

Visual Arts in MYP 4 and 5

In MYP Visual arts students have opportunities to act as artists, as well as connoisseur of arts. Students develop through creating and presenting arts in ways that engage and convey feelings, experiences and ideas. During the course students will acquire new skills and master those developed in prior learning.

Visual Arts in the MYP stimulate imagination with focus on perception, creativity and methods such as analysis or comparison. Involvement in the arts encourages students to understand the arts in context such as culture and history. Arts challenge and enrich personal identity and build awareness of the aesthetics in a real-world context. Students are encouraged and enabled to research their own creativity during the process that starts from sketching and ends in chosen media.

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 .

Meanwhile, some changes are incorporated in Arts, and objectives in grade 9 and 10 are not the same. Grade 10 continues to work regarding objectives Knowing and understanding, Developing skills, Thinking creatively and Responding. In grade 9, there are new objectives such as: Investigating, Developing, Creating/Performing and Evaluating

Objectives in 9th grade (MYP5)

Investigating

Objective includes investigation of a movement(s) or genre(s) in the chosen arts discipline and critique an artwork or performance.

Developing

Gives opportunity to explore ideas and show development of a final artwork or performance and present a clear artistic intention.

Creating/Performing

Create or perform an artwork

Evaluating

Through this objective students learn to appraise own artwork or performance and reflect on development as artists.

Objectives in 10th grade (MYP5)

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 variety of techniques such as painting, printmaking, collage, drawing. Investigation includes Art History, traditional African and Croatian patterns.

Art and illusion is the second Unit focused on representation of depth and optical illusions. Through the practical work and investigation students will learn how to use optical illusion in their own work and write about art in the form of formal analysis.

Pictograph includes research of symbols and signs and evolution of writing. Students will research and make their own pictographs inspired by ancient cultures and contemporary practice.

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

The last unit *Useless machine* is mostly based on research of sculpture in modern and contemporary art and making sculpture. Students will investigate kinetic art and try to use outcomess in their own artworks.

MYP5

Topics

Figure in motion is based on research of representation of movement and transformation in Visual arts and contemporary Animation. To learn more about motion students will use anatomy for artists, use formal analysis on Art History

masterworks, watch animated films from contemporary non commercial production and make their own drawings, paintings and animation.

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 make outdoor photographs and drawings and learn how to use linear perspective, observational drawing, photography and collage to represent landscape.

Towards Abstract art is the last unit that includes understanding of formal issues through usage in own work and writing critical reviews. Students will be informed about approaches to Abstract art through movements such as Expressionism, Abstract expressionism and Minimalism.

Assessment

Formative assessment

Formative assessment includes checking represented through written comments in Process journal by teacher and 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 (such as good start, adjustment needed, outstanding) and short explanation

Students are graded for their reviews through checking of politeness, correct use of terminology and argument.

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.

MYP4 Grade 9	Criterion A	Investigating	Maximum 8
	Criterion B	Developing	Maximum 8
	Criterion C	Creating/Performing	Maximum 8
	Criterion D	Evaluating	Maximum 8
MYP5 Grade 10	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