



**THE DEMOCRATIC SCHOOL**

# **Visual Arts Subject Overview**

## **MYP Years I-V**

**MYP-I**

Sr.No	Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Summative Assessment
1	Examination of the Natural World	•Aesthetics	Arts Composition	Personal and cultural expression  <b>Focus exploration(s)</b> • Artistry, craft, creation, beauty	Harmonious compositions are crafted through an appreciation and comprehension of aesthetic principles.	<b>Arts Year 1/Novice Objectives</b> <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork. <b>Objective D: Evaluating</b> -i. appraise their own artwork or performance -ii. reflect on their development as an artist.	<b>Affective skills</b> •Practice focus and concentration •Practice positive thinking <b>Reflection skills</b> •Develop new skills, techniques and strategies for effective learning	* Basic Painting Techniques * Historical Influences on Scenery Painting * Expressing Personal Identity in Art * Symbolism in Scenery Painting	Scenery Painting. <b>Criterion C</b> <b>Criterion A</b>

2	Investigating identities through color & Art elements.	•Identity	<b>Arts</b> <ul style="list-style-type: none"> <li>•Composition</li> <li>•Expression</li> <li>•Interpretation</li> </ul>	Identities and relationships  <b>Focus exploration(s)</b> <ul style="list-style-type: none"> <li>• Identity formation</li> </ul>	Unveiling identities through color, design, and personal elements, interprets the impact of compositions and expressions	<b>Arts Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork. <b>Objective D:</b>	<b>Transfer skills</b> <ul style="list-style-type: none"> <li>•Apply skills and knowledge in unfamiliar situations</li> <li>•Combine knowledge, understanding and skills to create products or solutions</li> </ul> <b>Communication skills</b> <ul style="list-style-type: none"> <li>•Give and receive meaningful feedback</li> <li>•Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> </ul> <b>Organization skills</b> <ul style="list-style-type: none"> <li>•Plan short- and long-term assignments; meet deadlines</li> <li>•Plan strategies and take action to achieve personal and academic goals</li> </ul> <b>Reflection skills</b> <ul style="list-style-type: none"> <li>•Develop new skills, techniques and strategies for effective learning</li> </ul>	<ul style="list-style-type: none"> <li>* Construct mood boards to communicate specific emotions through discerning selection of images, color, and texture.</li> <li>* Explore the psychology of color, understanding its influence on emotions and perceptions, and make informed color choices in artistic expressions.</li> <li>* Develop proficiency in portrait weaving, integrating traditional principles into a tactile, three-dimensional medium.</li> <li>* Refine drawing skills</li> </ul>	Craft your name in a graffiti style. <b>Criterion C &amp; Criterion D</b>
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**Evaluating**  
-i. appraise their own artwork or performance  
-ii. reflect on their development as an artist.

systematically through portrait sketching via tracing, capturing 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 Artistic Elements and Expressions	•Aesthetics	<b>Arts</b> •Expression •Style	Personal and cultural expression  <b>Focus Exploration:</b> Artistry, craft, creation, beauty	Engaging with diverse artistic elements and expressions empowers us to nurture our creative voices and deepen our understanding of the world around us	<b>Arts Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork.	<b>Transfer skills</b> •Apply skills and 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 <b>Organization skills</b> •Plan short- and long-term assignments; meet deadlines •Create plans to prepare for summative assessments (examinations and performances) •Set goals that are challenging and realistic •Bring necessary equipment and supplies to class <b>Reflection skills</b> •Develop new skills, techniques and strategies for effective learning	Learners will explore fundamental elements of art: lines, shapes, form, color, and value. The first two weeks focus on lines and shapes, with activities like drawing exercises and art analysis. In the third week, students delve into form through 3D modeling and painting. Week four is dedicated to color theory, where students experiment with color mixing and its emotional impact. The fifth week explores value, creating depth through monochromatic studies. The unit culminates in	Make a 3D Model. <b>Criterion C</b> <b>Criterion A</b>
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								a final project where students integrate all elements learned. Throughout the unit, students maintain a reflective journal to document their learning and artistic development	
4	<b>Nurturing Alchemy of Crayon Colors</b>	•Change	<b>Arts</b> Genre	Personal and cultural expression  <b>Focus Exploration:</b>  Creative changes	Investigating how artists globally employ diverse mediums and genres to bring creative changes to life.	<b>Arts Year 1/Novice Objectives</b> <b>Objective B: Developing</b> -i. practically explore ideas to inform development of a final artwork or performance <b>Objective C: Creating/Performing</b> -i. create or perform an artwork. <b>Objective D:</b>	<b>Transfer skills</b> •Apply skills and knowledge in unfamiliar situations •Combine knowledge, understanding and skills to create products or solutions <b>Organization skills</b> •Set goals that are challenging and realistic	* Explore Color blending with crayons. * Create their names in large, bold letters with emphasis on the use of a variety of colors and shading techniques. * Silhouette Crayon Art * Texture Rubbings * Crayon	Crayon Scenery <b>Criterion C &amp; Criterion D</b>

