

Visual Arts Subject Overview MYP Years I-V

Sr.N o	Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Summativ e Assessme nt
1	Examination of the Natural World	•Aesthetics	Arts Composition	Personal and cultural expression Focus exploration(s) • Artistry, craft, creation, beauty	Harmonious compositions are crafted through an appreciation and comprehension of aesthetic principles.	Arts Year 1/Novice Objectives Objective B: Developing -i. practically explore ideas to inform the development of a final artwork or performance -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performi ng -i. create or perform an artwork. Objective D: Evaluating -i. appraise their own artwork or performance -ii. reflect on their development as an artist.	Affective skills	* Basic Painting Techniques * Historical Influences on Scenery Painting * Expressing Personal Identity in Art * Symbolism in Scenery Painting	Scenery Painting. Criterion C Criterion A

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2	Investigatin	•Identity	Arts	Identities and	Unveiling identities	Arts	Transfer skills	* Construct	Craft your
	g identities		Composition	relationships	through color,	Year 1/Novice	 Apply skills and 	mood boards	name in a
	through		Expression		design, and	Objectives	knowledge in	to	graffiti
	color & Art		Interpretation	Focus	personal elements,	Objective A:	unfamiliar situations	communicate	style.
	elements.			exploration(s	interprets the	Investigating	•Combine	specific	Criterion C
)	impact of	-i. investigate a	knowledge,	emotions	&
				Identity	compositions and	movement(s) or	understanding and	through	Criterion D
				formation	expressions	genre(s) in their	skills to create	discerning	
						chosen arts	products or solutions	selection of	
						discipline, related	Communication skills	images, color,	
						to the statement of	 Give and receive 	and texture.	
						inquiry	meaningful feedback		
						-ii. describe an	 Find information for 	* Explore the	
						artwork or	disciplinary and	psychology of	
						performance from	interdisciplinary	color,	
						the chosen	inquiries, using a	understanding	
						movement(s) or	variety of media	its influence	
						genre(s).	Organization skills	on emotions	
						Objective B:	Plan short- and	and	
						Developing	long-term	perceptions,	
						-i. practically	assignments; meet	and make	
						explore ideas to	deadlines	informed	
						inform	 Plan strategies and 	color choices	
						development of a	take action to	in	
						final artwork or	achieve personal and	artistic	
						performance	academic goals	expressions.	
						-ii. present a clear	Reflection skills		
						artistic intention	Develop new skills,	* Develop	
						for the final	techniques and	proficiency in	
						artwork or	strategies for	portrait	
						performance in	effective learning	weaving,	
						line with the		integrating	
						statement of		traditional	
						inquiry.		principles into	
						Objective C:		a tactile,	
						Creating/Performi		three-	
						ng		dimensional	
						-i. create or		medium.	
						perform an			
						artwork.		* Refine	
						Objective D:		drawing skills	

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			Evaluating	systematically	
			-i. appraise their	through	
			own artwork or	portrait	
			performance	sketching via	
			-ii. reflect on their	tracing,	
			development as an	capturing	
			artist.	facial	
				proportions	
				and details	
				effectively.	
				* Explore the	
				historical and	
				cultural	
				dimensions of	
				graffiti art,	
				acquiring	
				proficiency in	
				techniques for	
				self-	
				expression	
				and	
				societal	
				discourse.	

3	Exploring	•Aesthetics	Arts	Personal and	Engaging with	Arts	Transfer skills	Learners will	Make a 3D
	Artistic	/ Confedes	•Expression	cultural	diverse artistic	Year 1/Novice	•Apply skills and	explore	Model.
	Elements		•Style	expression	elements and	Objectives	knowledge in	fundamental	Criterion C
	and		Style	CAPICSSION	expressions	Objective A:	unfamiliar situations	elements of	Criterion A
	Expressions			Focus	empowers us to	Investigating	•Inquire in different	art: lines,	Citerion A
	LAPIESSIONS			Exploration:	nurture our	-ii. describe an	contexts to gain a	shapes, form,	
				Artistry,	creative voices and	artwork or	different perspective	color, and	
				craft,	deepen our	performance from	•Combine	value. The	
				creation,	understanding of	the chosen	knowledge,	first two	
				beauty	the world around	movement(s) or	understanding and	weeks focus	
				beauty		genre(s).	skills to create	on lines and	
					us	1 .			
						Objective B:	products or solutionsTransfer current	shapes, with activities like	
						Developing -i. practically			
						explore ideas to	knowledge to learning of new	drawing exercises and	
						inform	technologies	art analysis. In	
						development of a	_	the third	
						final artwork or	Organization skills •Plan short- and	week,	
						performance		students delve	
						-ii. present a clear	long-term	into form	
						artistic intention	assignments; meet deadlines	through 3D	
						for the final	•Create plans to	modeling and	
						artwork or	prepare for	painting.	
						performance in	summative	Week four is	
						line with the	assessments	dedicated to	
						statement of	(examinations and	color theory,	
						inquiry.	performances)	where	
						Objective C:	•Set goals that are	students	
						Creating/Performi	challenging and	experiment	
						ng	realistic	with color	
						-i. create or	Bring necessary	mixing and its	
						perform an	equipment and	emotional	
						artwork.	supplies to class	impact. The	
						artwork.	Reflection skills	fifth week	
							•Develop new skills,	explores	
							techniques and	value, creating	
							strategies for	depth through	
							effective learning	monochromat	
							enective learning	ic studies. The	
								unit	
								culminates in	

