

XV.gimnazija IB World School

Visual Arts Course Description IBMYP4&MYP5

School year 2020/21

In MYP Visual arts students have opportunities to function as artists, as well as learners of the arts. Students develop through creating and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Visual Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. Students are encouraged and enabled to research their own creativity during the process and creation of the product.

The aims of MYP Visual Arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art .

Objectives

Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. Skills are evident in both process and product

Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

Responding

Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

Requirements

Visual Arts classes takes place in Art classroom with two periods a week. Most of art supplies are available in the art classroom, but students also need a notebook – so called Process journal that is used for recording process and progress during the course.

MYP4

Topics

Pattern as first unit introduces art terminology and gives students opportunity for their own work in painting. Multicultural investigation includes research of African and traditional Croatian patterns.

Continuous line is unit that investigates drawing through Art History, encourages students for formal analysis and their own drawing experiences based on observation.

Useless machine is mostly based on research of 3d through drawing and modela making presentations

MYP5

Topics

Metamorphosis is based on researching of transformation based on natural objects. Research includes fantasy, cultures and surreal art. Finally, students create their own creatures through the use of stop motion, drawing and painting techniques.

Light and shadow is the unit that connects Art History resources, photography, movie making terminology and practical work mostly based on drawing techniques. During this unit students will learn to use contrast, shading, B/W photograph.

Landscape is the topic that includes photograph, painting and observational drawing with Art History resources. During that topic, students will investigate figurative and abstract art, and practice their own work in different techniques.

Assessment

Formative assessment

Formative assessment includes peer reviews mostly based on practical work.

Peer review

Within Peer review students will grade their colleagues and been graded for their own understanding of subject specific criteria.

Peer review includes grading scale and short explanation

Grading scale includes grades

- Major revision required
- Needs lot of work
- Good start
- Adjustment needed
- Enjoyable, no revisions needed
- Outstanding

Students are graded for their reviews. Grade includes: politeness, correct use of terminology and argument.

During the topics students have to write reviews (at least 3) and collect reviews for their own works as starting point for summary that includes reviews and their own comments.

Summative assessment

Summative assessment is based on MYP Assessment criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible levels of achievement (1–8), divided into four bands that generally represent:

Each band has its own unique descriptor that teachers use to make “best-fit”

judgments about students' progress and achievement.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Final grades are derived according to the grade boundaries provided by the IB:

Grade	Boundaries
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32