

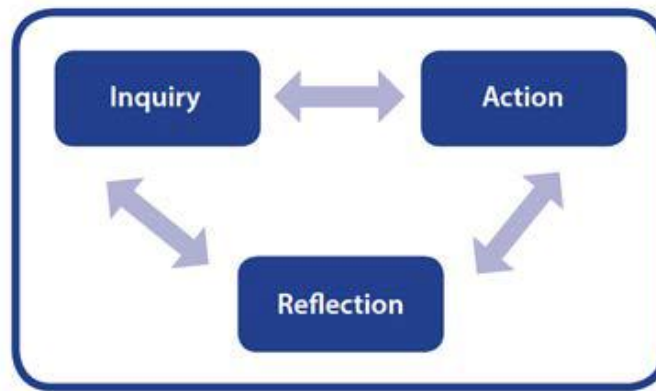
COURSE OUTLINE – MYP YEAR 4 VISUAL ARTS

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 appropriate language• Demonstrates limited knowledge of the role of the art form in original and displaced contexts• Demonstrates limited use acquired knowledge to inform artistic decisions
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 appropriate language• Demonstrates adequate knowledge of the role of the art form in original and displaced contexts• Demonstrates adequate use acquired knowledge to inform artistic decisions
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 appropriate language• Demonstrates substantial knowledge of the role of the art form in original and displaced contexts• Demonstrates substantial use acquired knowledge to 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 appropriate language• Demonstrates excellent knowledge of the role of the art form in original and displaced contexts• Demonstrates excellent use acquired knowledge to inform artistic decisions

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"> • Presents a limited outline of clear, feasible and which may also lack imaginative artistic intention • Presents a limited outline of imaginative solutions and creative-thinking behaviors • Demonstrates limited exploration of ideas through process and intention which may lack a point of realization
3-4	The student: <ul style="list-style-type: none"> • Presents an adequate outline of clear, feasible and imaginative artistic intention • Presents an adequate outline of imaginative solutions and creative-thinking behaviors • Demonstrates adequate exploration of ideas through process and intention to a point of realization
5-6	The student: <ul style="list-style-type: none"> • Presents a substantial outline of clear, often feasible and imaginative artistic intention • Presents a substantial outline of imaginative solutions and creative-thinking behaviors • Demonstrates substantial exploration of ideas through purposeful process and intention to a point of realization
7-8	The student: <ul style="list-style-type: none"> • Presents an excellent outline of clear, feasible and imaginative artistic intention • Presents an excellent outline of imaginative solutions and creative-thinking behaviors • Demonstrates excellent exploration of ideas through effective process and 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"> • Presents a limited outline of connections, meaning and may transfer learning to new settings • Creates limited artistic response to reflect the world around them • Presents a limited evaluation or critique the artwork of self and other
3-4	The student: <ul style="list-style-type: none"> • Presents an adequate outline of connections, meaning and occasionally transfers learning to new settings • Creates an adequate artistic response to occasionally reflect the world around them • Presents an adequate evaluation or critique the artwork of self and other
5-6	The student: <ul style="list-style-type: none"> • Presents a substantial outline of connections, meaning and regularly transfers learning to new settings • Creates a substantial artistic response to regularly reflect the world around them • Presents a substantial evaluation or critique the artwork of self and other
7-8	The student: <ul style="list-style-type: none"> • Presents an excellent outline of connections, meaning and effectively transfers learning to new settings • Creates an excellent artistic response to effectively reflect the world around them • Presents an excellent evaluation or critique the artwork of self and other