		<u> </u>	<u> </u>		<u> </u>			a final project	
								where	
								students	
								integrate all	
								elements	
								learned.	
								Throughout	
								the unit,	
								students	
								maintain a	
								reflective	
								journal to	
								document	
								their learning	
								and artistic	
								developmen	
								developmen	
		Character		B	La carrie de la ca	A	T (1 211 .	* = .1	
4	Nurturing	•Change	Arts	Personal and	Investigating how	Arts	Transfer skills	* Explore	Crayon
	Alchemy of		Genre	cultural	artists globally	Year 1/Novice	•Apply skills and	Color blending	Scenery
	Crayon			expression	employ diverse	Objectives	knowledge in	with crayons.	Criterion C
	Colors			F	mediums and	Objective B:	unfamiliar situations	* Create their	&
				Focus	genres to bring	Developing	•Combine	names in	Criterion D
				Exploration:	creative changes to	-i. practically	knowledge,	large, bold	
				Croativo	life.	explore ideas to inform	understanding and	letters	
				Creative			skills to create	with emphasis	
				changes		development of a final artwork or	products or solutions	on the use of	
						performance	Organization skills •Set goals that are	a variety of colors and	
						Objective C:	challenging and	shading	
						Creating/Performi	realistic	techniques.	
							I Callstic	* Silhouette	
						ng -i. create or		Crayon Art	
						perform an		* Texture	
						artwork.		Rubbings	
						Objective D:		* Crayon	
						Objective D.		Crayon	

						Evaluating -i. appraise their own artwork or performance		Portraits * Seasonal Crayon Art	
5	Still Life Narratives	•Communicatio n	• Structure • Composition	Identities and relationships Focus exploration(s) Personal efficacy and agency	Exploring light and shadow reveals visual narratives, transcending forms, and connecting to global identities through communication	Arts Year 1/Novice Objectives Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performi ng -i. create or perform an artwork. Objective D: Evaluating -ii. reflect on their development as an artist.	Transfer skills •Transfer current knowledge to learning of new technologies Reflection skills •Identify strengths and weaknesses of personal learning strategies (self- assessment) Affective skills •Practice "bouncing back" after adversity, mistakes and failures	* Fundamentals of Pencil Drawing * Introduction to Pencil Grades * Still Life Basics * Sketching Techniques * Texture and Detail in Pencil Drawing	Still life drawing with detail. Criterion C & Criterion B

P	ower of	•Communicatio	Arts	Personal and	Reveal the	Arts	Affective skills	* Explore	Dream-
Ic	deas and	n	•Genre	cultural	influential	Year 1/Novice	 Practice focus and 	Surrealism	Inspired
E	motions		•Style	expression	potential of ideas	Objectives	concentration	* Surrealist	Painting
			Visual culture		and emotions,	Objective A:	Reflection skills	Techniques	Criterion A
				Focus	exploring how	Investigating	 Develop new skills, 	and Concepts	Criterion B
				Exploration:	artists express	-i. investigate a	techniques and	* Dream	
				History of	profound messages	movement(s) or	strategies for	Analysis in	
				ideas, fields	through symbolic	genre(s) in their	effective learning	Surrealism	
				and	artworks.	chosen arts	•Focus on the	* Surrealist	
				disciplines.		discipline, related	process of creating by	Collage	
						to the statement of	imitating the work of	Painting	
						inquiry	others	* Dream-	
						-ii. describe an		Inspired	
						artwork or		Painting	
						performance from			
						the chosen			
						movement(s) or			
						genre(s).			
						Objective B:			
						Developing			
						-ii. present a clear			
						artistic intention			
						for the final			
						artwork or			
						performance in			
						line with the			
						statement of			
						inquiry.			
						Objective C:			
						Creating/Performi			
						ng 			
						-i. create or			
						perform an			
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Sr. No	Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Summative Assessment
	Investigating identities through color & Art elements.	•Identity	• Composition • Expression • Interpretation	Focus exploration(s) • Identity formation	"Revealing identities using color, design, and individual elements, this explores the influence of compositions and expressions."	to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing -i. practically explore ideas to inform development of a final artwork or performance -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing -i. create or	solutions Communication skills •Give and receive meaningful feedback •Find information for disciplinary and interdisciplinary inquiries, using a variety of media Organization skills •Plan short- and long-term assignments; meet deadlines •Plan strategies and take action to achieve personal and academic goals	students to integrate these elements into a personal artwork, promoting both technical skill and creative expression. Continuous assessment and reflective practices will guide students	student selects one artist or designer, analyzes their work, and presents their findings Criterion C & Criterion D
	<u> </u>	1				perform an	1	through the	

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						artwork. Objective D:		exploration of these essential visual arts	
						Evaluating		components.	
						-i. appraise their			
						own artwork or			
						performance			
						-ii. reflect on their			
						development as an			
						artist.			
2	Unravel the	Change	Innovation	Orientation in	New genres may	Arts	Affective skills	* What is Cubism?	Cubist
	history of		Genre	space and time	emerge when	Year 1/Novice	Practice dealing	* Picasso and Early	collages.
	Cubism				innovations are	Objectives	with change	Cubism	Criterion C &
	Evolution			Focus	adopted by others.	Objective A:	Transfer skills	* Analytical Cubist	Criterion D
				exploration(s)			Change the	Composition	
				Evolution,			context of an	* Exploring Color and	
				constraints,		_		Texture in Cubism	
				and adaptation			different	* Synthetic Cubist	
				,		• • •		Collage	
						discipline, related	, ,	J	
						to the statement of			
						inquiry			
						Objective B:			
						Developing			
						1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -			

