

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	Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas.	Develop and refine ideas and technical skills to improve the quality of performance pieces. Receive, offer, and apply constructive feedback.	Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship.
Communicating and documenting	Create works of art using materials, technologies, and processes for different purposes and audiences.	Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways.	Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences.
Connecting and expanding	Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts.	Demonstrate increasingly sophisticated application and/or engagement of curricular content. Demonstrate respect for themselves, others, and the audience.	Reflect on musical performance to make connections to personal learning and experiences. Take musical risks to experience synchronicity among ensemble members and their audience.

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: Investigating	Arts: Analyze components of the art form studied, including concepts, processes, and subject-specific terminology. Drama: Analyze story structure, stage directions. Music: Describe participation in warm ups for dexterity and technique building	Arts: Describe methods to purposefully inform artistic decisions in the process of creating artwork. Drama: Script creation and analysis. Music: Describe concepts in order to include them in class performances.
B: Developing	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 present character and story. Music: Demonstrate skill acquisition through playing tests
C: Creating/Performing	Arts: Demonstrates exploration of ideas to shape artistic intention that reaches a point of realization. Drama: Demonstrate performance techniques through theatre 'games' Music: Demonstrate improvised melody with use of learned technique	Arts: Demonstrate skills for creating art that meets artistic intentions Drama: Demonstrate original characters and stories. Music: Compose short pieces of music to demonstrate knowledge of compositional technique
D: Evaluating	Arts: Evaluates artwork(s) that intends to reflect or impact on the world around them. Drama: Discuss and share ideas of others without judgement. Music: Analysis and describe different genres and styles of music	Arts: Evaluates their own work Drama: Critique dramatic performances. Music: Evaluate and reflect on classwork and 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: Investigating

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"> provides limited information that is not always related to the statement of inquiry outlines features of an artwork or performance including two from elements, techniques and context
3-4	The student: <ul style="list-style-type: none"> provides mostly relevant information that is related to the statement of inquiry describes features of an artwork or performance including two from elements, techniques and context.
5-6	The student: <ul style="list-style-type: none"> provides relevant information that is related to the statement of inquiry analyses features of an artwork or performance including elements, techniques and context.
7-8	The student: <ul style="list-style-type: none"> provides comprehensive, relevant information that is related to the statement of inquiry critiques an artwork or performance including elements, techniques and context

Criterion B: Developing

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 practical exploration of an idea or ideas presents a clear artistic intention in line with the statement of inquiry and states artistic choices
3-4	The student: <ul style="list-style-type: none"> demonstrates sufficient practical exploration of an idea or ideas presents a clear artistic intention in line with the statement of inquiry and describes artistic choices
5-6	The student: <ul style="list-style-type: none"> demonstrates substantial practical exploration of an idea or ideas presents a clear artistic intention in line with the statement of inquiry and explains artistic choices
7-8	The student: <ul style="list-style-type: none"> demonstrates extensive and varied practical exploration of an idea or ideas presents a clear artistic intention in line with the statement of inquiry and justifies artistic choices

Criterion C: Creating/Performing

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 skills and techniques through the creation or performance of a finalized work.

3-4	The student: <ul style="list-style-type: none"> demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.
5-6	The student: <ul style="list-style-type: none"> demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.
7-8	The student: <ul style="list-style-type: none"> demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work

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"> describes their own artwork or performance outlines their development as an artist.
3-4	The student: <ul style="list-style-type: none"> analyses their own artwork or performance describes their development as an artist
5-6	The student: <ul style="list-style-type: none"> evaluates their own artwork or performance analyses their development as an artist.
7-8	The student: <ul style="list-style-type: none"> thoroughly and perceptively evaluates their own artwork or performance discusses their development as an artist