Course Overviews MYP Visual Arts, UWC Thailand

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	**Trash Beach Art**	**Change** 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.	**Factual:** How long does it take plastic to decompose? Why do certain animals eat trash? **Conceptual:** How is art-making an effective means to raise awareness? **Debatable**: Creativity is what makes us human. Does art reflect society or does society reflect the arts?	**Creative Thinking skills:** **Resourcefulness and Problem-Solving** • Skill Development: Students will learn to creatively repurpose materials that would otherwise be discarded. They will need to think critically about how to use various pieces of trash to create a cohesive artwork, considering factors like shape, color, and texture. • Application: This skill encourages students to view waste as a resource, prompting them to brainstorm multiple ways to incorporate found objects into their designs. For example, they might combine different types of plastic or glass to form a unique sculpture or collage. **Environmental Awareness and Advocacy** • Skill Development: Creating art from beach trash fosters a deeper understanding of environmental issues, particularly ocean pollution and its impact on marine life. Students can reflect on the significance of their materials and the broader implications of waste. • Application: This awareness can lead students to think about their own consumption habits and how they can advocate for sustainability through their artwork. They might create pieces that highlight specific environmental messages or inspire others to reduce waste. **Artistic Techniques and Mixed Media Exploration** • Skill Development: Working with unconventional materials allows students to experiment with mixed media techniques, combining traditional art methods (like painting or drawing) with found objects. They will learn how to attach, layer, and manipulate different materials creatively.	**Understanding Marine Biology and Ecology** • Skill Development: Students will gain knowledge about the specific sea animal they choose to represent, including its habitat, behavior, and role in the ecosystem. This understanding can inform their artistic choices and enhance the educational value of their artwork. • Subject-Specific Knowledge: This includes learning about marine ecosystems, biodiversity, and the impact of pollution on marine life. Students may research how their chosen animal is affected by ocean debris and the importance of conservation efforts. **Sculptural Techniques and Mixed Media Art** • Skill Development: Creating a sculpture from beach trash requires students to develop skills in mixed media art, learning how to combine various materials effectively. They will experiment with techniques for assembling, attaching, and manipulating found objects to create a cohesive representation of a sea animal. **Environmental Awareness and Sustainability** • Subject-Specific Knowledge: This includes understanding concepts such as waste management, recycling, and sustainability practices. Students may explore how art can raise awareness about environmental issues and inspire action within their communities. **Creative Problem-Solving and Innovation** • Skill Development: Working with found objects requires students to think creatively about how to transform trash into art. They will face challenges in terms of material limitations and must devise innovative solutions to represent their chosen sea animal effectively.	Beach Art Task Sheet

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7	**Imaginary Junk Bugs**	Change Creativity	Globalization And Sustainability	Artists transform discarded materials to challenge perspectives and communicate new possibilities for a more sustainable world.	**Factual:** What techniques can be used to join and manipulate fabric? **Conceptual:** How does changing a material change the way we perceive it? **Debatable:** Does art made from recycled materials need to communicate an environmental message?	**Generating Novel Ideas and Considering New Perspectives** • Consider multiple alternatives when developing an imaginary insect. • Create novel solutions to authentic construction and design problems. • Make unexpected connections between insects, fabrics, colours and materials. • Ask “what if?” questions and use imagination to generate new possibilities. • Apply existing knowledge about real insects and textile techniques to create something original. • Experiment with ideas, materials and techniques before deciding on a final design.	**Creative Thinking** Students generate and develop ideas through experimentation and explore multiple possibilities for their imaginary insect. **Transfer** Students apply knowledge of real insects, textile techniques and artist research to create an original imaginary creature. **Critical Thinking** Students analyse construction problems and evaluate possible solutions while developing their sculptures.	Imaginary Junk Bugs

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8	**Abstract Art**	**Aesthetics** Composition	Personal and cultural expression	Abstract art invites individuals to explore the interplay between composition, personal expression,	**Factual:** Which artists are well-known for their abstract work?	**Creative Thinking Skills** **Abstract Thinking and Conceptualization** • Skill Development: Students will enhance their ability to think abstractly by interpreting emotions, ideas, or concepts through non-representational	**Exploring Color Theory and Application** • Knowledge and Skills: Students will learn about color theory, including how to create a color palette, the emotional impact of colors, and the relationships between colors (complementary, analogous, etc.). They will practice mixing colors to achieve various shades and tones.	Abstract Art Task Sheet

