to express feelings and ideas through art?

OBJECTIVES AND ASSESSMENT CRITERIA:

C: Thinking Creatively	Students show that they can explain the intention behind their artwork. They demonstrate their ability to think / explore creatively by considering alternatives, different perspectives, and imaginative solutions. They engage in exploration and a process of developing their piece, according to their intentions, to a final artwork.
D: Responding	Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Communication - Interpret and use effectively modes of non-verbal communication
Research - Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

RESOURCES / LITERATURE OPTIONS:

- <https://www.khanacademy.org/humanities/art-history/art-history-basics/art-1010-ddp/v/19-century-art>

SUMMATIVE ASSESSMENT TASKS:

Criterion C

Artistic Intention expressed through a series of mood boards and annotated sketches

Series of small works exploring the concept of expression including digital art, painting and mixed media.

Criterion D

Critique of an artwork of the Impressionists or the Expressionists

Commentary of the creation of the student's artworks, including the intended expression and how they reflect the culture we live in.

Grade 9 Visual Arts

Unit 4: Into the Abstract

Start: March

Duration: 12 Weeks

LEARNING EXPERIENCES:

Students will understand representation and composition of abstract art through research and practical art activities. They will interpret the meaning of artworks and build a simple timeline of modern art. The final outcome will be to create an artwork in the style of an abstract art movement.

KEY CONCEPT:

Aesthetics, representation

STATEMENT OF INQUIRY:

The aesthetic of a style is drawn from its place in time and space.

INQUIRY QUESTIONS:

Factual:

What is abstract representation? What is abstract expressionism?

Conceptual:

What features of an art movement make up its aesthetic?

Debatable:

What makes art interesting?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Developing Skills

Students demonstrate the acquisition and development of the skills and techniques of the art form studied and demonstrate the application of skills and techniques to create, perform and/or present art.

D: Responding

Students show that they are able to make connections between their art and the world around them, as well as apply what they have learned to new situations. They also demonstrate their ability to critique their own art work and that of others.

ATLs:

Communication - Interpret and use effectively modes of non-verbal communication
Self management - Plan short- and long-term assignments; meet deadlines

RESOURCES / LITERATURE OPTIONS:

- <https://www.khanacademy.org/humanities/art-history/art-1010> ; <http://www.bbc.co.uk/timelines/zp7bgk7>
- <http://www.harley.com/art/abstract-art/index.html>

SUMMATIVE ASSESSMENT TASKS:

Portfolio of explorations Bi

The student will explore a range of abstract art techniques.

Final Piece Bii Di, Dii

The Student will make an abstract artwork that reflects the world around them and relates to their time and space.

Evaluation Diii

The student will evaluate their artwork.