						<b>Evaluating</b> -i. appraise their own artwork or performance		Portraits * Seasonal Crayon Art	
5	<b>Still Life Narratives</b>	<ul style="list-style-type: none"> <li>•Communication</li> </ul>	<b>Arts</b> <ul style="list-style-type: none"> <li>•Structure</li> <li>•Composition</li> </ul>	Identities and relationships  <b>Focus exploration(s)</b> Personal efficacy and agency	Exploring light and shadow reveals visual narratives, transcending forms, and connecting to global identities through communication	<b>Arts Year 1/Novice Objectives</b> <b>Objective B: Developing</b> -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork. <b>Objective D: Evaluating</b> -ii. reflect on their development as an artist.	<b>Transfer skills</b> <ul style="list-style-type: none"> <li>•Transfer current knowledge to learning of new technologies</li> </ul> <b>Reflection skills</b> <ul style="list-style-type: none"> <li>•Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> </ul> <b>Affective skills</b> <ul style="list-style-type: none"> <li>•Practice “bouncing back” after adversity, mistakes and failures</li> </ul>	* Fundamentals of Pencil Drawing * Introduction to Pencil Grades * Still Life Basics * Sketching Techniques * Texture and Detail in Pencil Drawing	Still life drawing with detail. <b>Criterion C &amp; Criterion B</b>

6	<b>Power of Ideas and Emotions</b>	•Communication	<b>Arts</b> <ul style="list-style-type: none"> <li>•Genre</li> <li>•Style</li> <li>•Visual culture</li> </ul>	Personal and cultural expression  <b>Focus</b> <b>Exploration:</b> History of ideas, fields and disciplines.	Reveal the influential potential of ideas and emotions, exploring how artists express profound messages through symbolic artworks.	<b>Arts Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork.	<b>Affective skills</b> <ul style="list-style-type: none"> <li>•Practice focus and concentration</li> </ul> <b>Reflection skills</b> <ul style="list-style-type: none"> <li>•Develop new skills, techniques and strategies for effective learning</li> <li>•Focus on the process of creating by imitating the work of others</li> </ul>	<ul style="list-style-type: none"> <li>* Explore Surrealism</li> <li>* Surrealist Techniques and Concepts</li> <li>* Dream Analysis in Surrealism</li> <li>* Surrealist Collage Painting</li> <li>* Dream-Inspired Painting</li> </ul>	Dream-Inspired Painting <b>Criterion A</b> <b>Criterion B</b>
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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
1	<b>Investigating identities through color &amp; Art elements.</b>	•Identity	<b>Arts</b> •Composition •Expression •Interpretation	Identities and relationships  <b>Focus exploration(s)</b> • Identity formation	"Revealing identities using color, design, and individual elements, this explores the influence of compositions and expressions."	<b>Arts Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b> -i. create or perform an	<b>Transfer skills</b> •Apply skills and knowledge in unfamiliar situations •Combine knowledge, understanding and skills to create products or solutions <b>Communication skills</b> •Give and receive meaningful feedback •Find information for disciplinary and interdisciplinary inquiries, using a variety of media <b>Organization skills</b> •Plan short- and long-term assignments; meet deadlines •Plan strategies and take action to achieve personal and academic goals <b>Reflection skills</b> •Develop new skills, techniques and strategies for effective learning	Learners will delve into the fundamental elements of space, texture, mass, balance, and value. Week 1-2 will focus on understanding positive and negative space through observational drawing and collaborative mural projects. Weeks 3-4 will center on texture, with activities like creating textured collages and analyzing artworks for their tactile impact. The final weeks (5-6) will explore the concepts of mass, balance, and value through sculpture projects and light-and-shadow studies. The culminating project will challenge students to integrate these elements into a personal artwork, promoting both technical skill and creative expression. Continuous assessment and reflective practices will guide students through the	Students research various artists and designers who use these elements to express identity. Each student selects one artist or designer, analyzes their work, and presents their findings..  <b>Criterion C &amp; Criterion D</b>

						<p>artwork.</p> <p><b>Objective D: Evaluating</b></p> <ul style="list-style-type: none"> <li>-i. appraise their own artwork or performance</li> <li>-ii. reflect on their development as an artist.</li> </ul>		<p>exploration of these essential visual arts components.</p>	
2	<p><b>Unravel the history of Cubism Evolution</b></p>	Change	<p>Innovation Genre</p>	<p>Orientation in space and time</p> <p><b>Focus exploration(s)</b> Evolution, constraints, and adaptation</p>	<p>New genres may emerge when innovations are adopted by others.</p>	<p><b>Arts Year 1/Novice Objectives</b></p> <p><b>Objective A: Investigating</b></p> <ul style="list-style-type: none"> <li>-i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry</li> </ul> <p><b>Objective B: Developing</b></p>	<p><b>Affective skills</b></p> <ul style="list-style-type: none"> <li>•Practice dealing with change</li> </ul> <p><b>Transfer skills</b></p> <ul style="list-style-type: none"> <li>•Change the context of an inquiry to gain different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>* What is Cubism?</li> <li>* Picasso and Early Cubism</li> <li>* Analytical Cubist Composition</li> <li>* Exploring Color and Texture in Cubism</li> <li>* Synthetic Cubist Collage</li> </ul>	<p>Cubist collages.</p> <p><b>Criterion C &amp; Criterion D</b></p>