				and interpretation, revealing how the arrangement of shapes, colors, and forms can evoke diverse emotional responses and meanings unique to each viewer.	What are the elements and principles of art? **Conceptual:** How do artist experiment in their artwork? How does abstract artwork communicate? **Debatable:** Abstract artwork does not require many skills.	forms. This involves moving beyond literal representations to explore how colors, shapes, and lines can convey meaning. • Application: As they create their abstract paintings, students will practice conceptualizing their thoughts and feelings in a visual format, allowing them to express complex ideas without relying on recognizable imagery. This skill encourages them to embrace ambiguity and develop unique interpretations of their experiences. **Creative Problem Solving** • Skill Development: Creating abstract art requires students to engage in creative problem-solving as they decide how to use various elements (color, form, texture) to achieve their desired effect. They will learn to experiment with different techniques and materials to overcome challenges in their artistic process. • Application: Throughout the painting process, students may encounter obstacles such as color clashes or compositional imbalances. They will need to think critically about how to adjust their approach—whether by altering color combinations, changing brush techniques, or rethinking the layout—to create a harmonious and impactful piece.	• Application: In their abstract paintings, students will apply these concepts by selecting a cohesive color scheme that enhances the mood or theme of their artwork. They can document their color mixing process and reflect on how different combinations affect their painting. **Understanding Composition and Design Principles** • Knowledge and Skills: Students will study composition techniques such as balance, contrast, rhythm, and focal points. They will learn how to arrange shapes and colors to create a visually engaging abstract piece. • Application: Before starting their paintings, students can create sketches or thumbnails to plan their compositions. This task encourages them to think critically about how each element interacts within the artwork and how to guide the viewer's eye. **Experimenting with Techniques and Textures** • Knowledge and Skills: Students will explore various acrylic painting techniques, such as layering, glazing, pouring, and using different tools (e.g., brushes, palette knives, sponges) to create texture. They will learn how these techniques can enhance the visual interest of their abstract paintings. • Application: As they experiment with different methods on practice canvases or paper, students will document which techniques produce desired effects. This hands-on exploration allows them to incorporate their findings into their final abstract piece. **Reflecting on Artistic Intent and Personal Expression** • Knowledge and Skills: Students will engage in self-reflection regarding their artistic choices and intentions behind their abstract paintings. They will consider what emotions or concepts they aim to convey through their work. • Application: After completing their paintings, students can write a reflective piece discussing their creative process, the decisions they made regarding color and composition, and how these choices align with their intended message or feeling. This reflection fosters deeper connections between their art and personal expression.	
8	**Eyes of the World**	Aesthetics Audience	Fairness and Development	"Artists harness the aesthetic qualities of their work to illuminate the lives of other species on Earth, using visual narratives that blend beauty and meaning to foster awareness and appreciation for the interconnectedness of all living beings."	**Factual:** What techniques can artists use to blend colors when working with pastels? **Conceptual:** How can art serve as a catalyst for discussions about wildlife protection and inspire individuals or communities to take action? **Debatable:** Does a focus on aesthetics dilute the urgency of the environmental message, or can beauty enhance the impact of the message?	**<u>Communication Skills</u>** **Observational Skills** • Skill Development: Students will enhance their ability to observe details and nuances in the animal's eye, such as color variations, reflections, and textures. This skill is crucial for accurately capturing the beauty and intricacies of the subject.	**Understanding and Applying Color Theory** • Knowledge and Skills: Students will learn about color theory, including how to create a color palette using oil pastels. They will explore the relationships between colors, such as complementary and analogous colors, to enhance the visual impact of their artwork. • Application: While painting the animal's eye, students will apply various shades and tints to depict light and shadow, understanding how color choices can affect the mood and realism of their piece. **Exploring Texture and Detail** • Knowledge and Skills: Students will study how to create different textures using oil pastels, focusing on the unique qualities of an animal's eye, such as smoothness, reflections, and intricate patterns. • Application: By layering colors and using techniques like blending and stippling, students will practice creating realistic textures that capture the complexity of the eye, enhancing their observational skills. **Developing Composition Skills** • Knowledge and Skills: Students will learn about composition principles such as balance, focal points, and the rule of thirds. They will understand how to arrange elements within their artwork to draw attention to the eye of the animal. • Application: Before starting their final piece, students can create preliminary sketches to plan their composition effectively, ensuring that the eye is a prominent feature that captures the viewer's attention. **Reflecting on Artistic Intent and Personal Expression** • Knowledge and Skills: Students will engage in self-reflection regarding their artistic choices and intentions in depicting the animal's eye. They will consider what emotions or messages they want to convey through their artwork.	Eyes of the World Task Sheet
