

COURSE OUTLINE – MYP YEAR 10 ARTS



Course Overview & Expectations:

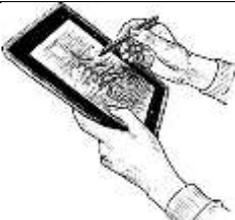
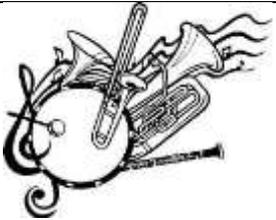
Welcome to your Fine Arts elective choices for grade 10, year 5 of the Middle Years Program. In year 4, IB students will follow elective areas of interest into a specific discipline continuing to build a strong foundation of Fine Arts skills. These discipline specific visual arts, drama, and/or music classes build communication and creative thinking skills, empowering students to enter the more advanced techniques offered in year 5. This course builds off the foundational year taken in year 4.

Expectations that are shared among all elective choices are:

- Students will work toward creating a safe space for creative thinking and expression. It is important to devalue judgement habits on the outcome of work and increase value on the process of learning new technique.
- Learning is experiential and cannot be replicated or replaced in isolation. For this reason, attendance and being on time is of the utmost importance.
- Pursuing excellence in these courses will require an investment of time outside of class. This may include planning your work such as scriptwriting or visioning the artistic intention of your art. Experimenting with colours, techniques, or materials. Rehearsing parts of music or scene work.
- The length of this program is one block on your timetable, separated into two elective choices. Each course is approximately 50 hours of instruction which is 1/4 of the school year.
- Each program has requirements for maintaining notes and recording your artistic development. This may take the form of a Visual Journal/Sketchbook or folder for music sheets or scripts.
- Taking ownership of your own fear and developing into a risk-taking student. It is the goal of each distinct program to contribute toward a well-rounded individual who can celebrate their identity and ideas while participating in discussion among global, community, peer, teacher, and families.

Learning:

Through engaging with this course, students should UNDERSTAND...

Photography				
Photography is a unique art form that captures images for artistic expression.	Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences.	Growth as a photographer/artist requires time, patience, and reflection.	The creation of photographs/artistic works relies on the interplay of mind and body.	Photography/visual arts offers unique ways of exploring our identity and sense of belonging.
Studio Arts 2D				
An artist's intention transforms materials into art.				
Studio Arts 3D				
An artist's intention transforms materials into three-dimensional art.	Visual arts reflect the interconnectedness of the individual, community, history, and society.	Growth as an artist is dependent on perseverance, resilience, and reflection.	Artistic expression is an artist's physical, emotional, and cognitive articulation of our humanity.	Three-dimensional artistic works provide unique aesthetic experiences in a variety of contexts.
Drama				
Drama communicates ideas, emotions, and perspectives through movement, sound, imagery and language	Active participation in drama creates personal and cultural connections and reveals insights into human experience.	Drama offers dynamic ways of exploring our identity and sense of belonging.	Growth as an artist requires active engagement, risk taking, and reflection.	Drama cultivates collaboration through critical reflection, creative co-operation, and the exchange of ideas.
Choral & Instrumental Music				
Individual and collective expression is rooted in history, culture and community.	Growth as a musician requires perseverance, resilience and reflection.	Music is a process that relies on the interplay of the senses.	Aesthetic experiences have the power to transform the way we think and feel.	Music offers unique ways of exploring our identity and sense of belonging.
				

Through engaging with this course, students will KNOW...

Statement of Inquiry	Concepts	Possible Unit Title/Topic
The process of artistic creation can lead to self-discovery.	Identity	Self-portraits and research of famous artists
Landscape Art frames the spatial context within which we live	Sense of Place	An exploration of how we as individuals identify with place
Evolution in technology can influence an artist's identity.	Identity	Create an album cover exploring their identity
Understanding the systems and structures can be advantageous for learning an instrument or new skill	Systems, Methods	Reading Guitar Tablature