Developing Proficiency in Sketching	•Communication	•Composition	relationships Focus exploration(s) • Personal efficacy and	Fluency in sketching dynamics unveils the proficiency to convey depth, perspective, and subtle expressions within artistic sketches.	Year 1/Novice Objectives Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performi ng -i. create or perform an artwork.	and failures Reflection skills Identify strengths and weaknesses of personal learning strategies (self- assessment)	* Understanding Composition and Lighting * Exploring Line and Contour Drawing * Shading Techniques and Texture * Exploring Mixed Media in Still Life	Create a series of sketches that demonstrate fluency in conveying depth, perspective, and subtle expressions. Criterion C & Criterion D
					-i. create or perform an	_		

4	Exploring	Aesthetics	Arts	Orientation in	Different styles can	Arts	Reflection skills	* Understanding	Pottery
•	Pottery		•Interpretation		reflect the perception			Pottery as an Art	project
	Techniques		- interpretation			Objectives	learning strategies	Form	incorporating
	reciniques			Focus	people of a particular	_	Organization skills	* Basic Pottery	multiple
					era and/or culture.	Investigating	•Understand and	Terminology	techniques
				Natural and	era and/or culture.		use sensory	* Slipping Technique	learned.
				human		artwork or	learning	* Rolling Coils and	Criterion C
				landscapes and			_	Patting Slabs	Criterion
				•		the chosen	(learning styles)	* Bonding Pinch	Criterion A
				resources				•	
						movement(s) or		Technique	
						genre(s).	• Help others to	* Pinch Pots	
						_	succeed	* Sanding and	
								Refining	
						' '	skills		
						explore ideas to	Use intercultural		
							understanding to		
						•	interpret 		
						final artwork or	communication		
						performance			
						Objective C:			
						Creating/Performi			
						ng			
						-i. create or			
						perform an			
<u> </u>	_					artwork.		dia .	
5	Array of	Aesthetics	Expression	Personal and	0 0	Arts	Creative-thinking	* Introduction to	Create a
	Monochromatic			cultural	monochromatic	•		Charcoal	detailed self-
	Dimensions			expression		Objectives	Use brainstorming		portrait.
							· ·		Criterion C &
				Focus		Developing	to generate new	* Expressive Self-	Criterion B
				•	through personal and	l '	'	Portraits	
				•	cultural expression.	artistic intention	•Consider multiple	* Landscapes with	
				creation,			· ·	Atmospheric	
				beauty			including those that		
						l'	might be unlikely or		
						with the statement		Drawing	
							Make unexpected	* Abstract Charcoal	
						_		Patterns	
						J.	connections	* Gesture Drawings	
						-	between objects		
						-i. create or	and/or ideas		

				Evaluating -ii. reflect on their development as an artist.	 Create original works and ideas; use existing works and ideas in new ways Reflection skills Develop new skills, techniques and strategies for effective learning 		
Exploring Artistic Elements and Expressions	Style	expression Focus exploration(s): Artistry, craft,	variety of artistic styles and forms helps us to develop our creative abilities and enhances our comprehension of the world we live in.	Objectives Objective A: Investigating -ii. describe an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing -i. practically explore ideas to inform the development of a final artwork or performance -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performi	knowledge in unfamiliar situations Inquire in different contexts to gain a different perspective Combine knowledge, understanding and skills to create products or solutions Transfer current knowledge to learning of new technologies Organization skills Plan short- and long-term assignments; meet deadlines Create plans to prepare for summative	Learners will delve into the fundamental elements of contrast, harmony, value, variety, and movement. Through targeted activities, learners will explore the nuanced interplay of color, shape, size, and texture to understand the concept of contrast. The subsequent weeks will focus on creating aesthetically pleasing artworks by harnessing the principles of harmony, with emphasis on color schemes. Moving forward, students will delve into the significance of value in establishing depth, accompanied by an exploration of variety	distinct artistic styles or forms from different cultural or historical backgrounds. Artwork accompanied by a short explanatory document detailing: The chosen styles/forms and their elements in the artwork. How their combination conveys a unique