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9	**Very Thai**	**Identity** 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.	**Factual:** What types of visual culture are typically Thai? **Conceptual:** What makes an artwork and effective means to communicate culture and identity? **Debatable:** Nothing is unique to one place. Everything is simply a blend of something else.	**<u>Self Management Skills- Fine motor skills</u>** **Precision and Control** • Skill Development: Students will enhance their fine motor skills by practicing precision and control with the wood-burning tool. This involves developing a steady hand to create detailed designs and manage the pressure applied to the tool. • Application: As they work on intricate patterns, students will focus on maintaining consistent movements and pressure, which is crucial for achieving clean lines and smooth shading in their artwork. **Hand-Eye Coordination** • Skill Development: Creating woodburning art requires strong hand-eye coordination as students must accurately follow their design while manipulating the burning tool. This skill helps them synchronize their visual observations with their physical actions. • Application: Students can practice this skill by tracing designs onto wood or freehanding their artwork, allowing them to improve their ability to translate visual information into precise movements. **Patience and Steady Technique** • Skill Development: Woodburning is a process that requires patience and a steady technique. Students will learn to take their time while working on their pieces to avoid mistakes and ensure high-quality results. **Tool Handling and Safety Awareness** • Skill Development: Students will learn how to handle the wood burning tool safely and effectively, which includes understanding its temperature settings, changing tips, and maintaining proper posture while working.	**Researching Thai Cultural Symbols and Motifs** • Application: As part of their artwork planning, students can select specific cultural elements (e.g., elephants, lotus flowers, or traditional Thai patterns) to incorporate into their pyrography design. This task encourages them to connect their artistic choices with cultural significance. **Mastering Pyrography Techniques** • Knowledge and Skills: Students will develop essential pyrography skills, including controlling the temperature of the burning tool, applying different techniques for shading and detailing, and understanding how to create textures. • Application: Through practice exercises, such as layering strokes and varying pressure, students will refine their ability to create intricate designs that effectively represent the beauty of their chosen Thai cultural elements. **Reflecting on the Artistic Process and Cultural Significance** • Application: After completing their pyrography piece, students can write a reflective statement discussing the cultural elements they incorporated, the techniques they used, and how their artwork contributes to a broader understanding of Thailand's artistic heritage.	**Very Thai Task Sheet**
9	**Physiognomy**	**Relationships** 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.	**Factual:** What are the forms of printmaking?: What is an etching? **Conceptual:** Printmaking allows artists to have a greater impact. **Debatable:** Has printmaking changed the world?	**<u>Creative Thinking Skills</u>** **Blending Realism and Imagination** • Skill Development: Students will practice blending realistic elements of their self-portrait with imaginative aspects of the animal they choose. This encourages them to think creatively about how to merge two distinct subjects into a cohesive artwork. • Application: By experimenting with proportions, colors, and textures, students will learn to balance realistic representation with imaginative interpretation, enhancing their ability to innovate in their artistic expressions. **Critical Reflection and Iteration** • Skill Development: Throughout the drawing process, students will engage in critical reflection on their artistic choices. They will learn to assess what works well in their composition and what may need adjustment or improvement. • Application: By creating multiple drafts or sketches before finalizing their piece, students will practice iterating on their ideas, making thoughtful decisions about how to enhance their artwork based on self-assessment and peer feedback.	**Researching Physiognomy and Its Applications** • Application: Students can create a visual reference guide that includes examples of how specific animal features (like the eyes of an owl or the nose of a dog) can symbolize certain traits (wisdom, loyalty, etc.), helping them decide which characteristics to incorporate into their self-portrait. **Sketching and Concept Development** • Knowledge and Skills: Students will practice sketching techniques to develop their concepts for the drypoint print. This includes creating preliminary sketches that explore the integration of human and animal features, focusing on composition and balance. **Understanding Drypoint Printing Techniques** • Knowledge and Skills: Students will learn about the drypoint printmaking technique, including how to prepare the printing plate, etch designs into it, and the process of inking and printing. They will understand how these techniques affect the final artwork. **Reflecting on Artistic Choices and Symbolism** • Knowledge and Skills: After completing their prints, students will reflect on their artistic choices throughout the process. They will consider how the combination of human and animal traits communicates aspects of their identity.	**Physiognomy Task Sheet**