						<p>-i. practically explore ideas to inform the development of a final artwork or performance</p> <p><b>Objective C: Creating/Performing</b></p> <p>-i. create or perform an artwork.</p> <p><b>Objective D: Evaluating</b></p> <p>-ii. reflect on their development as an artist.</p>			
<b>3</b>	<b>Developing Proficiency in Sketching</b>	<ul style="list-style-type: none"> <li>•Communication</li> </ul>	<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>•Composition</li> </ul>	Identities and relationships	Fluency in sketching dynamics unveils the proficiency to convey depth, perspective, and subtle expressions within artistic sketches.	<p><b>Arts Year 1/Novice Objectives</b></p> <p><b>Objective B: Developing</b></p> <p>-ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p><b>Objective C: Creating/Performing</b></p> <p>-i. create or perform an artwork.</p> <p><b>Objective D: Evaluating</b></p> <p>-ii. reflect on their development as an artist.</p>	<p><b>Affective skills</b></p> <ul style="list-style-type: none"> <li>•Practice “bouncing back” after adversity, mistakes and failures</li> </ul> <p><b>Reflection skills</b></p> <ul style="list-style-type: none"> <li>•Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> </ul> <p><b>Transfer skills</b></p> <ul style="list-style-type: none"> <li>•Transfer current knowledge to learning of new technologies</li> </ul>	<ul style="list-style-type: none"> <li>* Still Life and Observation Skills</li> <li>* Understanding Composition and Lighting</li> <li>* Exploring Line and Contour Drawing and Texture</li> <li>* Shading Techniques and Texture</li> <li>* Exploring Mixed Media in Still Life Sketching</li> </ul>	Create a series of sketches that demonstrate fluency in conveying depth, perspective, and subtle expressions. <b>Criterion C &amp; Criterion D</b>

4	<b>Exploring Pottery Techniques</b>	<ul style="list-style-type: none"> <li>•Aesthetics</li> </ul>	<b>Arts</b> <ul style="list-style-type: none"> <li>•Interpretation</li> </ul>	Orientation in space and time  <b>Focus exploration(s)</b> <ul style="list-style-type: none"> <li>• Natural and human landscapes and resources</li> </ul>	Different styles can reflect the perception of beauty shared by people of a particular era and/or culture.	<b>Arts Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> <ul style="list-style-type: none"> <li>-ii. describe an artwork or performance from the chosen movement(s) or genre(s).</li> </ul> <b>Objective B: Developing</b> <ul style="list-style-type: none"> <li>-i. practically explore ideas to inform development of a final artwork or performance</li> </ul> <b>Objective C: Creating/Performing</b> <ul style="list-style-type: none"> <li>-i. create or perform an artwork.</li> </ul>	<b>Reflection skills</b> <ul style="list-style-type: none"> <li>•Consider personal learning strategies</li> </ul> <b>Organization skills</b> <ul style="list-style-type: none"> <li>•Understand and use sensory learning preferences (learning styles)</li> </ul> <b>Collaboration skills</b> <ul style="list-style-type: none"> <li>•Help others to succeed</li> </ul> <b>Communication skills</b> <ul style="list-style-type: none"> <li>•Use intercultural understanding to interpret communication</li> </ul>	<ul style="list-style-type: none"> <li>* Understanding Pottery as an Art Form</li> <li>* Basic Pottery Terminology</li> <li>* Slipping Technique</li> <li>* Rolling Coils and Patting Slabs</li> <li>* Bonding Pinch Technique</li> <li>* Pinch Pots</li> <li>* Sanding and Refining</li> </ul>	Pottery project incorporating multiple techniques learned. <b>Criterion C</b>  <b>Criterion A</b>
5	<b>Array of Monochromatic Dimensions</b>	<ul style="list-style-type: none"> <li>•Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>•Expression</li> </ul>	Personal and cultural expression  <b>Focus exploration(s)</b> <ul style="list-style-type: none"> <li>• Artistry, craft, creation, beauty</li> </ul>	Investigating monochromatic dimensions across diverse mediums to emphasize forms through personal and cultural expression.	<b>Arts Year 1/Novice Objectives</b> <b>Objective B: Developing</b> <ul style="list-style-type: none"> <li>-ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</li> </ul> <b>Objective C: Creating/Performing</b> <ul style="list-style-type: none"> <li>-i. create or</li> </ul>	<b>Creative-thinking skills</b> <ul style="list-style-type: none"> <li>•Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>•Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>•Make unexpected or unusual connections between objects and/or ideas</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction to Charcoal</li> <li>* Explore creating texture with charcoal</li> <li>* Expressive Self-Portraits</li> <li>* Landscapes with Atmospheric Perspective</li> <li>* Negative Space Drawing</li> <li>* Abstract Charcoal Patterns</li> <li>* Gesture Drawings</li> </ul>	Create a detailed self-portrait. <b>Criterion C &amp; Criterion B</b>

