

## Course Overviews MYP Visual Arts, UWC Thailand 2022-2023

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
6	<b>Mandala Zen Art</b>	<b>Aesthetics</b> Composition and style	Personal and Cultural Expression	Mandalas can be created to serve both personal and cultural forms of expression, while also maintaining a beautiful aesthetic that looks at both composition and style.	<b>Factual:</b> <ol style="list-style-type: none"> <li>What elements of nature are found in the elements and principles of art?</li> <li>What is the function of a Mandala?</li> </ol> <b>Conceptual:</b> <ol style="list-style-type: none"> <li>What is the importance of creating a strong composition?</li> </ol> <b>Debatable:</b> <ol style="list-style-type: none"> <li>Should art serve a function?</li> </ol>	<b>Creative Thinking Skills</b> <ul style="list-style-type: none"> <li>Create multiple sketches and consider multiple ideas before working on the final.</li> <li>Create an original work.</li> <li>Use existing knowledge of working with clay to create an original work of art.</li> </ul>	<p>Demonstrate a deeper awareness of how nature is interpreted and represented in Indigenous art.</p> <p>Display creative thinking skills in developing ideas around how they will create their piece of the totem through sketches and use of metaphor.</p> <p>Develop skills in critiquing others using art specific terminology.</p> <p>(Colored Pencils)</p>	<p><b>A-</b> Students will be assessed on their ability to present an awareness of totem poles the history and function of this craft.</p> <p><b>B -</b> Students will be assessed on their acquisition of skills and techniques to create a totem pole made of papercrete.</p> <p><b>C -</b> Students will be assessed how well they identify alternatives and perspectives when developing composition for their totem pole.</p> <p><b>D -</b> Students will recognize that the world contains inspiration or influence for art in a presentation given to their peers.</p>
6	<b>Service Project</b> <b>IDU unit</b>	<b>Communication</b> Narrative and Composition	Fairness and Development	Artists have a duty to communicate service projects that aim at improving the development and fairness for all living things.	<b>Factual:</b> <ol style="list-style-type: none"> <li>Where can artists go to learn more about colour?</li> <li>How can we make other colours using just the primary colours?</li> <li>What are the elements and principles of art?</li> </ol> <b>Conceptual:</b> <ol style="list-style-type: none"> <li>In what ways have artists served as "protectors" of nature? Has aesthetic beauty changed with the development of new mediums/ techniques?</li> </ol> <b>Debatable:</b> <ol style="list-style-type: none"> <li>We are already aware of the elements and principles of art because of our human DNA.</li> </ol>	<b>Communication skills:</b> <ul style="list-style-type: none"> <li>Use appropriate art terminology in their writing and during verbal critique.</li> <li>Read critically about coral reefs and provide information on their research in their digital sketchbook.</li> </ul>	<p>Demonstrate an awareness of how colour mixing and textures can be used in painting as well as an understanding of all elements and principles of art.</p> <p>Demonstrate painting techniques and apply them on their final piece of art.</p> <p>Demonstrate and explore a variety of ideas for the final layout of their coral reef in DW.</p> <p>Evaluate the elements and principles of art in a formal end of class critique.</p> <p>(EE Pencils on Brown Paper)</p>	<p><b>A-</b> Students will demonstrate an awareness of coral reefs and an awareness of the elements and principles of art.</p> <p><b>B -</b> Students will be assessed on their acquisition of skills in using a limited palette of acrylic paints to achieve a wide range of colour, values, and textures.</p> <p><b>C -</b> Students will be assessed how well they identify alternatives and perspectives when developing composition for their coral canvas painting.</p> <p><b>D -</b> Students will be assessed on how well they evaluate the elements and principles of art on self and others during a class critique.</p>