9	**Public Spaces**	**Communication** Audience and Expression	Identities and Relationships	"How does public art serve as a medium for communication that reflects and shapes individual and collective identities, fostering relationships within diverse communities?"	**Factual:** What are the most important qualities of working together as a group? What graffiti? What is street art? **Conceptual:** How has the art form proven to catalyse political and social change, and how is this reflected in various cultures? **Debatable:**	**<u>Social: Collaboration Skills</u>** **Group Brainstorming Session** • Task Description: Students will participate in a collaborative brainstorming session to generate ideas for the artwork. They will discuss themes that resonate with their school community, such as diversity, environmental awareness, or school spirit. • Skills Learned: This task fosters active listening, respectful communication, and the ability to build on each other's ideas. Students will learn to value diverse perspectives and work towards a common goal. **Division of Roles and Responsibilities** • Task Description: After deciding on a concept for the artwork, students will collaboratively assign roles based on individual strengths and interests (e.g., design, painting, research, logistics).	**Community Research and Engagement** • Knowledge and Skills: Students will learn how to conduct research on their community's history, values, and cultural diversity. They will engage with community members through surveys or interviews to gather insights about what themes or messages resonate with them. • Application: Students will compile their findings into a presentation or report that highlights key themes and ideas, which will inform the concept and design of their mural. This task fosters skills in communication, active listening, and critical thinking. **Design Planning and Concept Development** • Knowledge and Skills: Students will learn how to create a detailed design plan for their mural, incorporating elements that reflect their community's identity. They will practice sketching initial concepts and considering color schemes, composition, and symbolism.	**Public Space Task Sheet**

					Should cities set aside areas for artists to express themselves?	• Skills Learned: This task encourages teamwork and accountability, as students must communicate their preferences and negotiate responsibilities. It also helps them understand the importance of collaboration in achieving a shared vision. **Community Engagement and Feedback Gathering** • Task Description: Students will create a presentation or display to share their artwork concept with the school community and gather feedback. This could involve hosting an open forum or conducting surveys to understand community perspectives. • Skills Learned: This task develops skills in public speaking, presentation, and constructive criticism. Students will learn how to engage with their peers and teachers effectively while valuing input from others to refine their project. **Collaborative Art Creation** • Task Description: Students will work together to create the final artwork, ensuring that each member contributes their skills and ideas throughout the process. This could involve painting a mural, creating a sculpture, or assembling a mixed-media piece. • Skills Learned: This task emphasizes cooperation and adaptability as students learn to navigate challenges together, share resources, and support one another's contributions. It also reinforces the idea that collective efforts can lead to a more impactful final product.	• Application: Students can create a series of sketches or digital mock-ups of their mural design, presenting these to peers for feedback. This task enhances skills in visual communication, artistic planning, and collaborative critique. **Mural Painting Techniques** • Knowledge and Skills: Students will acquire practical skills in mural painting techniques, such as applying base coats, using brushes effectively, creating textures, and layering colors. They will also learn about different tools and materials suitable for mural work. • Application: During the mural creation process, students will work together to apply these techniques on the wall, learning to adapt their methods based on the surface and environmental conditions. This task promotes teamwork, problem-solving, and hands-on artistic skills. **Reflection on Artistic Intent and Community Impact** • Knowledge and Skills: After completing the mural, students will reflect on their artistic choices and how effectively they communicated their intended message. They will consider the mural's impact on the community's aesthetic and cultural landscape. • Application: Students can write an artist statement or participate in a group discussion about what they learned from the project, how they engaged with community feedback, and how their artwork contributes to public discourse. This task encourages self-reflection, critical analysis, and understanding of public art's role in society.	