						perform an artwork. <b>Objective D: Evaluating</b> -ii. reflect on their development as an artist.	<ul style="list-style-type: none"> <li>•Create original works and ideas; use existing works and ideas in new ways</li> <li><b>Reflection skills</b></li> <li>•Develop new skills, techniques and strategies for effective learning</li> </ul>		
<b>6</b>	<b>Exploring Artistic Elements and Expressions</b>	•Aesthetics	Expression Style	Personal and cultural expression  <b>Focus exploration(s):</b> Artistry, craft, creation, beauty	Interacting with a variety of artistic styles and forms helps us to develop our creative abilities and enhances our comprehension of the world we live in.	<b>Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b>	<b>Transfer skills</b> <ul style="list-style-type: none"> <li>•Apply skills and knowledge in unfamiliar situations</li> <li>•Inquire in different contexts to gain a different perspective</li> <li>•Combine knowledge, understanding and skills to create products or solutions</li> <li>•Transfer current knowledge to learning of new technologies</li> </ul> <b>Organization skills</b> <ul style="list-style-type: none"> <li>•Plan short- and long-term assignments; meet deadlines</li> <li>•Create plans to prepare for summative assessments</li> </ul>	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	Students select two 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 perspective

						<p>-i. create or perform an artwork.</p>	<p>(examinations and performances)  <ul style="list-style-type: none"> <li>•Set goals that are challenging and realistic</li> <li>•Bring necessary equipment and supplies to class</li> </ul> <p><b>Reflection skills</b></p> <ul style="list-style-type: none"> <li>•Develop new skills, techniques and strategies for effective learning</li> </ul> </p>	<p>to maintain viewer interest. The unit will culminate with an exploration of movement, where students will experiment with lines, shapes, and repetition to convey dynamic energy. Throughout the unit, assessments will be conducted through portfolio reviews and reflective journals, with a final exhibition showcasing students' mastery of these visual elements.</p>	<p>on a selected theme or message.</p> <p><b>Criterion A</b></p> <p><b>Criterion B</b></p>
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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
1	<b>Hand-Built Pottery Adventures</b>	•Change	•Presentation	Globalization and sustainability  <b>Focus exploration(s)</b> • natural resources and public goods	"Craftsmanship, medium and tools must change along with the times to stay relevant in society.	<b>Arts Year 3/Intermediate Objectives</b> <b>Objective B: Developing</b> -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork. <b>Objective D: Evaluating</b> -i. appraise their own artwork or performance -ii. reflect on their development as an artist	<b>Transfer skills</b> •Inquire in different contexts to gain a different perspective <b>Affective skills</b> •Practice dealing with change <b>Reflection skills</b> •Develop new skills, techniques and strategies for effective learning <b>Organization skills</b> •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	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. <b>Criterion C</b> <b>Criterion B</b>

2	Investigating identities through color & Art elements.	•Identity	<b>Arts</b> <ul style="list-style-type: none"> <li>•Composition</li> <li>•Expression</li> <li>•Interpretation</li> </ul>	Identities and relationships  <b>Focus exploration(s)</b> <ul style="list-style-type: none"> <li>• Identity formation</li> </ul>	"Revealing identities using color, design, and personal touches, this approach interprets the influence of artistic compositions and expressions."	<b>Arts Year 1/Novice Objectives</b> <b>Objective A: Investigating</b> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork.	<b>Transfer skills</b> <ul style="list-style-type: none"> <li>•Apply skills and knowledge in unfamiliar situations</li> <li>•Combine knowledge, understanding and skills to create products or solutions</li> </ul> <b>Communication skills</b> <ul style="list-style-type: none"> <li>•Give and receive meaningful feedback</li> <li>•Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> </ul> <b>Organization skills</b> <ul style="list-style-type: none"> <li>•Plan short- and long-term assignments; meet deadlines</li> <li>•Plan strategies and take action to achieve personal and academic goals</li> </ul> <b>Reflection skills</b> <ul style="list-style-type: none"> <li>•Develop new skills, techniques and strategies for effective learning</li> </ul>	<ul style="list-style-type: none"> <li>* Construct mood boards to communicate specific emotions through discerning selection of images, color, and texture.</li> <li>* Explore the psychology of color, understanding its influence on emotions and perceptions, and make informed color choices in artistic expressions.</li> <li>* Develop proficiency in portrait weaving, integrating traditional principles into a tactile, three-dimensional medium.</li> <li>* Refine drawing skills</li> </ul>	Each student selects an artist and researches how they use color and design to express identity in their work. A written report or a presentation. <b>Criterion A</b> <b>Criterion B</b>
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**Objective D:  
Evaluating**