perform an artwork. perform an artwork. perform an artwork. perform an artwork. Set goals that are challenging and exploration of realistic movement, where students will experiment with lines, shapes, and repetition to convey dynamic pevelop new skills, techniques and the unit, assessments strategies for will be conducted through portfolio reviews and reflective journals, with a final to convey with a final to conducted through portfolio reviews and reflective journals, with a final to convey dynamic theme or message. Criterion A Criterion B experiment with lines, shapes, and repetition to convey dynamic to convey dynamic theme or message. Criterion B experiment with lines, shapes, and repetition to convey dynamic theme or message. Criterion B experiment with lines, shapes, and reflective journals, with a final theme or message.			:	المراجع والمعالم	ta madintain vilavess	المعاممة ما
artwork. Set goals that are challenging and realistic Bring necessary equipment and supplies to class Reflection skills Develop new skills, techniques and strategies for effective learning Through portfolio reviews and reflective journals, with a final Best goals that are challenging and exploration of movement, where students will experiment with lines, criterion Best and exploration of movement, where students will experiment with lines, criterion Best and exploration of movement, where students will experiment with lines, criterion Best and exploration of movement, where students will experiment with lines, criterion Best and exploration of movement, where students will experiment with lines, the convey dynamic the unit, assessments will be conducted through portfolio reviews and reflective journals, with a final						on a selected
challenging and realistic movement, where Bring necessary equipment and experiment with lines, supplies to class shapes, and repetition to convey dynamic Develop new skills, techniques and strategies for will be conducted strategies for effective learning through portfolio reviews and reflective journals, with a final			•	l' -		theme or
challenging and realistic movement, where students will equipment and experiment with lines, supplies to class shapes, and repetition Reflection skills to convey dynamic Develop new skills, energy. Throughout techniques and strategies for will be conducted through portfolio reviews and reflective journals, with a final			artwork.	 Set goals that are 	culminate with an	message.
Bring necessary equipment and experiment with lines, supplies to class shapes, and repetition to convey dynamic Pevelop new skills, energy. Throughout techniques and the unit, assessments strategies for will be conducted effective learning through portfolio reviews and reflective journals, with a final				challenging and	exploration of	
equipment and experiment with lines, supplies to class shapes, and repetition to convey dynamic • Develop new skills, energy. Throughout techniques and strategies for effective learning effective learning through portfolio reviews and reflective journals, with a final				realistic	movement, where	Criterion A
equipment and experiment with lines, supplies to class shapes, and repetition to convey dynamic • Develop new skills, energy. Throughout techniques and strategies for effective learning effective learning through portfolio reviews and reflective journals, with a final				 Bring necessary 	students will	
supplies to class Reflection skills Develop new skills, energy. Throughout the unit, assessments strategies for effective learning effective learning reviews and reflective journals, with a final					experiment with lines,	Criterion B
Reflection skills • Develop new skills, energy. Throughout techniques and strategies for will be conducted effective learning through portfolio reviews and reflective journals, with a final					•	
•Develop new skills, energy. Throughout techniques and the unit, assessments strategies for will be conducted effective learning through portfolio reviews and reflective journals, with a final				* *		
techniques and the unit, assessments strategies for will be conducted effective learning through portfolio reviews and reflective journals, with a final					• •	
strategies for will be conducted effective learning through portfolio reviews and reflective journals, with a final				-		
effective learning through portfolio reviews and reflective journals, with a final				•		
reviews and reflective journals, with a final				_		
journals, with a final				effective learning		
					journals, with a final	
exhibition showcasing					exhibition showcasing	
students' mastery of					students' mastery of	
these visual elements.					•	

Sr.	Unit Name	Key concepts	Related	Global context	Statement of	MYP Objectives	Approaches to learning	Content	Summative
			concepts		inquiry				Assessment
Sr. N o 1	Hand-Built Pottery Adventures	•Change	Related concepts • Presentation	Globalization and sustainability Focus exploration(s) • natural resources and public goods	"Craftsmanship, medium and tools must change along with the times to stay relevant in society.	Arts Year 3/Intermediate Objectives Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Perfor ming -i. create or perform an artwork. Objective D: Evaluating -i. appraise their own artwork or	Transfer skills Inquire in different contexts to gain a different perspective Affective skills Practice dealing with change Reflection skills Develop new skills, techniques and strategies for effective learning Organization skills Set goals that are challenging and realistic Bring necessary equipment and supplies to class	* Introduction to Advanced Hand Pottery Techniques * Texture Tiles * Collaborative Pinch Pot * Surface Design * Individual Project Execution	Summative Assessment Students research a specific art form or craft that has evolved significantly over time. Maintain a journal documenting their creative process, challenges faced, and how they adapted traditional techniques to modern contexts. Criterion C Criterion B
						performance -ii. reflect on their development as an artist			

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2	Investigatin	•Identity	Arts	Identities and	"Revealing	Arts	Transfer skills	* Construct	Each student
	g identities		•Compositi	relationships	identities using	Year 1/Novice	•Apply skills and	mood boards	selects an
	through		on .	_	color, design, and	Objectives	knowledge in unfamiliar	to	artist and
	color & Art		•Expression	Focus	personal touches,	Objective A:	situations	communicate	researches
	elements.		•Interpretat	exploration(s)	this approach	Investigating	 Combine knowledge, 	specific	how they use
			ion	 Identity 	interprets the	-i. investigate a	understanding and skills	emotions	color and
				formation	influence of	movement(s) or	to create products or	through	design to
					artistic	genre(s) in their	solutions	discerning	express
					compositions and	chosen arts	Communication skills	selection of	identity in
					expressions."	discipline,	•Give and receive	images, color,	their work.
						related to the	meaningful feedback	and texture.	A written
						statement of	 Find information for 		report or a
						inquiry	disciplinary and	* Explore the	presentation.
						-ii. describe an	interdisciplinary inquiries,	psychology of	Criterion A
						artwork or	using a variety of media	color,	Criterion B
						performance	Organization skills	understanding	
						from the chosen	Plan short- and long-	its influence	
						movement(s) or	term assignments; meet	on emotions	
						genre(s).	deadlines	and	
						Objective B:	 Plan strategies and take 	perceptions,	
						Developing	action to achieve personal	and make	
						-i. practically	and academic goals	informed	
						explore ideas to	Reflection skills	color choices	
						inform	Develop new skills,	in	
						development of	techniques and strategies	artistic	
						a final artwork	for effective learning	expressions.	
						or performance			
						-ii. present a		* Develop	
						clear artistic		proficiency in	
						intention for the		portrait	
						final artwork or		weaving,	
						performance in		integrating	
						line with the		traditional	
						statement of		principles into	
						inquiry.		a tactile,	
						Objective C:		three-	
						Creating/Perfor		dimensional	
						ming		medium.	
						-i. create or			
						perform an		* Refine	
						artwork.		drawing skills	
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Objective D:	systematically
Evaluating	through
-i. appraise their	portrait
own artwork or	sketching via
performance	tracing,
-ii. reflect on	capturing
their	facial
development as	proportions
an artist.	and details
	effectively.
	* Explore the
	historical and
	cultural
	dimensions of
	graffiti art,
	acquiring
	proficiency in
	techniques for
	self-
	expression
	and
	societal
	discourse.