9	**Medium Matters**	**Creativity**	**Personal and Cultural Expression**	**Exploring concepts across artistic disciplines reveals both the power and the limitations of creative expression.**	**Factual:** What techniques are specific to poetry, visual art, music, and theatre productions? How do they communicate meaning? **Conceptual:** How does the choice of medium influence the way an audience interprets a creative work? **Debatable:** Is one artistic medium more powerful than another in expressing complex ideas, or does impact depend entirely on the creator and context?	**Exploring Meaning Across Media** • Students investigate how the same concept can communicate differently when expressed through words, images, sound or performance. • Students experiment with different artistic forms and techniques to discover how medium affects meaning. • Students make connections between ideas, symbols, themes and artistic choices across disciplines. **Perspective and Audience** • Students consider how creative decisions influence the way an audience understands and responds to a work. • Students explore identity, culture and personal perspective through creative expression. **Collaboration and Transfer** • Students work collaboratively and take on different roles within interdisciplinary creative processes. • Students transfer knowledge and skills from one artistic discipline to another, adapting ideas for different media.	**Artist Research and Analysis** • Students investigate how artists, musicians, theatre practitioners and writers use specific media to communicate meaning. • Students analyse how artistic choices influence audience response and interpretation. **Concept Development and Symbolism** • Students develop a thematic concept and explore how it can be transformed from one medium into another. • Students use symbolism, composition, style, imagery and other artistic devices to communicate their ideas. **Medium-Specific Techniques** • Visual Arts: portraiture, symbolic representation, colour, line, composition and visual storytelling. • Theatre: physical theatre, ensemble movement, character interpretation and staging. • Music: composition, improvisation, tempo, dynamics, harmony, mood and sound design. • English: imagery, metaphor, motif, structure, narrative voice and literary devices. **Reflection and Evaluation** • Students reflect on how changing the medium changes, strengthens, limits or transforms the meaning of their original idea. **Artist Research and Analysis** • **Knowledge and Skills:** Students investigate artists, musicians, theatre practitioners and writers, focusing on how medium-specific techniques communicate ideas, themes and emotions. • **Application:** Students analyse examples of creative work and identify how form, structure, symbolism, style and composition influence meaning and audience interpretation. **Concept Development and Symbolism** • **Knowledge and Skills:** Students develop a thematic concept and explore how it can be expressed through different artistic disciplines. • **Application:** Students experiment with visual, literary, musical and theatrical devices to develop a purposeful creative response. **Medium-Specific Techniques** • **Knowledge and Skills:** Students develop skills appropriate to their chosen arts discipline, including visual composition and symbolic representation, physical theatre and staging, or musical composition and sound design.	Stylistic Self Portrait Task Sheet

							• **Application:** Students apply these techniques to reinterpret or expand their original concept, considering how the chosen medium changes its impact. **Reflection on Creative Expression** • **Knowledge and Skills:** Students reflect on the development of their interdisciplinary learning and evaluate the strengths and limitations of different media. • **Application:** Students explain how their creative choices communicate interdisciplinary understanding and how changing the medium transformed their original idea.	
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10	**Abstract Organic Sculpture**	**Creativity** Representation and presentation	Personal and Cultural Expression.	Artists explore our physical form through an attempt to create aesthetically pleasing representations of 3-D sculpture.	**Factual:** How does clay form naturally? **Conceptual:** How might have humans understanding of clay and firing clay to create ceramics changed our lives? **Debatable:** Abstract sculpture does not show as many skills of the artists as as sculpture that is realistic.	**<u>Creative Thinking Skills</u>** **Idea Generation and Conceptualization** • Skill Development: Students will learn to brainstorm and generate multiple ideas for their organic sculpture, considering themes from nature, personal experiences, or abstract concepts. They will practice thinking outside the box to create unique forms. • Application: Students can create a mind map or sketchbook filled with initial ideas and concepts, allowing them to explore different directions before settling on a final design. This task encourages divergent thinking and imaginative exploration. **Experimentation with Form and Texture** • Skill Development: Students will experiment with various hand-building techniques (such as coiling, pinching, or slab construction) to manipulate clay into organic shapes. They will explore how different forms and textures can evoke emotions and convey meaning. • Application: As they work on their sculptures, students can create small test pieces to practice different techniques and textures, allowing them to refine their skills while encouraging a playful approach to material experimentation. **Integration of Elements of Art** • Skill Development: Students will analyze how the elements of art (line, shape, form, color, texture, space) can be used in their sculptures to enhance visual interest and convey their intended message. They will learn to see these elements from new perspectives. • Application: While developing their sculptures, students can create a checklist or diagram that maps out how they plan to incorporate each element of art into their work. This task promotes critical thinking about composition and artistic choices. **Reflection and Iteration** • Skill Development: Throughout the sculpture-making process, students will engage in self-reflection to evaluate their progress and artistic decisions. They will learn to view challenges as opportunities for growth and improvement. • Application: After completing their sculptures, students can write a reflective journal entry discussing what worked well, what challenges they faced, and how they overcame them. They can also consider how their work could evolve in future projects based on this experience. This task fosters a growth mindset and encourages continuous improvement.	