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

systematically through portrait sketching via tracing, capturing 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	<b>Exploring Artistic Elements and Expressions</b>	•Aesthetics	<b>Arts</b> •Style •Expression	Personal and cultural expression	Engaging with diverse artistic elements and expressions empowers us to nurture our creative voices and deepen our understanding of the world around us	<b>Arts Year 3/Intermediate Objectives</b> <b>Objective A: Investigating</b> -ii. analyze an artwork or performance from the chosen movement(s) or genre(s). <b>Objective B: Developing</b> -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. <b>Objective C: Creating/Performing</b> -i. create or perform an artwork.	<b>Transfer skills</b> •Apply skills and 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 <b>Reflection skills</b> •Develop new skills, techniques and strategies for effective learning <b>Organization skills</b> •Plan short- and long-term assignments; meet deadlines •Create plans to prepare for summative assessments (examinations and performances) •Set goals that are challenging and realistic •Bring necessary equipment and supplies to class	* Introduction to Lines and Shapes in Art * Creating compositions with lines and shapes on chart paper. * Exploring Still Life in Art * Still life drawing on art card * Drawing Eyes, Nose, and Lips with Reference Images * Learners will learn how to carve linoleum blocks to create intricate designs and understand the process of applying ink to the carved linoleum surface and transferring the image onto paper or fabric. * Learning about the origins, key	Create an original piece of art that reflects their understanding of diverse artistic elements and expressions. <b>Criterion C</b> <b>Criterion A</b>
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								artists, and thematic elements of the Pop Art movement. Creating art inspired by everyday objects and mass culture, a hallmark of Pop Art.	
4	<b>Dynamics of Stillness and Form</b>	•Communication	<b>Arts</b> <ul style="list-style-type: none"> <li>•Narrative</li> <li>•Expression</li> <li>•Composition</li> </ul>	Orientation in space and time  <b>Focus exploration(s)</b> <ul style="list-style-type: none"> <li>• Natural and human landscapes and resources</li> </ul>	Understanding the interplay between tranquility and energy within artistic compositions	<b>Arts Year 3/Intermediate Objectives</b> <b>Objective B: Developing</b> <ul style="list-style-type: none"> <li>-i. practically explore ideas to inform development of a final artwork or performance</li> <li>-ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</li> </ul>	<b>Creative-thinking skills</b> <ul style="list-style-type: none"> <li>•Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>•Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>•Make unexpected or unusual connections between objects and/or ideas</li> <li>•Create original works and ideas; use existing works and ideas in new ways</li> </ul> <b>Communication skills</b> <ul style="list-style-type: none"> <li>•Give and receive meaningful feedback</li> </ul>	*Understanding Form * Perspectives in Still Life * Composition and Arrangement * Adding Narrative Elements	Students create a presentation showcasing their findings, focusing on how their artist achieves harmony between tranquility and energy. This can include visual analysis of specific artworks. <b>Criterion C</b> <b>Criterion B</b>

						<p><b>Objective C: Creating/Performing</b> -i. create or perform an artwork.</p> <p><b>Objective D: Evaluating</b> -i. appraise their own artwork or performance -ii. reflect on their development as an artist.</p>	<ul style="list-style-type: none"> <li>•Use a variety of media to communicate with a range of audiences</li> </ul>		
5	<b>Luminosity to Watercolor Compositions</b>	<ul style="list-style-type: none"> <li>•Change</li> </ul>	<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>•Expression</li> <li>•Composition</li> </ul>	<p>Personal and cultural expression</p> <p><b>Focus exploration(s)</b></p> <ul style="list-style-type: none"> <li>• Artistry, craft, creation, beauty</li> </ul>	<p>Statement of Inquiry: Unraveling the ways in which watercolor captures the essence of fluidity, transparency, and emotion.</p> <p>Conceptual Understanding: Students will develop a profound conceptual understanding of the expressive potential inherent in watercolor as a medium. This encompasses mastery of techniques such as washes, glazes,</p>	<p><b>Arts Year 3/Intermediate Objectives</b></p> <p><b>Objective C: Creating/Performing</b> -i. create or perform an artwork.</p> <p><b>Objective D: Evaluating</b> -i. appraise their own artwork or performance -ii. reflect on their development as an artist.</p>	<p><b>Transfer skills</b></p> <ul style="list-style-type: none"> <li>•Use effective learning strategies in subject groups and disciplines</li> <li>•Apply skills and knowledge in unfamiliar situations</li> <li>•Transfer current knowledge to learning of new technologies</li> </ul> <p><b>Affective skills</b></p> <ul style="list-style-type: none"> <li>•Practice focus and concentration</li> </ul> <p><b>Reflection skills</b></p> <ul style="list-style-type: none"> <li>•Develop new skills, techniques and strategies for effective learning</li> </ul> <p><b>Creative-thinking skills</b></p> <ul style="list-style-type: none"> <li>•Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>•Consider multiple alternatives, including those that might be unlikely or impossible</li> </ul>	<ul style="list-style-type: none"> <li>* Getting to Know Watercolors, exploring techniques</li> <li>* Landscape Exploration with Watercolors</li> <li>* Portraits in Watercolor</li> <li>* Seasonal Tree Silhouettes</li> <li>* Underwater Scenes</li> <li>* Rainy Day Umbrellas</li> </ul>	<p>Students will create a watercolor painting that showcases their understanding of fluidity, transparency, and emotional expression. <b>Criterion C &amp; Criterion D</b></p>