6	<b>Beach Art (Connect with Heidi)</b> <b>Make Mandala on the beach</b>	<b>Change</b> Audience and Interpretation	Globalization and Sustainability	As artists we document our changing earth with an aim to become more aware of the impact we have on the planet.	<b>Factual:</b> <ol style="list-style-type: none"> <li>How long does it take plastic to decompose?</li> <li>Why do certain animals eat trash?</li> </ol> <b>Conceptual:</b> <ol style="list-style-type: none"> <li>How makes art an effective means to raise awareness?</li> </ol> <b>Debatable:</b> <ol style="list-style-type: none"> <li>Creativity is what makes us human.</li> <li>Does art reflect society or society reflect the arts?</li> </ol>	<b>Creative Thinking skills:</b> <ul style="list-style-type: none"> <li>Identify an artistic intention</li> <li>Apply skills and knowledge in unfamiliar situations in the creation of an original ink painting.</li> </ul>	<p>Demonstrate an understanding of Sumi-e prints.</p> <p>Develop an appreciation for the power that artwork has in transforming communities of people.</p> <p>Demonstrate skills used in painting using inks.</p> <p>(Found Trash Art)</p>	<p><b>A-</b> Students will demonstrate an understanding of how sumi-e displays an awareness of the elements and principles of art.</p> <p><b>B -</b> Students will be assessed on their acquisition of skills in using photoshop to achieve an effective composition and theme.</p> <p><b>C -</b> Students will be assessed how well they identify alternative perspectives when developing composition for their ink painting</p> <p><b>D -</b> Students will be assessed on how well they evaluate the elements and principles of their paintings on self and others during a class critique.</p>
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7	<b>Human Bodies in Motion</b>  <b>Science and P.E., DT TDU</b>  <b>Connect with P.E.</b>	<b>Identity</b> Audience and Expression	Personal and Cultural Expression	What makes up our identity is always changing and how we present ourselves affects the way our audience interprets who we are.	<b>Factual:</b> 1. What processes are involved in the innovation and creation of art? <b>Conceptual:</b> 1. How does creating the human body allow to understand more about ourselves? <b>Debatable:</b> 1. Should art should be open to interpretation?	<b>Problem Solving and Creative Thinking Skills</b>	Demonstrate an awareness of how assemblages have been used across cultures. Demonstrate the acquisition and development of skill and techniques required in forming an assemblage. Identify various alternatives and perspectives while creating assemblage. Evaluate the elements and principles of art in their assemblage in a formal critique.  (Paper-crete)	<b>A-</b> Students will demonstrate an awareness of how assemblages have been used across cultures. <b>B-</b> Students will be assessed on their acquisition of skills in forming an assemblage. <b>C-</b> Students will be assessed on their exploration of ideas through the development of an artwork to the point of realization. <b>D-</b> Students will be assessed on how they evaluate the artwork of self and others during a class critique.
7	<b>Rube Goldberg Machines</b>	<b>Change</b> Innovation and Representation	Scientific and Technical Innovation	We can represent our quickly changing world by creating a piece of art that represents something that is very simple by making it incredibly complicated that represents both our creativity and innovation.	<b>Factual:</b> 1. What are the processes involved in innovation, creation, development and change? 2. Who was Rube Goldberg and why is he important? 3. What was the Industrial Revolution? <b>Conceptual:</b> 1. Why is the only constant we have change? <b>Debatable:</b> 1. Without human creativity we might still be living in caves.	<b>Communication skills</b> - Negotiate ideas <b>Critical and Creative Thinking Skills</b> - Propose and evaluate variety of solutions - Identify obstacles and challenges	Demonstrate an awareness of how human ingenuity and creativity are important in the creations of important inventions. Demonstrate the application of creative thinking skills necessary in creating a rube goldberg machine. Identify various alternatives for performing the same task. Identify the connections between inventions, art, and creativity.  (Coloured Pencil and Pen)	<b>A-</b> Students will demonstrate an awareness of how human ingenuity and creativity are important in the creations of important inventions. <b>B-</b> Students will be assessed on their ability to demonstrate the acquisition and development of the skills and techniques of drawing using 1 point and 2 point perspective to make their objects look 3-d. <b>C-</b> Students will be assessed on their ability to outline alternatives, perspectives, and imaginative solutions to the creation of a Rube Goldberg Machine that connects with others in the classroom. <b>D-</b> Students will create an artistic response inspired by original Rube Goldberg machines and that can reflect critically on their own work.
