**Visual Arts COURSE DESCRIPTION**

**WHAT IS THE COURSE ABOUT?**

Visual art is one of the subjects within IBMYP curriculum with aim to develop inquiring, knowledgeable and caring young people through intercultural understanding and respect.  The subject is based on practical work and investigation. Within course students have opportunity to participate online classes, make their own works in classroom in various media such as drawing, painting, photography, sculpture or photography and video. Important part of the work is investigation that includes process and relevant sources in art history. For that purpose, students should keep **developmental workbook** as key part of the course.

**The school offers two lessons on Visual Arts per week.**

**Websites:**

MYP 4 - http://[**vamyp1.weebly.com**](http://vamyp1.weebly.com/)

MYP 5 - http://vamyp2mm.weebly.com/

**TOPICS:**

**MYP4**

Pattern

Topic is about  investigating organization of natural and built environment represented in broad range of design - particularly Architecture and Visual arts. We will focus on concepts *planning* and *organization*. Students will produce lot of sketches, drawings, paintings and collage works.

# Continuous line

We will investigate the concept of continuity recognized around us in natural shapes or sounds, in artificial creation such as drawing, music and architecture.   Unit is mostly based on practicing drawing skills.

Still life

The unit focus will be on still life as theme and model. The unit gives the opportunity to investigate still life as concept through the Art History, but also practice painting skill through practical work in the classroom.

**Time**

The unit focus is presentation of Time dimension through Art History, devices of time measuring, understanding of  social and cultural context and its impact on time presentation. The unit results with 3D practical work as final outcome of investigation.

**Virtual routes**

Where is the similarity between "reality" and "virtual spaces"? We will try to investigate how organizational reality is repeated in virtual world. The investigation and practical work includes traditional geographical maps through the world history in context of contemporary interactive  maps  on internet.

**MYP5**

# Proportions

How do proportions change during the history and within the cultures? Our research includes mostly western art and timeline that continues through Egyptian art - Greek art - Byzantine art - Gothic art - Renaissance art. We will also try to understand the meaning of human proportions in the context of architecture through comparison between Egyptian and Gothic proportions, traditional Japanese and modern architecture. The unit includes research and practical work.

**Metamorphosis**

We will look for different ways of making transformations and produce drawings, collages and paintings. Our focus will be on surrealistic movement and its creative techniques.

# Sacred place

What makes a place sacred and more important than the other places?   We will try to answer that question through research that includes  various cultures and History of  Architecture.

Manuscript

Visual diary in its private and public form may represent timeless document of social, cultural and historical context. It includes calligraphy, layout text and image manipulation - the part that belongs to History of graphic design.   Unit includes research of Medieval manuscripts, visual research  and practical work inspired by history or contemporary design.

**ASSESSMENT:**

There are four assessment criteria: **Knowledge and understanding**, **Application**, **Reflection** **and evaluation** and **Personal engagement**. For each criteria, number of band descriptors are defined in a range of achievement levels on the scale from 0 (the lowest) till highest 8 (Knowledge and understanding, Reflection and evaluation and Personal engagement) or 10 (Application).

Students are graded according the achievements in each criterion, therefore the sum of achievement is converted into single grade as represented bellow.

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| **Grade** | **MYP 4** | **MYP 5** |
| **Boundaries** | Boundaries |
| **1** | **0 – 3** | **0 – 3** |
| **2** | **4- 8**  | **4 – 8** |
| **3** | **9 – 13** | **9 - 13** |
| **4** | **14 – 20** | **14 – 20** |
| **5** | **21 - 25** | **21 – 25** |
| **6** | **26 - 30** | **26 – 30** |
| **7** | **31 – 34** | **31 – 34** |