

Unit	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Pattern September, October, November 2019	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/ Investigating understanding of subject specific terminology in the form of analysis. Terminology includes terms: balance, symmetry, repetition, positive/negative, figure/background Criterion B/ Developing developing skills through techniques (sketch, drawing, painting), amount and variety of work Criterion D/ Evaluating 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, fractals, 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), ink, watercolors and acrylic paint (painting).
Art and illusion	Identity	interpretation	Fairness and development	Identity is interpreted and developed through art and illusion	Criterion A/ Investigating demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology Criterion B/ Developing 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.
Pictograph	Communication	Visual culture	Orientation in space and time	Pictographs used in communication are part of our visual culture through the time.	A/ Investigating investigation of a historical/cultural context. C/ Creating/Performing Create or perform an artwork D/ Evaluating Through this objective students learn to appraise own artwork or performance and reflect on development as artists.	<i>Organization skills</i> Students write a journal that includes all activities in the classroom and post classroom activities (schoolwork – terminology + visual representations)	As part of this Unit students will research symbols and signs and evolution of writing. Students will research and make their own pictographs inspired by ancient cultures and contemporary practice.
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	B/Developing explore ideas and show development of a final artwork and present a clear artistic intention. D/ Evaluating 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

<div>Useless machine</div> <div>March, April, May 2022</div>	<div>Change</div>	<div>Presentation Innovation</div>	<div>Scientific and technical innovation - inquiry into natural principles that can be recognized and used in Art</div>	<div>Mechanics that can be conncted with scientific and technical innovation posses visual beauty that was recognized during Art History and within Art movements</div>	<div>A/ Investigating and understanding of sculpture as specific form of expression</div> <div>B/ Developing demonstrate the application of skills and techniques to create, perform and/or present art</div> <div>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</div> <div>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</div>	<div><i>Creative thinking skills</i></div> <div>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 artpieces.</div> <div><i>Organization skills</i></div> <div>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)</div>	<div>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.</div>
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