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8	<b>Math Art</b>	<b>Change</b> Composition and Presentation	Orientation in space and time	Food is a major part of how we identify, express, and communicate our culture through careful consideration of the presentation of the art form.	<b>Factual:</b> 1. What artists are well known to have used Maths in their art? <b>Conceptual:</b> 1. How is art and maths closely related? <b>Debatable:</b> 1. All good art has maths in it.	<b>Self Management: Affective Skills</b> - Resilience, practising bouncing back <b>Creative thinking skills</b> - creating new ideas from existing ideas	Demonstrate knowledge of the role of ceramics in various cultures around the world. Demonstrate the application of skills and techniques to create a ceramic artwork that displays cultural background. Demonstrate the exploration of ideas through the DW, as well as mock-up to a point of realization. Recognize that the world contains inspiration for the creation of your own ceramic artwork.  (Watercolour and Pen)	<b>A-</b> Demonstrate knowledge of the role of ceramics in various cultures around the world. <b>B-</b> Demonstrate the application of skills and techniques to create a ceramic artwork that displays cultural background. <b>C-</b> Demonstrate the exploration of ideas through digital sketchbooks, as well as mock-up to a point of realization. <b>D-</b> Students will be assessed in their participation in a group critique where they will be assessed their use of art vocabulary (elements and principles) as well as their ability to critique peers' work using constructive forms of communication. Recognize that the world contains inspiration for the creation of your own ceramic artwork.
8	<b>Abstract Art</b>	<b>Composition</b> Genre and Interpretation	Personal and cultural expression	Abstract artwork pays close attention to composition so that the audience can interpret into the artist's personal and cultural expression of who they are.	<b>Factual:</b> 1. Which artists are well known for their abstract work? 2. What are the elements and principles of art? <b>Conceptual:</b> 1. How do artist experiments in their artwork? 2. How does abstract artwork communicate?		Skills <ul style="list-style-type: none"><li>Students will develop better RESEARCH skills by finding several websites that explain Vanitas and cross reference the information to check that information is true. Students will present their information and their sources during a</li></ul>	<b>A:</b> Students will research the history of Vanitas and provide info in a google document. <b>B:</b> Students will complete studies using acrylic paints. Colour mixing, and how to create form.

					<b>Debatable:</b> 1. Abstract artwork does not require many skills.		class presentation in which COMMUNICATION SKILLS will also be observed. Students will be required to be active listeners and repeat back the information that the other group said to check for understanding. <ul style="list-style-type: none"> <li>• Drawing: Students will develop methods for drawing in proportion such as map marking, grid drawing. Breaking down their drawing into simple shapes.</li> <li>• Painting: Students will learn how to mix primary colours and white to get a variety of different colours that they see in their still life.</li> <li>• Painting: Students will learn how to block a painting starting with the dark shadows and gradually work lighter.</li> <li>• Composition: Students will learn to develop a better understanding for how to set up an interesting still life using the rule of thirds and the golden ratio.</li> </ul>	<b>C:</b> Students will create their own composition for the personal Vanitas. Students will draw and paint their vanitas using acrylics.  <b>D:</b> Students will provide feedback on their own work and also participate in a group critique.
8	<b>Wire Sculpture</b>	<b>Form</b> Style and Representation	Globalization and Sustainability	To appreciate and understand our relationship with the natural world one must attempt to duplicate nature's aesthetic qualities through form.	<b>Factual:</b> 1. What famous artists used wire in their art? 2. What makes something 3-D? <b>Conceptual:</b> 1. Why do we have a desire to create, develop and or change things? 2. How has this desire led to improvements or destruction of our environments? <b>Debatable:</b> 1. Do we have a responsibility to create environmental art?	<b>Creative Thinking Skills</b>  <b>Transfer Skills</b>	Demonstrate awareness of artists around the world who use wire as an art medium. Demonstrate and apply wire behind techniques to establish form. Identify a variety of perspectives on a singular item through thumbnail sketches in DW. Evaluate the principles and elements of art in a formal critique.  (Wire)	<b>A-</b> demonstrate knowledge of the role that printmaking has had on the world in original or displaced contexts. <b>B-</b> demonstrate the acquisition and development of the skills and techniques of linocut printmaking. <b>C-</b> demonstrate the exploration of ideas on making an original coat of arms that is personal to the student through the developmental process to a point of realization. <b>D-</b> outline connections and transfer learning to new settings throughout the process of the development of their coat of arms.