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	Art Examples	Photography	Drama Examples	Choral/Instrumental Music Examples
Exploring and creating	Creating a variety of visual works that represent a student's identity and how it relates to their sense of place, elements and principles of art, image development strategies, the creative process across mediums, incorporation of First Peoples world views, stories and practices.	Students will explore the elements and principles of photography. Students will then create photos using 2 different elements or principles of photography. A project that utilizes this is our macro photography unit.	Students will create an original character (not autobiographical) exploring real life challenges that young people face when they find themselves in a group home setting.	As an ensemble, students will understand historical, social, and cultural influences in the repertoire learned in class in order to create a connection to the music, and understand the evolution of different genres.
Reasoning and reflecting	Reflect on the influences of a variety of contexts and resolve creative challenges. Reflect on creative growth and student's sense of where they fit in the world of Art.	To reflect on creative growth students will write artist statements to think through their creative process.	Students will script a character speech about who is coming to visit them on "visiting day". What truth will their character share for their health and well-being?	Students will have the opportunity to reflect on different performances done throughout the year. This is done in order to further understand the art of performance, and the journey of developing musicianship.
Communicating and documenting	Demonstrate respect for self, others, and place. Document progress of knowledge, understanding and skill set.	Students will communicate and document their own aesthetic they will do this through their album cover project.	Students will research and create a document of a character's backstory.	Students will document their progress on solo recording projects. A reflection is done at the end of the project.
Connect and Expand	Students will explore the relationships between 2D artistic works, culture, identity and society.	Students will engage with historical photography practices using the dark room. Students will engage with this when they create their photogram.	Students will engage in further discussion when creating characters to investigate the causality between events and outcomes for at risk youth (topics may include stigma, socioeconomic status, systemic institutional bias, and personal bias).	Students will participate in clinics with professional musicians in order to further their understanding of music.

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in Arts:

ATL Skill Category	Examples of Skills
Thinking skills	Visually map the creative thought process in the arts process journal to generate new ideas and questions.
Social skills	Work creatively, effectively and responsibly in collaboration with others.
Communication skills	Interacting effectively through exchanging ideas, thoughts and emotions.
Self-management skills	Plan a rehearsal schedule for a performance or plan the time needed to create an exhibition
Research skills	Sourcing information, interpret and evaluate to support creative ideas

Assessment:

Throughout this course, students will demonstrate their learning...

The MYP Arts course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. Formative assessments could include:	Summative assessment is assessment <i>of</i> learning. Summative assessments could include:
A: Knowing and Understanding	Photography: Proposal for project and teacher check ins. 2D & 3D Arts: Watching demonstrations, having discussion Drama: jigsaw puzzle roles and responsibility of a theatre company Music: Routine warm ups for dexterity and technique building	Photography: Basics of camera controls project 2D & 3D Arts: Discussion and Journal entries and rubrics Drama: listing details of Stanislavsky's technique Music: Demonstrate concept understanding through class performance
B: Developing Skills	Photography: Proposal for project and teacher check ins. 2D & 3D Arts: Journal practice Drama: rehearsal journal Music: Call and response games	Photography: Rubric assessment of the elements and principles of photography project 2D & 3D Arts: Journal entries, mini projects, final project rubric Drama: character performance Music: Demonstrate skill acquisition through playing tests
C: Thinking Creatively	Photography: Proposal for project and teacher check ins. 2D & 3D Arts: Application of skills Drama: short form improv Music: Create improvised melody with use of learned technique	Photography: Project inquiry of how students use reflections around them to create new and interesting photographs. 2D & 3D Arts: Work is original, artist statements Drama: semester-based observations of character objective, age, emotion, etc. (scripted and performed) Music: Recorded or performed solos
D: Responding	Photography: Proposal for project and teacher check ins. 2D & 3D Arts: Reflecting Drama: daily warm ups Music: Analysis and discussion on different genres and styles of music	Photography: Project inquiry of how students manipulate light using physical gel filters 2D & 3D Arts: Verbal or oral or written responses Drama: Reflection and rehearsal journals Music: Reflections and class discussion on performances

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

Grade Descriptors:

Grade 7

Produces frequently innovative and imaginative artistic intentions that lead to high quality artistic responses. Communicates comprehensive, nuanced understanding of the art form studied including concepts, processes and contexts. Consistently demonstrates sophisticated creative-thinking behaviours and exploration of ideas through the creation and critique of the art of self and others. Frequently transfers knowledge and applies skills and techniques, with independence and expertise, to produce work in new settings.