**Exploring Hand-Building Techniques** • Knowledge and Skills: Students will learn various hand-building techniques such as pinching, coiling, and slab construction. They will understand how each technique can be used to create different forms and shapes in their abstract clay sculpture. • Application: Students will practice these techniques through small exercises, creating sample pieces that demonstrate their understanding of how to manipulate clay into abstract forms. This task enhances their technical skills and familiarity with the medium. **Conceptualizing Abstract Ideas** • Knowledge and Skills: Students will engage in brainstorming sessions to conceptualize their abstract artwork, focusing on themes or emotions they wish to express. They will learn to translate these concepts into visual forms using the elements of art (line, shape, texture, color). • Application: Students can create a mood board or sketches that represent their ideas before starting their clay work. This task encourages creative thinking and helps them articulate their artistic intentions. **Incorporating Elements of Art** • Knowledge and Skills: Students will explore how the elements of art can be manipulated in their clay sculptures to enhance visual interest and convey meaning. They will learn about balance, contrast, rhythm, and unity within the context of abstract art. • Application: While working on their sculptures, students will consciously apply these elements, making decisions about how to arrange forms and textures to create a cohesive piece. This task develops their understanding of composition in three-dimensional art. **Reflecting on the Artistic Process** • Knowledge and Skills: After completing their sculptures, students will reflect on their creative process, discussing what worked well, what challenges they faced, and how they resolved them. They will consider how their final piece aligns with their initial concept.	**<u>Abstract Organic Sculpture Task Sheet</u>**
10	**Impressionism**	**Identity** Genre, style	**Identities and Relationships**	"Investigate how the innovations of Impressionist painters in depicting everyday life and natural scenes influenced the evolution of modern art, and consider the movement's impact on both artists and viewers of the time."	**Factual:** Who are the key artists associated with the Impressionist movement, and what are some of their most famous works? What were the primary techniques used by Impressionist artists to	**<u>Research Skills: Observing</u>** **Analyzing Impressionistic Techniques** • Knowledge and Skills: Students will research and analyze the key techniques used by impressionist artists, such as short brush strokes, the use of light, and color theory. They will learn how these techniques contribute to the overall effect of impressionistic paintings. • Application: Students will create a visual chart or presentation that outlines these techniques, including examples from famous impressionist works. This	**Researching Impressionism and Key Artists** • Knowledge and Skills: Students will research the Impressionist movement, focusing on its history, characteristics, and key figures such as Claude Monet, Pierre-Auguste Renoir, and Edgar Degas. They will learn about the techniques and themes that define Impressionist art. • Application: Students will create a visual presentation or a written report summarizing their findings, highlighting how these artists approached color, light, and brushwork. This task enhances their research skills and understanding of art history. **Experimenting with Impressionist Techniques**	**<u>Impressionism Task Sheet</u>**

					capture light and color in their paintings? **Conceptual:** How does the Impressionist emphasis on capturing transient effects of light and color challenge traditional notions of realism and representation in art? In what ways did Impressionism redefine the role of the artist in relation to the perception and experience of everyday life? **Debatable:** Did the Impressionists' focus on outdoor painting and natural light reflect a profound shift in artistic priorities, or was it primarily a response to technological and societal changes of the time? How does the perception of Impressionism as a revolutionary movement compare to its reception among critics and traditional artists during its inception?	task enhances their understanding of the technical aspects of impressionism and prepares them for practical application in their own artwork. **Studying Influential Impressionist Artists** • Knowledge and Skills: Students will select a famous impressionist artist (e.g., Claude Monet, Edgar Degas, or Pierre-Auguste Renoir) to study in depth. They will explore the artist's background, major works, and stylistic characteristics. • Application: Students will write a brief report or create a visual poster that highlights their chosen artist's influence on the impressionist movement and how they can incorporate similar elements into their own artwork. This task fosters research skills and contextual understanding of art history. **Creating Preliminary Sketches** • Knowledge and Skills: Students will practice creating preliminary sketches that reflect impressionistic styles while incorporating their personal themes or subjects. They will experiment with capturing light, movement, and color in their sketches. • Application: By producing several sketches, students can explore different compositions and color palettes before committing to their final piece. This task encourages experimentation and helps them develop confidence in their artistic choices. **Reflecting on Artistic Intentions** • Knowledge and Skills: After completing their impressionistic artwork, students will reflect on their artistic intentions, discussing how they interpreted the techniques of their chosen artist and what personal elements they infused into their work. • Application: Students can write an artist statement or participate in a group critique where they share insights about their creative process, the challenges they faced, and how they feel their work aligns with the principles of impressionism. This task promotes self-reflection and critical thinking about art-making.	• Knowledge and Skills: Students will practice various Impressionist painting techniques, such as broken color application, loose brush strokes, and capturing light effects. They will learn to prioritize atmosphere over detail in their artwork. • Application: Through guided exercises, students will create small studies where they apply these techniques using acrylic paints. They can focus on capturing the essence of a scene rather than its precise details, allowing them to experiment with color mixing and brushwork. **Developing an Original Concept for Their Painting** • Knowledge and Skills: Students will conceptualize their original impressionistic painting by selecting a subject that resonates with them—such as a landscape, urban scene, or everyday life moment—and determining how to express it through Impressionist techniques. • Application: Students will create a sketch or a series of thumbnails to plan their composition, considering elements like light direction, color palette, and emotional tone. This task encourages creative thinking and planning skills. **Reflecting on the Artistic Process** • Knowledge and Skills: After completing their paintings, students will reflect on their artistic choices throughout the process. They will evaluate how effectively they captured the Impressionist style and what they learned about expressing mood and atmosphere. • Application: Students can write an artist statement or participate in a group critique where they discuss their work's concept, techniques used, challenges faced, and personal growth during the project. This task fosters self-assessment and critical thinking about their artistic journey.	