<b>Grade</b>	<b>Unit Number and Title</b>	<b>Key and Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>Approaches To Learning Skills taught / learnt / developed in this unit</b>	<b>Content (topics / knowledge/ subject specific skills)</b>	<b>Summative Assessment and MYP Criteria Assessed</b>
9	<b>Very Thai</b>	<b>Identity</b> Visual Culture and Representation	Identities and relationships	By exploring aspects of Thai culture we can become more aware of the identity and relationships we have within Thailand.	<b>Factual:</b> 1. What types of visual culture are typically Thai? <b>Conceptual:</b> 1. What makes an artwork and effective means to communicate culture and identity? <b>Debatable:</b> 1. Nothing is unique to one place. Everything is simply a blend of something else.	<b>Critical Thinking Skills:</b> - Practise observing carefully in order to recognize problems  <b>Research</b> - Information literacy skills: collect and analyse data	Use acquired knowledge about architecture, design and sustainable materials to propose an idea of how you can create a sustainable house. Demonstrate the application of skills and techniques necessary to construct a miniature replica of the house. Demonstrate the exploration of ideas that shape your intentions for the house. Create an artistic response which reflects on the impact sustainable building techniques will have on the world and around you.  (Pyrography)	<b>A-</b> Students will be assessed on their use of acquired knowledge on hand building techniques to purposefully inform artistic decisions in the process of creating artwork. <b>B -</b> Students will be assessed on their ability to demonstrate the application of skills and techniques to create a fairy house using the hand building methods taught.  <b>C -</b> Students will be assessed on their ability to demonstrate an exploration of ideas on creating an aesthetically pleasing fairy house and to shape their artistic intention through to a point of realization. <b>D -</b> Students will be assessed on their demonstration to critique the artwork of self and others using appropriate art terminology.
9	<b>Physiognomy</b>	<b>Relationships</b> Genre and Interpretation	Personal and Cultural Expression	Judgements made about a person's physical appearance are a poor way of identifying who a person is yet we still do it every day.	<b>Factual:</b> 1. What are the forms of printmaking?: 2. What is an etching? <b>Conceptual:</b> 1. Printmaking allows artists to have a greater impact. <b>Debatable:</b> 1. Has printmaking changed the world?	<b>Communication Skills</b>  <b>Creative Thinking Skills</b>	Demonstrate knowledge of how physiognomy is now an obsolete science and how artists visually portrayed this science. Demonstrate skills in pen and ink in the creation of a personal portrayal of self. Demonstrate and exploration of ideas through DW. Create an artistic response inspired by how Physiognomy has taught you about human ingenuity.  (Drypoint Printmaking)	<b>A-</b> Students will be assessed their use of acquired knowledge about physiognomy in relation to the animal they choose to represent their identity that purposefully informs their artistic decisions in the process of creating a drypoint print.