					and wet-on-wet, fostering an appreciation for the fluidity and translucency unique to watercolor.		<ul style="list-style-type: none"> <li>•Make unexpected or unusual connections between objects and/or ideas</li> </ul> <b>Critical-thinking skills</b> <ul style="list-style-type: none"> <li>•Practice observing carefully in order to recognize problems</li> <li>•Consider ideas from multiple perspectives</li> </ul> <b>Communication skills</b> <ul style="list-style-type: none"> <li>•Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>•Interpret and use effectively modes of non-verbal communication</li> </ul>		
6	<b>Dadaism: Art and Society's Historical Intersection</b>	•Communication	<b>Arts</b> <ul style="list-style-type: none"> <li>•Innovation</li> <li>•Expression</li> <li>•Play</li> </ul>	Personal and cultural expression  <b>Focus exploration(s)</b> <ul style="list-style-type: none"> <li>• Social constructions of reality</li> </ul>	Statement of inquiry:  The transformative power of creativity as a response to and commentary on the cultural and political context of a specific era.  Conceptual Understanding: Students will develop an understanding of how art can serve as a powerful tool for societal critique and change. They will	<b>Arts Year 3/Intermediate Objectives</b> <b>Objective A: Investigating</b> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. analyze an artwork or performance from the chosen movement(s) or genre(s). <b>Objective C: Creating/Performing</b>	<b>Transfer skills</b> <ul style="list-style-type: none"> <li>•Apply skills and knowledge in unfamiliar situations</li> <li>•Inquire in different contexts to gain a different perspective</li> <li>•Combine knowledge, understanding and skills to create products or solutions</li> </ul> <b>Critical-thinking skills</b> <ul style="list-style-type: none"> <li>•Interpret data</li> <li>•Evaluate evidence and arguments</li> <li>•Draw reasonable conclusions and generalizations</li> <li>•Revise understanding based on new information and evidence</li> <li>•Analyze complex concepts and projects</li> </ul>	<ul style="list-style-type: none"> <li>* What is Dadaism?</li> <li>* Dada Collage</li> <li>* Absurd Portraits</li> <li>* Dada and Ready-Made Art</li> <li>* Dada Performance Art</li> </ul>	Students create an original piece of art (painting, sculpture, digital art, etc.) that reflects the themes of the chosen era.  <b>Criterion C &amp; Criterion D</b>

explore the unconventional methods employed by Dadaist artists to challenge established norms, fostering a deeper appreciation for the relationship between art and society.

-i. create or perform an artwork.  
**Objective D: Evaluating**  
-ii. reflect on their development as an artist.

into their constituent parts and synthesize them to create new understanding  
**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

# MYP-IV

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	MYP Objective	ATL Skills	Content	Assessments and MYP Objectives
<b>Unit 1: Exploring Artistic Elements and Expressions</b>	<b>Identity</b>	<b>Expression Composition</b>	Identities and Relationships <b>Focus Exploration</b>  -Identity Formation	Artists around the world express their unique identities through creative compositions in art	<b>Arts Year 5/Novice Objective B: Developing skills</b> 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. <b>Objective D: Responding</b> 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.	<b>Social Skills</b> -Listen actively to the perspectives of others  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways	To apply elements and principles of art in an abstract painting, mainly shape, space, value, color, balance, contrast, and harmony  To practice skills in abstract painting and stencil  To explore and respond to the works of Emirati artist AbdulQader Al Rais  To express own emotions and identity	<b>Summative:</b> 1. <b>Final Abstract Stencil Painting</b> – inspired by their chosen artist  <b>Criterion B: Developing Skills</b> <b>Criterion D: Responding</b>

							in an abstract painting <b>SERVICE LEARNING:</b> Students create a stencil artwork	
<b>Unit 2: Islamic Art</b>	<b>Aesthetics</b>	<b>Style, Visual Culture</b>	Personal and Cultural Expression <b>Focus Exploration</b> <ul style="list-style-type: none"><li>- Belief Systems</li><li>- Artistry</li></ul>	The aesthetics and style of Islamic art is an expression of the Islamic people's belief systems	<b>Arts Year 5/Novice Objective B: Developing skills</b> 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. <b>Objective D: Responding</b> 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.	<b>Social Skills</b> -Listen actively to the perspectives of others <b>Thinking -Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art	To apply elements and principles of art in paper craft, mainly shape, space, line, balance, harmony, and proportion  To explore what Islamic art is and its significance  To apply research skills in creating a chosen Islamic pattern  <b>SERVICE LEARNING:</b> Students create an artwork that promotes Islamic culture	<b>Summative: Final Islamic pattern design</b> – using paper cutout techniques  <b>Criterion B: Developing Skills</b>  <b>Criterion D: Responding</b>