10	**Indigenous Portraits**	**Communication** Style and Representation	Fairness and Development	Artists have a responsibility to communicate personal and cultural expression of who they are and to document the world in which they live.	**Factual:** What is the language of art? **Conceptual:** Is the artist's intention relevant to the viewer? Can art help us to understand individuals and societies? **Debatable:** Art can provide meaning to someone or something. Does an artwork have to say something to be meaningful?	**<u>Thinking Skills: Transfer</u>** **Understanding Digital Image Manipulation Techniques** • Knowledge and Skills: Students will learn about various digital image manipulation techniques, such as cropping, resizing, layering, and color correction. They will explore how these techniques can enhance their artistic vision and improve the quality of their images. **Developing a Conceptual Framework for Artwork** • Knowledge and Skills: Students will learn to conceptualize their artwork by combining digital manipulation with traditional painting techniques. They will explore how digital tools can help visualize their ideas before committing to physical media. **Exploring Composition and Visual Balance** • Knowledge and Skills: Students will analyze the principles of composition and visual balance in both digital images and traditional paintings. They will learn how to arrange elements effectively to create a harmonious artwork. **Reflecting on the Integration of Digital and Traditional Techniques** • Knowledge and Skills: After completing their paintings, students will reflect on how digital manipulation influenced their creative process and final artwork. They will evaluate the effectiveness of combining digital techniques with traditional painting methods.	**Researching Artists and Their Impact** • Knowledge and Skills: Students will research various artists throughout history who have used their work to give a voice to minority groups, such as Frida Kahlo, Jacob Lawrence, or Kerry James Marshall. They will explore how these artists' backgrounds and experiences influenced their art and the messages they conveyed. • Application: Students will create a presentation or visual report summarizing their findings, highlighting specific artworks and discussing how these pieces address social issues, identity, and representation. This task enhances their research skills and understanding of the social context of art. **Exploring Acrylic Painting Techniques** • Knowledge and Skills: Students will learn various acrylic painting techniques that can be applied to their portraits, such as layering, glazing, dry brushing, and impasto. They will understand how these techniques can enhance texture, depth, and emotional expression in their artwork. • Application: Through guided practice sessions, students will experiment with these techniques on smaller canvases or practice sheets before applying them to their final portrait. This task helps them develop technical proficiency with acrylics. **Concept Development for the Portrait** • Knowledge and Skills: Students will conceptualize their ingenious portrait by deciding on symbols, colors, and elements that represent their identity or the identities of the minority group they wish to highlight. They will learn how to visually communicate complex ideas through their artwork. **Reflecting on Artistic Intentions and Social Commentary** • Knowledge and Skills: After completing their portraits, students will reflect on how their artistic choices convey messages about identity and representation. They will consider how effectively they have used their artwork to give a voice to minorities. • Application: Students can write an artist statement discussing their creative process, the significance of the symbols used in their portrait, and how they feel their work contributes to conversations about social justice and representation. This task fosters self-reflection and critical thinking about the role of art in society.	**Indigenous Portraits Task Sheet**

10	**Surrealism**	**Communication** Genre	Personal and Cultural Expression	What role does dream imagery in surrealism play in shaping viewers' interpretations of the subconscious mind?	**Factual:** Who were the key founders of the Surrealist movement, and what historical events influenced its development? What are the primary techniques and methods used by surrealist artists to create their work? How did the Surrealist Manifesto, written by André Breton, define the core principles of surrealism as an art movement? **Conceptual:** How does surrealism use paradox and absurdity to question conventional understandings of truth and existence? How does surrealism redefine the role of the artist in expressing subconscious thoughts and emotions? In what ways does surrealism blur the line between art and dreamlike experiences to alter the viewer's perception of reality? How can surrealist art be interpreted as a critique of societal norms and rational thought? **Debatable:** Is the reliance on dream imagery in surrealism a limitation that confines the movement, or is it a strength that opens new realms of creativity? Can surrealist art be considered political, or is it primarily a personal exploration of the unconscious mind?	