

VAMYP4

Unit	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Pattern September, October, November 2021	Change	Composition, interpretation,	Personal and cultural expression – inquiry into transfer of signs, shapes and symbols in different cultures	Pattern includes constant change within composition depending on person or culture of its origin.	Criterion A/ Knowing and understanding understanding of subject specific terminology in the form of analysis. Terminology includes terms: balance, symmetry, repetition, positive/negative, figure/background Criterion B/ Developing skills developing skills through techniques (sketch, drawing, painting), amount and variety of work Criterion C/ Thinking creatively creative-thinking through representation that includes application of symmetry and inspiration by African traditional patterns Criterion D/ Responding ability to review and grade own work and works of others	<i>Communication skills</i> Students write reviews that include grade on the scale 1-6 and explanation. Each student has to write at least two reviews reviewing colleagues and receive at least two reviews from colleagues. These reviews can be used as argument within criterion D. <i>Organization skills</i> Students write a journal that includes all activities in the classroom and post classroom activities (schoolwork – terminology + visual representations; homeworks – with photographs and descriptions; sketches – with captions and explanations; essay) Notebook has to be organized into titles, headings and paragraphs. Students also get VA criteria that have to be presented in the notebook.	Unit is focused on theory and practical work with introducing Art terminology. Theoretical part includes Art History and traditional Croatian and African crafts located in Burkina Faso. Theoretical part includes learning art terminology through practice. During topic students learn terms such as form, shape, anamorphosis, contrast, symmetry, positive/negative shape, frame, pattern, frieze and apply them in their own works. Practical work includes sketching and painting patterns by using pencils (sketching) and acrylic paint (painting).
Art and illusion	Identity	interpretation	Fairness and development	Identity is interpreted and developed through art and illusion	Criterion A/ Knowing and understanding demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology Criterion B/ Developing skills demonstrate the application of skills and techniques to create, perform and/or present art	<i>Communication skills</i> Students use and interpret a range of discipline-specific terms and symbols included into formal analysis and further comparative analysis. Students are introduced to some methods of analysis that have to be applied and structured in essays	Students will research techniques to make illusionistic art and use analysis to write about illusionistic art. Learning includes Art History samples mostly connected with representation of 3D. Linear perspective is included into research.
Continuous line January February 2022	Aesthetics	expression, composition, style	Personal and cultural expression - inquiry that has to show that personal expression can be analyzed and explained in cultural or personal context	Line as element of form defines shapes within composition and leads into aesthetics that may enable understanding of personal and cultural expression	Criterion A/ Knowing and understanding demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork Criterion D/ Responding critique the artwork of self and others.	Students write reviews reviewing colleagues and receive at least two reviews from colleagues. <i>Affective skills</i> Observational drawing enables students to practice focus and concentration during drawing of still objects. <i>Critical thinking</i> Practice observing carefully in order to recognize problems, interpret data, evaluate evidence and draw reasonable conclusions and generalizations within formal and comparative analysis.	Unit includes practical work and theory. Formal analysis as theoretical part is focused on details in masterworks and artist's specific style. It should enable student for making formal analysis of drawings and distinguish styles of different artists. In practical work students should produce observational drawings in different techniques in the scale from simplification till more complex forms such as study and spatial composition. Art History is included within analysis of drawings by Picasso, Klee, Matisse, Rembrandt, Raphael, Leonardo and Rubens. Students use process journal for schoolwork, analysis, homeworks, sketches and reflection. Practical work includes charcoal, pencil and lead techniques
Useless machine March, April, May 2022	Change	Presentation Innovation	Scientific and technical innovation - inquiry into natural principles that can be recognized and used in Art	Mechanics that can be connected with scientific and technical innovation possess visual beauty that was recognized during Art History and within Art movements	Criterion A/ understanding of subject specific terminology as part of analysis of linear perspective Criterion B/ Developing skills demonstrate the application of skills and techniques to create, perform and/or present art Criterion C/ Thinking creatively demonstrate a range and depth of creative-thinking behaviours demonstrate the exploration of ideas to shape artistic intention through to a point of realization Criterion D/ Responding construct meaning and transfer learning to new settings; create an artistic response that intends to reflect or impact on the world around them	<i>Creative thinking skills</i> It is expected that students should consider new ideas inspired by art, machines and Art history. Within their own practical work they will try to use existing works and ideas as inspiration for their own artworks. <i>Organization skills</i> Students write a journal that includes all activities in the classroom and post classroom activities (schoolwork – terminology + visual representations; homeworks – with photographs and descriptions; sketches – with captions and explanations; essay)	Practical work is build on previous topic through the concept of spacial compositions. It includes experiments through techniques such as drawing, collage, painting, assamblage, photograph and connections with art movements such as futurism, dada and surrealism. Research includes renaissance drawings of Leonardo and Faust Vrančić with intention to analyze artworks and explain principle of cause and effect. Process journal includes all steps of the process and lists practical works. Final work can be 2D painting or 3D sculpture.