<b>Unit 3: Masking Up</b>	<b>Identity</b>	<b>Expression Representation</b>	Personal and Cultural Expression <b>Focus Exploration</b> <ul style="list-style-type: none"> <li>- Philosophies and Ways of Life</li> <li>- Craft</li> </ul>	Personal and cultural identity can be represented and expressed by art and crafts.	<b>Arts</b> <b>Year 5/Novice</b> <b>Criterion B: Developing Skills</b> 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. <b>Objective C: Thinking creatively</b> 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	<b>Communication Skills</b> - Interpret and use effectively modes of non-verbal communication  <b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas	To apply elements and principles of art in creating a mask design, mainly line, shape, colour, balance, harmony, and variety  To explore the characteristics of African mask culture  To enhance skills in papier-mache and painting in creating a mask design	<b>Summative:</b> <b>1. Final papier mache mask design</b> —inspired by African masks  <b>Criterion B: Developing Skills</b> <b>Criterion C: Thinking Creatively</b>
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<b>Unit 4: Microscopic Worlds</b>	<b>Perspectives</b>	<b>Expression Interpretation</b>	<p>Personal and Cultural Expression</p> <p><b>Focus Exploration</b></p> <ul style="list-style-type: none"> <li>- Metacognition and abstract thinking</li> <li>- Beauty</li> </ul>	<p>Artists express beauty and interpret the world around them by looking at different perspectives.</p>	<p><b>Arts Year 5/Novice Objective A: Knowing and understanding</b></p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p><b>Objective C: Thinking creatively</b></p> <p>i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>ii. demonstrate a range and depth of creative-</p>	<p><b>Research skills</b></p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking -Creative thinking skills</b></p> <p>Apply newly acquired skills to create, perform and/or present art</p>	<p>To apply elements and principles of art in abstract art, mainly shape, texture, colour harmony, variety, and balance</p> <p>To explore the use of a view finder to create an abstract composition</p> <p>To research and identify famous artists who used microscopic patterns for their work, such as Carl Struwe and Jennifer Bell</p>	<p><b>Summative: Final abstract painting</b> – inspired by a researched chosen microscopic image</p> <p><b>Criterion A: Knowing and understanding</b></p> <p><b>Criterion C: Thinking Creatively</b></p>

					thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization			
<b>Unit 5: Mixed Media</b>	<b>Communication</b>	<b>Narrative Representation</b>	Personal and Cultural Expression <b>Focus Exploration</b>  - Metacognition and Abstract Thinking - Artistry	Artistic narratives can be expressed internationally through imaginative, non-realistic methods.	<b>Arts Year 5/Novice Objective A: Knowing and understanding</b> 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 or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	<b>Communication skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas	To apply elements and principles of art in a 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  To communicate a narrative or story in a surrealist mixed-media work inspired by the artist Luke Robson and Salvador Dali	<b>Summative: Final surrealism collage</b> – using a variety of photos and mixed-media  <b>Criterion A : knowing and understanding</b> <b>Criterion C: Thinking Creatively</b> <b>Objective D: Responding</b>

				<p><b>Objective C:</b> <b>Thinking creatively</b> 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</p> <p><b>Objective D:</b> <b>Responding</b> 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.</p>			
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<p><b>Unit 6: Personal Project</b></p>	<p><b>Creativity</b></p>	<p><b>Audience, Expression</b></p>	<p>Personal and Cultural Expression <b>Focus Exploration</b></p> <ul style="list-style-type: none"> <li>- Creation</li> <li>- Artistry</li> </ul>	<p>Artist express their creativity and artistry towards a particular audience.</p>	<p><b>Arts Year 5/Novice Arts Year 5/Novice Objective A: Knowing and understanding</b></p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p><b>Criterion B: Developing Skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and</p>	<p><b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking -Creative thinking skills</b> Create original works and ideas in new ways</p>	<p>Planning and researching for own chosen art style/medium based on this year’s learning</p> <p>Research and identify own inspiration artist relevant to chosen style/medium</p> <p>Apply elements and principles of art in own independent course work</p>	<p><b>Summative: 1. Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year</p> <hr/> <p><b>Criterion A: Knowing and Understanding</b></p> <p><b>Criterion B: Developing Skills</b></p> <p><b>Criterion C: Thinking Creatively</b></p>
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					<p>techniques to create, perform and/or present art.</p> <p><b>Objective C:</b>  <b>Thinking creatively</b>  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</p>			
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## MYP-V

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	Myp Objectives	ATL Skills	Content	Assessments and MYP Objectives
<b>Unit 1: Blending organic and mechanical Art</b>	<b>Change</b>	<b>Composition Style</b>	Personal and Cultural Expression <b>Focus Exploration</b>	Artists create changes in composition and style to express in various and	<b>Arts Year 5/Novice Criterion B: Developing Skills</b> i. demonstrate the acquisition and	<b>Communication skills</b> Communicate information and ideas effectively to multiple audiences	To apply elements and principles of art in a figurative drawing or painting, mainly shape, space, form, color, balance, contrast, and	<b>Summative: Final Drawing and Painting using mixture of Organic and Mechanical shapes and forms – inspired by HR Geiger</b>