								<p><b>B</b> - Students will be assessed on their acquisition and development of skills and techniques of drypoint printmaking.</p> <p><b>C</b> - Students will be assessed on how they demonstrate an exploration of ideas on combining both their portrait and the features of their chosen animal to a point of realization.</p> <p><b>D</b> - Students will be assessed on how well they are able to critique themselves using appropriate language learned during this unit.</p>
9	<b>Public Spaces</b>	<b>Communication</b>  Audience and Expression	Orientation in Space in Time	Street art is arguably the art of our time where Artists are communicating who they are to a larger audience.	<p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What are the most important qualities of working together as a group?</li> <li>2. What graffiti?</li> <li>3. What is street art?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How has the art form proven to be a catalyst for both political and social change, and how is this reflected in various cultures?</li> </ol> <p><b>Debatable:</b></p> <ol style="list-style-type: none"> <li>1. Is street art the art form of this century?</li> <li>2. Should cities set aside areas for artists to express themselves?</li> </ol>	<b>Social: Collaboration Skills</b>	<p>Demonstrate an understanding of the role that public art/ murals play in the community. Demonstrate the acquisition and development of the skills and techniques needed in creating a mural. Develop a feasible, clear, imaginative and coherent intention for a mural that represents the community. Construct meaning and transfer learning to the UWCT community.</p> <p>(Open-project)</p>	<p><b>A</b>- ii. The student is able to demonstrate knowledge of the role of art in public spaces in original or displaced contexts</p> <p><b>B</b>- ii. The student demonstrates the application of skills and techniques to create, perform and/or present art.</p> <p><b>C</b>: i. The student outlines a clear and feasible artistic intention in how they will improve the public space at our school with their artwork .</p> <p><b>D</b>- iii. The student is able to evaluate the artwork of self and others during a class critique.</p>
9	<b>The Beauty of Age</b>  <b>Connect with Heidi in the old age home.</b>	<b>Perspective</b>  Representation and Composition	Identities and relationships	Our perspective on aging says a lot about our own identity and relationships we have with aging.	<p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What cultures around the world celebrate the elderly? How so?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How has art through time reflected society and ourselves through behavior and ethics?</li> </ol> <p><b>Debatable:</b></p> <ol style="list-style-type: none"> <li>1. Do artists have an ethical obligation to portray reality through their art?</li> </ol>		<p>Demonstrate knowledge and understanding of Conflict and Art. Looking at artists such as Francisco De Goya, Pablo Picasso, and Kara Walker. Demonstrate the application of drawing skills and with pen and ink. Develop a clear, feasible and imaginative artistic intention on how you can address conflict happening currently around the world. Create an artistic response which intends to reflect or impact the world around them.</p> <p>(Charcoals and pastel on Brown Paper)</p>	<p><b>A</b>- students should be able to: demonstrate knowledge of Political Cartoons, including famous historical examples, the creative thinking processes, and the use of appropriate language used when making a political cartoon.</p> <p><b>B</b>- students should be able to: the acquisition and development of the skills and techniques of drawing a political cartoon using persuasive and humorous techniques studied.</p> <p><b>C</b>- students should be able to: demonstrate the exploration of ideas through the developmental process to a point of realization in creating an original political cartoon that is relevant to our time using pen and inks.</p> <p><b>D</b>- students should be able to: create an artistic response inspired by the world around them</p>
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10	<b>Abstract Organic Sculpture</b>	<b>Creativity</b>  Representation and presentation	Personal and Cultural Expression.	Artists explore our physical form through an attempt to create aesthetically pleasing representations of 3-D sculpture.	<p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. How does clay form naturally?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How might have humans understanding of clay and firing clay to create ceramics changed our lives?</li> </ol> <p><b>Debatable:</b></p>		<p>Demonstrate a knowledge and understanding of the proportions and measurements of the human head. Look at the history of the human form and its evolution throughout time in its understanding of complexity. Various canons of the human body from ancient civilisations. Develop skills in working with clay.</p> <p>(Clay)</p>	<p><b>A</b>- Students will be assessed on their ability to demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p><b>B</b> - Students will be assessed on their ability to demonstrate the acquisition</p>

					<ol style="list-style-type: none"> <li>1. Abstract sculpture does not show as many skills of the artists as as sculpture that is realistic.</li> </ol>			<p>and development of the skills and techniques creating an accurate portrait with clay in terms of proportion.</p> <p><b>D</b> - Students will be assessed on their demonstration to critique the artwork of self and others using appropriate art terminology.</p>