3Exploring Artistic Elements and•AestheticsArts •Style •ExpressionPersonal and cultural expressionEngaging with diverse artistic elements and expressionsArts YearTransfer skills •Apply skills and knowledge in unfamilia situations	Introduction to Lines and Shapes in Art * Creating	Create an original piece of art that reflects their
Elements • Expression expression elements and 3/Intermediate knowledge in unfamilia	to Lines and Shapes in Art	of art that
	Shapes in Art	
alia		
Expressions empowers us to Objective A: •Inquire in different	Creating	understanding
nurture our Investigating contexts to gain a	compositions	of diverse
creative voices -ii. analyze an different perspective	with lines and	artistic
and deepen our artwork or •Combine knowledge,	shapes on	elements and
understanding of performance understanding and skills	•	expressions.
the world around from the chosen to create products or	* Exploring	Criterion C
	Still Life in Art	Criterion A
us movement(s) or solutions genre(s). ◆Transfer current	* Still life	Citterion A
Objective B: knowledge to learning of		
Developing new technologies	art card	
-i. practically Reflection skills	* Drawing	
explore ideas to •Develop new skills,	Eyes, Nose,	
inform techniques and strategi		
development of for effective learning	Reference	
a final artwork	Images	
or performance •Plan short- and long-	* Learners	
-ii. present a term assignments; mee		
clear artistic deadlines	to carve	
intention for the •Create plans to prepar		
final artwork or for summative	blocks to	
performance in assessments	create	
line with the (examinations and	intricate	
statement of performances)	designs and	
inquiry. •Set goals that are	understand	
Objective C: challenging and realistic		
Creating/Perfor •Bring necessary	applying ink	
ming equipment and supplies		
-i. create or to class	carved	
perform an	linoleum	
artwork.	surface and	
	transferring	
	the image	
	onto paper or	
	fabric.	
	* Learning	
	about the	
	origins, key	

		•Communicati		Orientation in		Arts		artists, and thematic elements of the Pop Art movement. Cr eating art inspired by everyday objects and mass culture, a hallmark of Pop Art.	Students
4	Dynamics of Stillness and Form	on	• Narrative • Expression • Compositi on	Focus exploration(s) • Natural and human landscapes and resources	Understanding the interplay between tranquility and energy within artistic compositions	Year 3/Intermediate Objectives Objective B: Developing -i. practically explore ideas to inform development of a final artwork or performance	Creative-thinking skills Use brainstorming and visual diagrams to generate new ideas and inquiries Consider multiple alternatives, including those that might be unlikely or impossible Make unexpected or unusual connections between objects and/or ideas	*Understandi ng Form * Perspectives in Still Life * Composition and Arrangement * Adding Narrative	create a presentation showcasing their findings, focusing on how their artist achieves harmony between tranquility and energy. This
						-ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	 ideas Create original works and ideas; use existing works and ideas in new ways Communication skills Give and receive meaningful feedback 	Elements	can include visual analysis of specific artworks. Criterion C Criterion B

	T	T	1	T	T	T			Т
						Objective C:	•Use a variety of media to		
						Creating/Perfor	communicate with a		
						ming	range of audiences		
						-i. create or			
						perform an			
						artwork.			
						Objective D:			
						Evaluating			
						-i. appraise their			
						own artwork or			
						performance			
						-ii. reflect on			
						their			
						development as			
						an artist.			
5	Luminosity	•Change	Arts	Personal and	Statement of	Arts	Transfer skills	* Getting to	Students will
	to		Expression	cultural	Inquiry:	Year	 Use effective learning 	Know	create a
	Watercolor		Compositi	expression	Unraveling the	3/Intermediate	strategies in subject	Watercolors,	watercolor
	Compositio		on		ways in which	Objectives	groups and disciplines	exploring	painting that
	ns			Focus	watercolor	Objective C:	 Apply skills and 	techniques	showcases
				exploration(s)	captures the	Creating/Perfor	knowledge in unfamiliar	* Landscape	their
				Artistry,	essence of	ming	situations	Exploration	understanding
				craft, creation,	fluidity,	-i. create or	•Transfer current	with	of fluidity,
				beauty	transparency, and	perform an	knowledge to learning of	Watercolors	transparency,
					emotion.	artwork.	new technologies	* Portraits in	and emotional
						Objective D:	Affective skills	Watercolor	expression. Cri
					Conceptual	Evaluating	Practice focus and	* Seasonal	terion C &
					Understanding:	-i. appraise their	concentration	Tree	Criterion D
					Students will	own artwork or	Reflection skills	Silhouettes	
					develop a	performance	•Develop new skills,	* Underwater	
					profound	-ii. reflect on	techniques and strategies	Scenes	
					conceptual	their	for effective learning	* Rainy Day	
					understanding of	development as	Creative-thinking skills	Umbrellas	
					the expressive	an artist.	Use brainstorming and		
					potential inherent		visual diagrams to		
					in watercolor as a		generate new ideas and		
					medium. This		inquiries		
					encompasses		Consider multiple		
					mastery of		alternatives, including		
					techniques such		those that might be		
					as washes, glazes,		unlikely or impossible		
					as wasties, glazes,		unikely of impossible		