			<ul style="list-style-type: none"> <li>- Creation</li> <li>- Metacognition and Abstract Thinking</li> </ul>	<p>unique ways</p>	<p>development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p><b>Objective C: Thinking creatively</b></p> <p>i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p>	<p>using a variety of media and formats</p> <p><b>Thinking -Creative thinking skills</b></p> <p>Apply newly acquired skills to create, perform and/or present art</p>	<p>variety</p> <p>To practice skills in organic and mechanical figurative drawing</p> <p>To explore and respond to the works of famous artist HR Geiger</p> <p>To express own ideas in a figurative work</p>	<p><b>Criterion B: Developing Skills</b></p> <p><b>Criterion C: Thinking Creatively</b></p>
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<p><b>Unit 2: Architecture</b></p>	<p><b>Aesthetics</b></p>	<p><b>Composition Representation</b></p>	<p>Scientific and Technical Innovation <b>Focus Exploration</b></p> <ul style="list-style-type: none"> <li>- Models</li> <li>- Methods</li> </ul>	<p>The aesthetics of representing architecture or buildings in art rely on technical methods of composition.</p>	<p><b>Arts Year 5/Novice Objective A: Knowing and understanding</b></p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p><b>Criterion B: Developing Skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to</p>	<p><b>Self-Management - Reflection Skills</b></p> <p>-Set goals that are challenging and realistic</p> <p><b>Thinking -Creative thinking skills</b> Apply existing knowledge to generate new ideas, products or processes</p>	<p>To apply elements and principles of art in paper craft, mainly line, form, space, balance, proportion, and pattern or repetition</p> <p>To explore and practice the methods of perspective drawing in art</p> <p>To apply mixed-media in creating an architecture-focused art</p> <p><b>SERVICE LEARNING:</b> Students promote a particular part of their chosen city through their artwork</p>	<p><b>Summative: Final perspective drawing – own choice among one-point, 2- point, and 3-point perspective</b></p> <p><b>Criterion A: Knowing and Underst anding</b></p> <p><b>Criterion B: Developing Skills</b></p>



					create, perform and/or present art.			
<b>Unit 3: Nature Artistry</b>	<b>Aesthetics</b>	<b>Composition Representation</b>	Personal and Cultural Expression <b>Focus Exploration</b>  - Beauty - Artistry	Artists are inspired by the beauty in nature as they compose and represent what they see and create aesthetics that is both unique and artistic	<b>Arts Year 5/Novice Criterion B: Developing Skills</b> 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.  <b>Objective C: Thinking creatively</b> 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	<b>Self-Management - Reflection Skills</b> -Develop new skills, techniques, strategies for effective learning  <b>Thinking -Creative thinking skills</b> Create original works and 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 about town choice of landscape artist as inspiration	<b>Summative:</b> <b>1. Final landscape painting (medium of own choice drawing–</b> inspired by chosen landscape artist researched  <b>Criterion B: Developing Skills</b> <b>Criterion C: Thinking Creatively</b> <b>Objective D: Responding</b>

				<b>Objective D: Responding</b> 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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<p><b>Unit 4: Creative Portraits</b></p>	<p><b>Identity</b></p>	<p><b>Expression Composition</b></p>	<p>Identities and Relationships  <b>Focus Exploration</b>  <ul style="list-style-type: none"> <li>- Identity Formation</li> <li>- Philosophies and Ways of Life</li> </ul> </p>	<p>Artists demonstrate their identity and philosophies through creative compositions and free expression</p>	<p><b>Arts Year 5/Novice Criterion B: Developing Skills</b>  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.   <b>Objective C: Thinking creatively</b>  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</p>	<p><b>Communication skills</b>  Communicate information and ideas effectively to multiple audiences using a variety of media and formats   <b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas</p>	<p>To apply elements and principles of art in a portrait drawing or painting, mainly form, space, value, color, balance, contrast, and proportion   To demonstrate skills in portraiture drawing and painting   To explore and respond to the works of a chosen researched famous portrait artist   To express own emotions and identity in a portrait</p>	<p><b>Summative: Final Portrait Drawing or Painting</b> – inspired by the chosen artist   <b>Criterion B: Developing Skills</b>   <b>Criterion C: Thinking Creatively</b></p>
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<p><b>Unit 5: Personal Project</b></p>	<p><b>Creativity</b></p>	<p><b>Audience, Expression</b></p>	<p>Personal and Cultural Expression <b>Focus Exploration</b></p> <ul style="list-style-type: none"> <li>- Creation</li> <li>- Artistry</li> </ul>	<p>Artist express their creativity and artistry towards a particular audience.</p>	<p><b>Arts Year 5/Novice Objective A: Knowing and understanding</b></p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p><b>Criterion B: Developing Skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p><b>Objective C: Thinking</b></p>	<p><b>Research skills</b></p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways</p>	<p>Planning and researching for own chosen art style/medium based on this year's learning</p> <p>Research and identify own inspiration artist relevant to chosen style/medium</p> <p>Apply elements and principles of art in own independent coursework</p>	<p><b>Summative:</b></p> <p><b>1. Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year</p> <p><b>Criterion A: Knowing and Understanding</b></p> <p><b>Criterion B: Developing Skills</b></p> <p><b>Criterion C: Thinking Creatively</b></p> <p><b>Criterion D: Responding</b></p>
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**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.