10	<b>Impressionism</b>	<b>Time, place and Space</b>  Presentation and style	Orientation in space and time	Impressionism presents the natural world through the eyes of the artists through their own interpretation of what is aesthetically pleasing.	<p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What Is Plein Air Painting?:</li> <li>2. Who are the famous artists associated with plein air painting?</li> <li>3. How does light affect colour when we are painting outdoors?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can we learn more about the world through the arts?</li> <li>2. How has art shaped the way we view the world?</li> </ol> <p><b>Debatable:</b></p> <ol style="list-style-type: none"> <li>1. By becoming informed about art around the world we can appreciate cultures more fully.</li> <li>2. All art around the world is beautiful.</li> </ol>		<p>Demonstrate knowledge and understanding of Impressionism, related artists, and concepts. Demonstrate the acquisition and development of skills and techniques related to impressionism in your own original impressionistic painting. Demonstrate the exploration of ideas within your DW that shape your artistic intentions on how you can portray Phuket through impressionism. Critique the artwork of self and others at the end of the unit.</p> <p>(Acrylic Painting)</p>	<p><b>A</b>- Students will be assessed on their demonstration and understanding of impressionism which include the processes, and use of subject specific terminology.</p> <p><b>B</b>- Students will be assessed on their acquisition and development of skills and techniques of painting with acrylics to create an original impressionistic painting.</p> <p><b>C</b>- Students will be assessed on how they demonstrate an exploration of ideas on developing a strong composition in which the elements and principles of art have been addressed.</p> <p><b>D</b>-Students will be assessed on how well they are able to critique themselves using appropriate language learned during this unit.</p>
10	<b>Portrait Tribe</b>	<b>Communication</b>  Style and Representation	Personal and Cultural Expression	Artists have a responsibility to communicate personal and cultural expression of who they are and to document the world in which they live.	<p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is the language of art?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. Is the artists' intention relevant to the viewer?</li> <li>2. Can art help us to understand individuals and societies?</li> </ol> <p><b>Debatable:</b></p> <ol style="list-style-type: none"> <li>1. Art can provide meaning to someone or something.</li> <li>2. Does an artwork have to say something to be meaningful?</li> </ol>		<p>Acquire an appreciation for surrealism and the history of the genre. Demonstrate new skills in drawing and brainstorm using digital platforms such as photoshop. Evaluate the work of others in a group critique.</p> <p>(Photo-shop, and Acrylic Paints)</p>	<p><b>A</b>- students should be able to: iii. use acquired knowledge about surrealism and the subconscious to inform their artwork</p> <p><b>B</b>- students should be able to: ii. demonstrate the application of skills and techniques to create a surrealistic work of art using Photoshop.</p> <p><b>C</b>- students should be able to: iii. demonstrate the exploration of ideas through the developmental process to a point of realization in the creation of a final piece of work.</p> <p><b>D</b>- students should be able to: iii. evaluate the artwork of self and others.</p>
10	<b>Art that gives Voice</b>	<b>Communication</b>  Composition and Audience	Fairness and development	When creating visual art it is important that the artist knows their audience and develops a strong composition in order to effectively communicate.	<p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What makes a composition interesting to look at?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How have artists given a voice to the voiceless?</li> </ol> <p><b>Debatable:</b></p> <ol style="list-style-type: none"> <li>1. Artists have a responsibility to portray the bitter reality.</li> </ol>		<p>Demonstrate a knowledge and awareness of how artists through time have given a voice to the less fortunate. Demonstrate an awareness of a chosen animal that can be given a voice. Demonstrate the acquisition of skills and techniques by choosing a variety of media to experiment in and use for final work of art. Construct meaning with depth and insight. Use sketchbook to reflect and a group critique.</p> <p>(Scrapper Board)</p>	<p><b>A</b>- students should be able to: iii. use acquired knowledge about the animal and its predicament to inform their artwork in giving a voice.</p> <p><b>B</b>- students should be able to: ii. demonstrate the application of skills and techniques in oil paint to create a painting of their chosen animal.</p> <p><b>C</b>- students should be able to: ii. outline alternatives, perspectives, and imaginative solutions in how they will present their animal in a way that is visually appealing as well as informative.</p> <p><b>D</b>- students should be able to: ii. create an artistic response inspired by their learning about the animals through a written rationale.</p>