**<u>Creative Thinking Skills: Application</u>** **Brainstorming and Free Association** • Knowledge and Skills: Students will engage in brainstorming sessions focused on free association techniques to tap into their subconscious thoughts and feelings. They will learn how to generate ideas without self-censorship, allowing their imagination to flow freely. • Application: Students can create a mind map or a list of words, images, and concepts that come to mind when they think about their subconscious. This task encourages divergent thinking and helps them uncover themes or symbols they want to explore in their surreal artwork **Creating Preliminary Sketches** • Knowledge and Skills: Students will practice creating multiple preliminary sketches that represent different aspects of their subconscious. They will explore various surreal elements such as dream imagery, unexpected juxtapositions, and distorted perspectives. • Application: By producing a series of sketches, students can experiment with different compositions and visual elements. They can focus on how to combine unrelated objects or scenes in ways that challenge reality, enhancing their ability to think creatively about form and space. **Exploring Surrealist Techniques and Influences** • Knowledge and Skills: Students will research surrealist artists (such as Salvador Dalí, René Magritte, or Max Ernst) and analyze their techniques for depicting the subconscious. They will learn about methods like automatism, dream imagery, and symbolic representation. • Application: Students can create a visual presentation or collage that showcases examples of surrealist techniques they find inspiring. This task helps them understand the historical context of surrealism while encouraging them to incorporate similar techniques into their own work. **Reflecting on Artistic Choices and Perspectives** • Knowledge and Skills: After completing their surreal artworks, students will reflect on their artistic choices, considering how their pieces represent their subconscious thoughts and how they convey multiple perspectives. • Application: Students can write a reflective essay or participate in a class critique where they discuss the themes explored in their artwork, the techniques used, and how different compositions affect the viewer's interpretation. This task fosters self-assessment and critical thinking about the artistic process.	**Researching Surrealism and Key Artists** • Knowledge and Skills: Students will research the Surrealist movement, focusing on its history, characteristics, and influential artists such as Salvador Dalí, René Magritte, and Max Ernst. They will explore how these artists used their work to express the subconscious and challenge reality. • Application: Students will create a visual presentation or report summarizing their findings, including key techniques used by these artists (e.g., automatism, collage, and frottage) and how these techniques relate to their own artistic goals. This task enhances research skills and contextual understanding of the movement. **Exploring Digital Techniques in Photoshop** • Knowledge and Skills: Students will learn how to use Photoshop for digital manipulation of images, including techniques such as layering, blending modes, and creating surreal compositions through photo collage. • Application: Students can practice by digitally manipulating existing images to create surreal scenes that reflect their subconscious thoughts. They might experiment with juxtaposing unrelated objects or altering colors to evoke dream-like qualities. This task develops technical skills in digital art creation. **Creating Mixed Media Collages** • Knowledge and Skills: Students will explore the technique of collage as a way to combine various materials (e.g., magazine clippings, drawings, textures) into a cohesive surreal artwork. They will learn about the importance of juxtaposition and displacement in creating meaning. • Application: Students can create a series of collages that reflect surreal themes or concepts they wish to explore. They can focus on assembling disparate elements that challenge conventional perceptions and provoke thought. This task encourages creativity and experimentation with mixed media. **Reflecting on Artistic Intentions and Techniques** • Knowledge and Skills: After completing their artworks, students will reflect on their artistic choices regarding composition, technique, and symbolism. They will consider how effectively they have conveyed their subconscious ideas through their work. • Application: Students can write an artist statement or participate in a group critique where they discuss their creative process, the techniques used in both digital manipulation and traditional drawing/collage, and how their artwork contributes to the broader conversation about Surrealism. This task fosters self-reflection and critical thinking about their artistic journey.	**<u>Surrealism Task Sheet</u>**