	_
and wet-on-wet, •Make unexpected	
fostering an unusual connectio	
appreciation for between objects a	ind/or
the fluidity and ideas	
translucency Critical-thinking sk	kills
unique to •Practice observin	ng
watercolor. carefully in order t	to
recognize problem	ns
•Consider ideas fro	om
multiple perspective multiple	ves
Communication sk	kills
•Use a variety of s	speaking
techniques to	
communicate with	n a
variety of audience	es
•Interpret and use	
effectively modes	
verbal communica	
6 Dadaism: •Communicati Arts Personal and Statement of Arts Transfer skills	* What is Students
Art and on •Innovation cultural inquiry: Year •Apply skills and	Dadaism? create an
Society's • Expression expression 3/Intermediate knowledge in unfa	amiliar * Dada original piece
Historical • Play The Objectives situations	Collage of art
Intersection Focus transformative Objective A: •Inquire in differen	
exploration(s) power of Investigating contexts to gain a	Portraits sculpture,
• Social creativity as a -i. investigate a different perspection	· · · · · · · · · · · · · · · · · · ·
constructions response to and movement(s) or •Combine knowled	
of reality commentary on genre(s) in their understanding and	
the cultural and chosen arts to create products	
political context discipline, solutions	Performance chosen era.
of a specific era. related to the Critical-thinking sk	kills Art Criterion C &
statement of •Interpret data	Criterion D
Conceptual inquiry •Evaluate evidence	e and
Understanding: -ii. analyze an arguments	
Students will artwork or •Draw reasonable	
develop an performance conclusions and	
understanding of from the chosen generalizations	
how art can serve movement(s) or •Revise understan	nding
as a powerful tool genre(s). based on new	
for societal Objective C: information and ev	vidence
critique and Creating/Perfor •Analyze complex	
change. They will ming concepts and project	

		explore	-i. create or	into their constituent	
		the	perform an	parts and synthesize them	
		unconventional	artwork.	to create new	
		methods	Objective D:	understanding	
		employed by	Evaluating	Creative-thinking skills	
		Dadaist artists to	-ii. reflect on	 Use brainstorming and 	
		challenge	their	visual diagrams to	
		established	development as	generate new ideas and	
		norms, fostering a	an artist.	inquiries	
		deeper		•Consider multiple	
		appreciation for		alternatives, including	
		the		those that might be	
		relationship		unlikely or impossible	
		between art and		Make unexpected or	
		society.		unusual connections	
				between objects and/or	
				ideas	

MYP-IV

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	MYP Objective	ATL Skills	Content	Assessments and MYP Objectives
Unit 1: Exploring Artistic Elements and Expressions	Identity	Expression Composition	Identities and Relationships Focus Exploration -Identity Formation	Artists around the world express their unique identities through creative compositions in art	Arts Year 5/Novice Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective D: Responding i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world around them iii. critique the artwork of self and others.	1	principles of art inan abstract painting, mainly shape, space, value, color, balance, contrast, and harmony To practice skills in abstract painting and stencil To explore and respond	Summative: 1. Final Abstract Stencil Painting — inspired by their choosen artist Criterion B: Developing Skills Criterion D: Responding

Unit 2: Islamic Art	Visual Culture	Personal and Cultural Expression Focus Exploration - Belief Systems - Artistry	The aesthetics and style of Islamic art is an expression ofthe Islamic people's belief systems	Year 5/Novice Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective D: Responding i. construct meaning and transfer learning to	Social Skills -Listen actively to the perspectives of others Thinking -Creative thinking skills Apply newly acquired skills to create, perform and/or present art	mainly shape, space, line, balance, harmony, and proportion To explore what Islamic art is and itssignificance To apply research skills in creating a chosen Islamic pattern SERVICE LEARNING:	Summative: Final Islamic patterndesign – using papercutout techniques Criterion B: Developing Skills Criterion D: Responding
				and			

nit 3: Masking	Identity	Expression	Personal and	Personal and	Arts	Communication	To apply elements	
Up	identity	Representation	Cultural	cultural	Year 5/Novice	Skills	and principles of art	Summative:
		Representation	Expression	identity can be		- Interpret and use	increating a mask	1. Final papier mache
			Focus	represented	Developing Skills	effectively modes of	design, mainly line,	maskdesign-
				and expressed	i. demonstrate the	non-	shape, colour,	inspired by African
			Exploration	by art and	acquisition and	verbal communication		masks
					development of	verbai communication	and variety	Criterion B: Developing Skills
			- Philosophie		the skills	Thinking -Creative	and variety	Criterion C: Thinking
			s and Ways		and techniques of	thinking skills Make	To explore the	Creatively
			of Life		the art	unexpected orunusual		creatively
			- Craft		form studied	connectionsbetween	African mask	
					ii. demonstrate	objects and/or ideas	culture	
					the	objects and/or ideas	culture	
					application of			
					skills and		To enhance skills	
					techniques to		in papier-mache	
					create,		and painting in	
					perform and/or		creating a	
					present art.		mask design	
					Objective C:			
					Thinking			
					creatively			
					i. develop a			
					feasible, clear,			
					imaginative and			
					coherent			
					artistic intention			
					ii. demonstrate a			
					range and			
					depth of creative-			
					thinking			
					behaviours 			
					iii. demonstrate			
					the			
					exploration of			
					ideas to			
					shape artistic intention			
					through to a point			
					of realization			

