

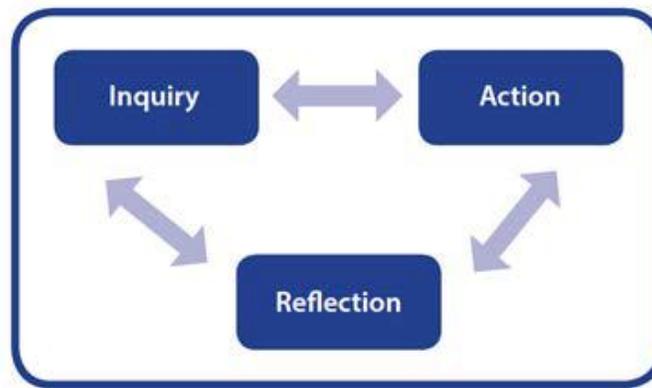
COURSE OUTLINE – MYP YEAR 5 VISUAL ARTS

At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



(Developing an MYP Unit, 2014)

Visual Arts Key Concepts:

- Aesthetics
- Change
- Identity
- Communication

Visual Arts Related Concepts:

- Audience
- Boundaries
- Composition
- Expression
- Genre
- Innovation
- Interpretation
- Narrative
- Presentation
- Representation
- Style
- Visual culture



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MYP Global Contexts guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Arts:

| Category | Skill indicator |
|------------------------|---|
| Thinking skills | Map the creative thought process in the arts process journal to generate new ideas and questions. |
| Social skills | Work collaboratively in a production team with assigned roles and responsibilities. |
| Communication skills | Listen actively and endorse the views or opinions of others. |
| Self-management skills | Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition. |
| Research skills | Create mood boards, sketches and/or storyboards, which translate an idea to practice. |

The MYP Arts course will focus on developing skills related to 4 criteria based objectives. All MYP Arts courses will make use of the **Process Journal** and the following objectives will be assessed through the Process Journal.

- Knowing and understanding
- Developing skills
- Thinking creatively
- Responding

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.





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Criterion A: Knowing and understanding

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none">• demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology• idemonstrates limited understanding of the role of the art form in original or displaced contexts• demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 3-4 | The student: <ul style="list-style-type: none">• demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology• demonstrates adequate understanding of the role of the art form in original or displaced contexts• demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 5-6 | The student: <ul style="list-style-type: none">• demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology• demonstrates substantial understanding of the role of the art form in original or displaced contexts• demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions. |
| 7-8 | The student: <ul style="list-style-type: none">• demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology• demonstrates excellent understanding of the role of the art form in original or displaced contexts• demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |

Criterion B: Developing skills

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none">• demonstrates limited acquisition and development of the skills and techniques of the art form studied• demonstrates limited application of skills and techniques to create, perform and/or present art. |
| 3-4 | The student: <ul style="list-style-type: none">• demonstrates adequate acquisition and development of the skills and techniques of the art form studied• demonstrates adequate application of skills and techniques to create, perform and/or present art. |
| 5-6 | The student: <ul style="list-style-type: none">• demonstrates substantial acquisition and development of the skills and techniques of the art form studied• demonstrates substantial application of skills and techniques to create, perform and/or present art. |
| 7-8 | The student: <ul style="list-style-type: none">• demonstrates excellent acquisition and development of the skills and techniques of the art form studied• demonstrates excellent application of skills and techniques to create, perform and/or present art. |





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Criterion C: Thinking creatively

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none"> • develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent • demonstrates a limited range or depth of creative-thinking behaviours • demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization. |
| 3-4 | The student: <ul style="list-style-type: none"> • develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent • demonstrates an adequate range and depth of creative-thinking behaviours • demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization. |
| 5-6 | The student: <ul style="list-style-type: none"> • develops a substantial artistic intention that is often feasible, clear, imaginative and coherent • demonstrates a substantial range and depth of creative-thinking behaviours • demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization. |
| 7-8 | The student: <ul style="list-style-type: none"> • develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent • demonstrates an excellent range and depth of creative-thinking behaviours • demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization. |

Criterion D: Responding

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none"> • constructs limited meaning and may transfer learning to new settings • creates a limited artistic response that may intend to reflect or impact on the world around him or her • presents a limited critique of the artwork of self and others. |
| 3-4 | The student: <ul style="list-style-type: none"> • constructs adequate meaning and occasionally transfers learning to new settings • creates an adequate artistic response that intends to reflect or impact on the world around him or her • presents an adequate critique of the artwork of self and others. |
| 5-6 | The student: <ul style="list-style-type: none"> • constructs appropriate meaning and regularly transfers learning to new settings • creates a substantial artistic response that intends to reflect or impact on the world around him or her • presents a substantial critique of the artwork of self and others. |
| 7-8 | The student: <ul style="list-style-type: none"> • constructs meaning with depth and insight and effectively transfers learning to new settings • creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her • presents an excellent critique of the artwork of self and others. |





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