Grade 6

Produces occasionally innovative and imaginative artistic intentions that lead to high quality artistic responses. Communicates extensive understanding of the art form studied including concepts, processes and contexts. Demonstrates insightful creative thinking behaviours and exploration of ideas, frequently with sophistication, through the creation and critique of the art of self and others. Transfers knowledge and applies skills and techniques, often with independence to produce work in new settings.

Grade 5

Produces artistic intentions that generally lead to high-quality artistic responses. Communicates good understanding of the art form studied including concepts, processes and contexts. Demonstrates creative-thinking behaviours and exploration of ideas, sometimes with sophistication through the creation and critique of the art of self and others. Usually transfers knowledge, and applies skills and techniques, with some independence, to produce work in new settings.

Grade 4

Produces artistic intentions that often lead to good-quality artistic responses. Communicates basic understanding of the art form studied, including concepts, processes and contexts. Demonstrates some creative-thinking behaviours and some exploration of ideas through the creation and critique of the art of self and others. Transfers some knowledge and applies some skills and techniques, with support, to produce work in new settings.

Grade 3

Produces artistic intentions that often lead to acceptable quality artistic responses. Communicates basic understanding of the art form studied, including some concepts, processes and contexts. Begins to demonstrate some creative-thinking behaviours and some exploration of ideas through the creation and critique of the art of self and others. Begins to transfer knowledge and apply skills and techniques, requiring support even in familiar settings.

Grade 2

Produces work of limited quality. Communicates limited understanding of the art form studied, including some concepts, processes and contexts. Demonstrates limited evidence of creative-thinking behaviours or exploration of ideas. Limited evidence of transfer of knowledge or application of skills or techniques.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates creative-thinking behaviours or exploration of ideas. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment Rubrics:

Grade 10

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 of the art form studied, including concepts, processes, and limited use of appropriate language demonstrates limited knowledge of the role of the art form in original or displaced contexts demonstrates limited use of acquired knowledge to inform his or her artwork.
3-4	The student: <ul style="list-style-type: none"> demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language demonstrates adequate knowledge of the role of the art form in original or displaced contexts demonstrates adequate use of acquired knowledge to inform his or her artwork.
5-6	The student: <ul style="list-style-type: none"> demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language demonstrates substantial knowledge of the role of the art form in original or displaced contexts demonstrates substantial use of acquired knowledge to inform his or her artwork.
7-8	The student: <ul style="list-style-type: none"> demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language demonstrates excellent knowledge of the role of the art form in original or displaced contexts demonstrates excellent use of acquired knowledge to inform his or her 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.

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"> • presents a limited outline of an artistic intention, which may lack clarity or feasibility • presents a limited outline of alternatives, perspectives, and imaginative solutions • demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3-4	The student: <ul style="list-style-type: none"> • presents an adequate outline of a clear and/or feasible artistic intention • presents an adequate outline of alternatives, perspectives, and imaginative solutions • demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5-6	The student: <ul style="list-style-type: none"> • presents a substantial outline of a clear and feasible artistic intention • presents a substantial outline of alternatives, perspectives, and imaginative solutions • demonstrates substantial exploration of ideas through the developmental process to a point of realization.
7-8	The student: <ul style="list-style-type: none"> • presents an excellent outline of a clear and feasible artistic intention • presents an excellent outline of alternatives, perspectives, and imaginative solutions • demonstrates excellent exploration of ideas through the developmental process 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"> • presents a limited outline of connections and may transfer learning to new settings • creates a limited artistic response that is possibly inspired by the world around him or her • presents a limited evaluation of the artwork of self and others.
3-4	The student: <ul style="list-style-type: none"> • presents an adequate outline of connections and occasionally transfers learning to new settings • creates an adequate artistic response that is occasionally inspired by the world around him or her • presents an adequate evaluation of the artwork of self and others.
5-6	The student: <ul style="list-style-type: none"> • presents a substantial outline of connections and regularly transfers learning to new settings • creates a substantial artistic response that is regularly inspired by the world around him or her • presents a substantial evaluation of the artwork of self and others.
7-8	The student: <ul style="list-style-type: none"> • presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings • creates an excellent artistic response that is effectively inspired by the world around him or her • presents an excellent evaluation of the artwork of self and others.