Unit 4: Microscopic Worlds	Perspectives	Expression Interpretation	Personal and Cultural Expression Focus Exploration - Metacognitio n and abstract thinking - Beauty	Artists express beauty and interpret the world around them by looking at different perspectives.	Arts Year 5/Novice Objective A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject- specific terminology ii. demonstrate an understanding of the role of the art form in original	Research skills Communicate information and ideas effectively to multiple audiences using a variety of media and formats Thinking -Creative thinking skills Apply newly acquired skills to create, perform and/or present art	To apply elements and principles of art in abstract art, mainly shape, texture, colour harmony, variety, and balance To explore the use of a view finder to create an abstract composition To research and identifications artists who used microscopic patterns for their work, such as Carl Struwe and Jennifer Bell	Criterio yn A: Knowing and understanding Criterion C: Thinking
					or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. Objective C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-			

					thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization			
Unit 5: Mixed Media	Communication	Representation	Personal and Cultural Expression Focus Exploration - Metacognitio n and Abstract Thinking - Artistry	Artistic narratives can be expressed internationally through imaginative, non-realistic methods.	Objective A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts,	Communication skills Communicate information and ideas effectively to multiple audiences using a variety of media and formats Thinking -Creative thinking skills Make unexpected orunusual connectionsbetween objects and/or ideas	surreal mixed- media collage artwork, mainly shape, form, colour, variety, contrast, and proportion To explore how to create surreal or strange scenes in an artwork	Summative: Final surrealism collage – using a variety of photos andmixed-media Criterion A: knowing and undestanding Criterion C: Thinking Creatively Objective D: Responding

Objective C:
Thinking
creatively
i. develop a
feasible, clear,
imaginative and
coherent
artistic intention
ii. demonstrate a
range and
depth of creative-
thinking
behaviours
iii. demonstrate
the
exploration of
ideas to
shape artistic
intention
through to a point of
realization
Objective D:
Responding
i. construct
meaning and
transfer learning
to new
settings
ii. create an
artistic response
that intends to
reflect
or impact on the
world
around them
iii. critique the
artwork of self
and others.
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Unit 6: Personal	Creativity	Audience,	Personal and	Artist express	Arts	Research skills	Planning and	Summative:
Project	Creativity	Expression	Cultural	their creativity	Year 5/Novice	Communicate	researching for own	1. Final
,		Expression	Expression	and artistry	Arts	information and	chosen art	Independent
			Focus	towards a	Year 5/Novice	ideas effectively to	style/medium based	Coursework – students
				particular	Objective A:	multiple audiences	on this	will create theirown
			Exploration	audience.	Knowing and	using a variety of	year's learning	final themed
				audience.	understanding	media and formats		independent
		- Creation		i. demonstrate	Thinking -Creative	Research and identify	coursework about any	
		- Artistry		knowledge		own inspiration artist	choice of style	
					and understanding	thinking skills Create	relevant to chosen	learned in the school
					of the	original worksand	style/medium	year
					art form studied,	ideas; use existing	Style/illedidili	J = -
					including	works and ideas in	Apply elements and	Criterion A: Knowing
					concepts,	new ways	principles of art in	and
					processes, and	new ways	own	Understanding
					the use of subject-		independent course	
					specific		work	Criterion B: Developing
					terminology			Skills
					ii. demonstrate an			
					understanding of			Criterion C:
					the role			
					of the art form in			Thinking
					original			
					or displaced			Creatively
					contexts			
					iii. use acquired			
					knowledge to			
					purposefully			
					inform artistic			
					decisions in the			
					process of			
					creating artwork.			
					Criterion B: Developing Skills			
					i. demonstrate the			
					acquisition and			
					development of			
					the skills			
					and techniques of			
					the art			
					form studied			
					ii. demonstrate			
					the			
					application of			
					skills and			

techniques to
create,
perform and/or
present art.
Objective C:
Thinking
creatively
i. develop a
feasible, clear,
imaginative and
coherent
artistic intention
ii. demonstrate a
range and
depth of creative-
thinking
behaviours
iii. demonstrate
the
exploration of
ideas to
shape artistic
intention
through to a point of
realization

MYP-V

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	Myp Objectives	ATL Skills	Content	Assessments and MYP Objectives
Unit 1: Blending organic and mechanical Art	Change		Cultural Expression Focus Exploration	Artists create changes in composition and style to express in various and	Year 5/Novice Criterion B: Developing Skills i. demonstrate the	Communicate information and ideas effectively to	principles of art ina figurative drawing or painting, mainly shape, space, form, color,	Summative: Final Drawing and Painting using mixture of Organic andMechanical shapes and forms – inspired by HR Geiger

	-	Creation Metacognitio	unique ways	development of the skills	using a variety of media and formats	· ·	Criterion B: Developing Skills Criterion C:
		n and		and techniques of			Thinking Creatively
		Abstract		the art		organic and	
		Thinking		form studied	Thinking -Creative	mechanical figurative	
		Ü		ii. demonstrate	thinking skills	drawing	
				the	Apply newly acquired	0	
				application of	skills to create,	To explore and	
				skills and	perform and/or	respond to the works	
				techniques to	present art	of famous artist HR	
				create,		Geiger	
				perform and/or		6	
				present art.		To express own ideas in	
				Objective C:		a figurative work	
				Thinking			
				creatively			
				i. develop a			
				feasible, clear,			
				imaginative and			
				coherent			
				artistic intention			
				ii. demonstrate a			
				range and			
				depth of creative-			
				thinking			
				behaviours			
				iii. demonstrate			
				the			
				exploration of			
				ideas to			
				shape artistic			
				intention			
				through to a point of			
				realization			