VAMYP5

Unit	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Figure in motion September October, November 2021	Change	Composition, interpretation	Personal and cultural expression – through investigating metamorphosis students became aware of development through expression	Metamorphosis is state of change and expression within art through form, composition and interpretation.	Criterion A/ Knowing and understanding demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology. That includes understanding and using terms such as composition, denotative, connotative, open/closed form, figural, and abstract; demonstrate understanding of the role of the art form in original or displaced contexts Criterion B/ Developing skills demonstrate the acquisition and development of the skills and techniques of the art form studied Criterion D/ Responding construct meaning and transfer learning to new settings; critique the artwork of self and others	<i>Communication skills</i> Give and receive meaningful feedback through peer reviews; Interpret and use modes of non-verbal communication <i>Reflective skills</i> Students should develop new skills, techniques and strategies for effective learning through investigating new techniques. <i>Critical thinking skills</i> Students should gather and organize relevant information to formulate an argument. They should also identify obstacles and challenges.	Unit combines theory and practice through investigation, analysis, discussion and personal interpretation. Focus on form and meaning is represented through analysis of Picasso's, Schongauer's, and Durer's prints. In the context of visual arts, important purpose of this unit is to enable students for writing formal analysis and show ability for interpretation in the context of Art history and own work that includes character and context description. Investigation includes observational drawings, anatomy of chosen beings (human, animals, even bugs), media such as chronophotography, movie, comic, painting, linocut and drawing.
Light and shadow December, 2019 January February, March 2020	Identity	Composition, Boundaries, Representation	Identities and relationships – in this context investigates visual form within environment, media and meaning.	Treatment of light and shadow included in composition may influence the way we see identity and relationships.	Criterion A/ Knowing and understanding demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology (contrast, composition, shape, volume, chiaroscuro) Criterion B/ Developing skills demonstrate the acquisition and development of the skills and techniques of the art form studied Criterion C/ Thinking creatively develop a feasible, clear, imaginative and coherent artistic intention demonstrate the exploration of ideas to shape artistic intention through to a point of realization. Criterion D/ Responding critique the artwork of self and others.	Students write reviews reviewing colleagues and receive at least two reviews from colleagues. <i>Creative thinking skills</i> It is expected that students should consider new ideas inspired by combining movie and comic. <i>Organization skills</i> Students write a journal that includes all activities in the classroom and post classroom activities (schoolwork – terminology + visual representations; homeworks – with photographs and descriptions; sketches – with captions and explanations; essay)	Unit includes theory with Art History resources, photography, movie making terminology and practical work mostly based on drawing techniques During this unit students should learn to use contrast, shading, B/W photograph. Research goes through Art History – Renaissance, Baroque paintings, photography. Practical work includes drawing, painting and photograph. Process should be recorded in the process journal. Peer review is very important part of this unit.
Landscape March, April, May 2020	Aesthetics	Genre, interpretation,	Dimensions of time and space – exploration of the way that time and space are represented through the history	Landscape as genre included into time and space during Art History represented man viewpoints and high level of aesthetics.	Criterion A/ Knowing and understanding use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork Criterion C/ Thinking creatively demonstrate a range and depth of creative-thinking behaviours demonstrate the exploration of ideas to shape artistic intention through to a point of realization Criterion D/ Responding construct meaning and transfer learning to new settings; create an artistic response that intends to reflect or impact on the world around them critique the artwork of self and others.	<i>Media literacy</i> Students make informed choices about personal viewing experiences that cause selection and continuing with process that ends in abstraction. Understand the impact of media representations and modes of presentation Compare, contrast and draw connections among media resources <i>Organization skills</i> Students write a journal that includes all activities in the classroom and post classroom activities	Landscape as genre gives opportunity for researching abstract art and different media. Theory includes Art History resources starting from 17 th Century landscape till abstract art in 20 th Century. Field classes include visiting of Modern Gallery in Zagreb with focus on landscape paintings in 19 th and 20 th Century. Students will investigate figurative and abstract art, and practice their own work in different techniques such as collage and painting. Theory includes formal analysis, understanding of genre within history and argued interpretation of chosen art pieces.
Towards abstract art	Communication	Composition	globalization and sustainability	Abstract art makes communication on global level possible	Criterion A/ Knowing and understanding; demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology Criterion D/ Responding construct meaning and transfer learning to new settings; create an artistic response that intends to reflect or impact on the world around them	<i>Communication skills</i> Students use and interpret a range of terms and symbols included into formal analysis and their own process of creating.	Abstract, nonrepresentational art is going to be researched during this unit. Student will see different approaches towards nonrepresentational art, learn how to appreciate and produce artworks. Journey through Art History starts with Expressionism, goes till abstract tendencies after WW2 and ends in Design. Through their own work and analysis students will understand nonrepresentational art.