

COURSE OUTLINE – MYP YEAR 4 ARTS



Course Overview & Expectations:

Welcome to your Fine Arts elective choices for grade 9, year 4 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 3.

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...

Identity is explored, expressed, and impacted through arts/drama/music experiences.



Arts/drama/music provides opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.



Creative arts experiences can build community and nurture relationships with others.



Drama and music and visual arts each use their own unique sensory language for creating and communicating.



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

Statement of Inquiry	Concepts	Possible Unit Title/Topic
Aesthetics can be understood through purposeful expression and experimentation with the elements and principles of design.	Aesthetics, Play, Expression	Taka Sudo Project: From a Global Context, developing a deeper understanding of both the subject and its application in the real world.
Identity is the understanding of characteristics that define self and others.	IDENTITY, INTERPRETATION, PRESENTATION	Misunderstood Villain: Behind every terrible villain is a person with an identity. What chain of events has led to this character being infamous?
The discovery and use of technical aesthetics allows for the presentation of personal identities and relationships	Aesthetics, Connections	Memory Unit: Students will choose a memory then create a collage using different forms of media to present that memory.
Understanding conventional and unconventional meters allows for better understanding of form, structure and orientation within the music	Form	Score study: students will examine and perform songs that are in different metres.
How is performance with an audience different from making music in private	Personal & Cultural Expression, Development, Audience	In class performance of song chosen by student

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

CURRICULAR COMPETENCIES	Art Examples	Drama Examples	Music Examples
Exploring and creating	<p>Create both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play.</p> <p>Exploring and understanding various materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies.</p>	<p>Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play.</p> <p>Take creative risks to experience and express thoughts, emotions, and meaning.</p>	<p>Perform collaboratively in both solo and ensemble contexts.</p> <p>Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect.</p> <p>Contribute to create processes through collaborative and independent musical study.</p>
Reasoning and reflecting	<p>Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas.</p>	<p>Develop and refine ideas and technical skills to improve the quality of performance pieces. Receive, offer, and apply constructive feedback.</p>	<p>Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship.</p>
Communicating and documenting	<p>Create works of art using materials, technologies, and processes for different purposes and audiences.</p>	<p>Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways.</p>	<p>Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences.</p>
Connecting and expanding	<p>Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts.</p>	<p>Demonstrate increasingly sophisticated application and/or engagement of curricular content. Demonstrate respect for themselves, others, and the audience.</p>	<p>Reflect on musical performance to make connections to personal learning and experiences. Take musical risks to experience synchronicity among ensemble members and their audience.</p>

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	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 a 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.

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	Arts: Understanding of the art form studied, including concepts, processes, and subject-specific terminology. Drama: story structure, stage direction. Music: Routine warm ups for dexterity and technique building	Arts: Knowledge to purposefully inform artistic decisions in the process of creating artwork. Drama: Script creation. Use of the stage. Music: Demonstrate concept understanding through class performance
B: Developing Skills	Arts: Demonstrates acquisition and development of the skills and techniques of the art form studied. Drama: Theatre 'games' for amplitude of physicality and volume. Music: Call and response games	Arts: Demonstrates application of skills and techniques to create, perform and/or present art. Drama: Use of body and voice to create character and story. Music: Demonstrate skill acquisition through playing tests
C: Thinking Creatively	Arts: Demonstrates exploration of ideas to shape artistic intention that reaches a point of realization. Drama: Theatre 'games' for building details and testing outcomes. Music: Create improvised melody with use of learned technique	Arts: Clear, feasible and imaginative artistic intentions. Drama: Articulating character tensions and actions. Music: Compose short pieces of music to demonstrate knowledge of compositional technique
D: Responding	Arts: Creates an artistic response that intends to reflect or impact on the world around them. Drama: Yielding to direction or ideas of others without judgement. Music: Analysis and discussion on different genres and styles of music	Arts: Transfers learning through verbal, oral and written responses. Constructs meaning and transfers learning to new settings. Drama: Reflective journaling, discussion, performance. 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 9

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.