Jnit 2: Aesthetics	Composition	Scientific and	The aesthetics		Self-Management -	To apply elements and	
Architecture	-	Technical Innovation Focus Exploration - Models - Methods	of representing architecture or buildings in art rely on technical methods of composition.	Year 5/Novice Objective A:	Reflection Skills -Set goals that are challenging and realistic Thinking -Creative thinking skills Apply existing knowledge to generate new ideas, products or processes	principles of art inpaper craft, mainly line, form, space, balance, proportion, and pattern or repetition To explore and practice the methods of perspective drawing in art To apply mixedmedia in creating an architecture-focused art	Final perspective drawing – own choice among one-point, 2- point, and 3-point perspective Criterion A: Knowing and Underst anding Criterion B: Developing Skills

					create, perform and/or present art.			
Unit 3: Nature Artistry	Aesthetics	Representation	Personal and Cultural Expression Focus Exploration - Beauty - Artistry	heauty in	the art	Self-Management - Reflection Skills -Develop new skills, techniques, strategies for effective learning Thinking -Creative thinking skills Create original worksand ideas; use existing works and ideas in new ways	To apply elements and principles of art in creating a landscape drawing and painting, mainly form, colour, value, balance, proportion, and harmony To explore the characteristics and principles of landscape drawing and painting to enhance skills in using colour pencils, acrylics, and watercolour To research aboutown choice of landscape artist asinspiration	Summative: 1. Final landscape painting (medium of own choice drawing— inspired by chosen landscape artist researched Criterion B: Developing Skills Criterion C: Thinking Creatively Objective D: Responding

		Objective D:		
		Responding		
		i. construct		
		meaning and		
		transfer learning		
		to new		
		settings		
		ii. create an		
		artistic response		
		that intends to		
		reflect		
		or impact on the		
		world		
		around them		
		iii. critique the		
		artwork of self		
		and others.		

Unit 4: Creative	Identity	Expression	Identities and	Artists	Arts	Communication skills	To apply elements and	
Portraits	lacinity	Composition	Relationships	demonstrate	Year 5/Novice	Communicate	principles of art ina	Summative:
		Composition	Focus	their identity	Criterion B:	information and	portrait drawing or	Final Portrait Drawing
				and	Developing Skills		painting, mainly form,	or Painting – inspired by
			Exploration	philosophies	i. demonstrate the	ideas effectively to	space, value, color,	the chosen artist
				through	acquisition and	multiple audiences	balance, contrast, and	the chosen artist
			- Identity	creative	development of	using a variety of	1	Criterion B:
			Formation		the skills	media and formats	proportion	Criterion B.
			- Philosophies		and techniques of		To demonstrate skills	Developing Skills
			and Ways o	of and free	the art	-1 . 1	in portraiture drawing	Developing Skins
			Life	expression	form studied	Thinking -Creative	'	Criterion C:
					ii. demonstrate	thinking skills Make	and painting	Criterion C.
					the	unexpected orunusual	To ovalore and	Thinking
					application of	connectionsbetween	To explore and	
					skills and	objects and/or ideas	respond to the works of a chosen	Creatively
					techniques to			Creatively
					create,		researched famous	
					perform and/or		portrait artist	
					present art.		T	
							To express own	
					Objective C:		emotions and identity	
					Thinking		in a portrait	
					creatively			
					i. develop a			
					feasible, clear,			
					imaginative and			
					coherent			
					artistic intention			
					ii. demonstrate a			
					range and			
					depth of creative-			
					thinking			
					behaviours			
					iii. demonstrate			
					the			
					exploration of			
					ideas to			
					shape artistic			
					intention			
					through to a point of			
					realization			

Unit 5:	Creativity	Audience,	Personal and		Arts	Research skills	Planning and	Summative:
Personal Project		Expression	Cultural	their creativity	Year 5/Novice	Communicate	researching for own	1. Final
			Expression	and artistry	Objective A:	information and	chosen art	Independent
			Focus	towards a	Knowing and	ideas effectively to	style/medium based	Coursework – students
			Exploration	particular	understanding	multiple audiences	on this	will create theirown
			Exploration	audience.	i. demonstrate	using a variety of	year's learning	final themed
			Creation	addictioe.	knowledge	media and formats	,	independent
			- Creation		and understanding	incula and formats	Research and identify	coursework about any
			- Artistry		of the	Thinking -Creative	own inspiration artist	choice of style
					art form studied,	thinking skills Create	relevant to chosen	learned in the school
					including	original worksand	style/medium	year
					concepts,	ideas; use existing	Style/illedidili	Criterion A: Knowing
					processes, and	works and ideas in	Apply elements and	and
					the use of subject-			Understanding
					specific	new ways	principles of art in	
					terminology		own independent	Criterion B: Developing
					ii. demonstrate an		coursework	Skills
					understanding of			Criterion C: Thinking
					the role			Creatively
					of the art form in			Criterion D: Respondin
					original			
					or displaced			
					contexts			
					iii. use acquired			
					knowledge to			
					purposefully			
					inform artistic			
					decisions in the			
					process of			
					creating artwork.			
					Criterion B:			
					Developing Skills			
					i. demonstrate the			
					acquisition and			
					development of			
					the skills			
					and techniques of			
					the art			
					form studied			
					ii. demonstrate			
					the			
					application of			
					skills and			
					techniques to			
					create,			
					perform and/or			
		i	1		present art.	1		
					Objective C:			

					1
			creatively		
			i. develop a		
			feasible, clear,		
			imaginative and		
			coherent		
			artistic intention		
			ii. demonstrate a		
			range and		
			depth of creative-		
			thinking		
			behaviours		
			iii. demonstrate		
			the		
			exploration of		
			ideas to		
			shape artistic		
			intention		
			through to a point		
			of realization		
			Objective D:		
			Responding		
			i. construct		
			meaning and		
			transfer learning		
			to new		
			settings		
			ii. create an		
			artistic response		
			that intends to		
			reflect		
			or impact on the		
			world		
			around them		
			iii. critique the		
			artwork of self		
			and others.		
			and others.		