

## COURSE OUTLINE – MYP YEAR 3 ARTS



### Course Overview & Expectations:

Welcome to Carson Graham's IB Arts Philosophy. It is important that students receive an educational experience from an experienced specialist teacher. In their scheduled Art block, students will rotate through three Fine Art disciplines; Visual Arts, Music, and Drama. We at Carson believe that a student may recognize areas of strength or interest when introduced to these short-term, experiential courses. Each course will be 1/3 of the semester length in duration.

These classes are practical in nature and most lessons cannot be replicated in isolation. For this reason, attendance, arriving on time, and taking ownership of creating a participatory learning environment are fundamental responsibilities of every student. Students will be taught foundation skills and vocabulary to build a classroom culture which is safe for performance and creative risk-taking.

Students will universally develop skills in communication, conflict resolution, taking ownership of your own fear and vulnerabilities, and generating growth in creative thinking.

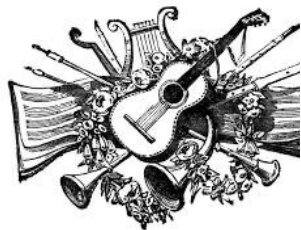
### Learning:

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

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.



Individual and collective expression can be achieved through the arts.



Dance, drama, music, and visual arts are each unique languages for creating and communicating.



Artists often challenge the status quo and open us to new perspectives and experiences.



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

Statement of Inquiry	Concepts	Possible Unit Title/Topic
Engaging in the expression of visual Arts transforms our sense of identity and connection to culture.	Identity	Self Portrait with Acetate and Acrylic
Human's impact on environmental sustainability and global interactions can be represented and presented through artistic compositions.	Global interactions	Recycled Critter Drawings
Personal identity changes to suit the role of a character through understanding presentation skills and performance exercises.	Change	Improvisational Theatre
Learning structure gives us fundamental knowledge of music and ways to communicate through it.	Composition, Structure	Notes & Rhythms
Artists communicate through the presentation of their work.	Presentation	Guitar
Purposeful communication of cultural exploration enhances audience engagement.	Audience, Presentation	Musician Research & Presentation

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

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Exploring and creating	Use of voice and movement in the creation of character. Experimenting with a variety of mediums in the Visual Journal.
Reasoning and reflecting	Students will complete a planning page in their journal to explain their thinking and what they hope to achieve. Students will also complete a self-assessment that reflects on their experience and their learning.
Communicating and documenting	Upon project completion, the class will debrief the process and discuss results together. Then students will be asked to document in their journal what they can improve on/change/think about for future projects.

### 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. <b>Formative assessments could include:</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include:</b>
<b>A: Investigating</b>	<b>Arts:</b> Understanding of the art form studied, including concepts, processes, and subject-specific terminology. <b>Drama:</b> 'Upstaging' games. <b>Music:</b> Rhythm and Note games	<b>Arts:</b> Analyze artistic decisions in the process of creating artwork. <b>Drama:</b> Charting Laban's theory of movement. Write a critique of a drama performance. <b>Music:</b> A written theory quiz to analyze and describe music
<b>B: Developing</b>	<b>Arts:</b> Demonstrates acquisition and development of the skills and techniques of the art form studied. <b>Drama:</b> Listening and reacting games. <b>Music:</b> Playing guitar along with recorded pop songs	<b>Arts:</b> Demonstrates application of skills and techniques to create, perform and/or present art. <b>Drama:</b> Use of voice and body in the presentation of rehearsed work. <b>Music:</b> Performing multiple songs on guitar.
<b>C: Creating/Performing</b>	<b>Arts:</b> Demonstrates exploration of ideas to shape artistic intention that reaches a point of realization. <b>Drama:</b> Generating multiple outcomes from a single scene idea. <b>Music:</b> Making up new guitar strumming patterns. Create a 16-bar composition with different rhythms and notes.	<b>Arts:</b> Demonstrates artistic skills and articulates intentions. <b>Drama:</b> Creating and directing a symbolic pose with 8 bodies based on an inspirational quote. <b>Music:</b> Composing a song on the guitar.
<b>D: Evaluating</b>	<b>Arts:</b> Creates an artistic response that intends to reflect or impact on the world around them. <b>Drama:</b> Discuss daily warmup activities to understand and describe the difference between blocking and yielding offers. <b>Music:</b> Be able to think analyze and evaluate different genres of music.	<b>Arts:</b> Transfers learning through verbal, oral and written responses to art. <b>Drama:</b> Reflection questions to evaluate key concepts of identity, communication, change, aesthetics. <b>Music:</b> Evaluating a famous piece of music.

## 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 8

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

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

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

## Criterion D: Evaluating

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"> <li>outlines some elements of their own artwork or performance</li> <li>identifies some aspects of their development as an artist.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>describes their own artwork or performance</li> <li>outlines their development as an artist.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>analyses their own artwork or performance</li> <li>describes their development as an artist</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>evaluates their own artwork or performance</li> <li>analyses their development as an artist.</li> </ul>