

## Visual Art - Subject Overviews – MYP 3



\* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	<b>Drawing the human form</b>	Identity Representation Structure	Personal and cultural expression  Artistry, craft, creation, beauty	Identity can be represented by recreating structure	<p><b>Factual:</b> What are the structures that represent identity in people?</p> <p><b>Conceptual:</b> How does our identity affect our artistry?</p> <p><b>Debatable:</b> Do different people see the same artwork's structure in the same way, or is interpretation always subjective?</p>	<p><b>Criterion B:</b> ii</p> <p><b>Criterion C:</b> i</p> <p><b>Criterion D:</b> i, ii</p> <p><b>ATL Skills</b> Affective Creative thinking Critical thinking</p>	<p>Revision of history in anatomy in Art, revision of elements of art Self portrait value paintings</p> <p>Human anatomy for drawing, drawing techniques. Life drawing: the human form</p> <p>Paper, acrylic paints, brushes, cameras, palettes, printer, life drawing worksheets, Large format paper, pencils, rulers, erasers, charcoal, hairspray,</p> <p>Art history resources, books</p>
Unit 2	<b>Health Proganda Posters</b>	Communication Presentation Role	Identities and Relationships  Turning	Visual communication has played a role in the pivotal moments in	<p><b>Factual:</b> How has visual culture been used throughout history</p>	<p><b>Criterion A:</b> i, ii</p> <p><b>Criterion C:</b> i</p>	<p>Understanding design elements (line, shape, color) and principles</p>

	<p><b>IDU w/ PHE</b></p>		<p>points</p>	<p>history</p>	<p>to communicate information and messages?</p> <p><b>Conceptual:</b> How does the presentation of visual culture reflect the cultural and social contexts of their time?</p> <p><b>Debatable:</b> Are traditional methods of graphic design still relevant in the age of digital communication?</p>	<p><b>Criterion D:</b> i, ii</p> <p><b>ATL Skills</b> Organization Affective Transfer</p>	<p>(balance, contrast, emphasis). Applying elements and principles in art creation and analysis.</p> <p>Recognizing symbolism, imagery, and rhetorical devices in visual communication. Critically analyzing propaganda posters, considering artistic and persuasive elements. Understanding historical events and socio-political contexts influencing propaganda posters. Connecting historical knowledge to visual artifacts analysis, understanding art-history interplay. Creatively expressing ideas through propaganda posters, using various techniques and media.</p> <p>Examples of propaganda art PPT on history of propaganda in visual communication Paper, Colored</p>
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							pencils, markers, acrylic paint, palettes brushes
Unit 3	<b>Patterns in nature: Printmaking</b>	Change boundaries Interpretation	Globalization and sustainability  The natural world	Our boundaries with natural world changes our interpretation of it	<b>Factual:</b> Do changing boundaries change interpretation?  <b>Conceptual:</b> Why do we interpret the natural world differently?  <b>Debatable:</b> Can interpretations of nature change our boundaries with it?	<b>Criterion A:</b> i <b>Criterion B:</b> i <b>Criterion C:</b> i  <b>ATL Skills</b> Creative thinking Reflective Affective	Islamic art : Arabian Peninsula, Persia, Spain, and North Africa  Geometric Patterns  Book binding, marbling, paper craft, Miniture paintings.  Twinkl; KS3 Art, presentations, worksheets, Card, paper, paints, brushes, ink, rulers, pencils, erasers
Unit 4	<b>Music Video animation</b>	Aesthetics  Composition Innovation	Scientific and technical innovation  Adaptation	Innovation can adapt compositions into new aesthetic forms	<b>Factual:</b> What kinds of visual compositions are visible in own daily lives?  <b>Conceptual:</b> How does innovation affect visual culture?  <b>Debatable:</b> Should all visual communication be	<b>Criterion A:</b> ii <b>Criterion B:</b> ii <b>Criterion D:</b> i, ii  <b>ATL Skills</b> Reflection Media literacy Transfer	Understanding visual storytelling: character development, plot structure, and scene composition. Learning animation techniques: frame-by-frame, keyframe animation, and motion graphics. Developing research skills: exploring animation styles and thematic elements. Acquiring technical

					<p>aesthetically pleasing?</p>		<p>skills: animation software, drawing, digital rendering, and video editing.</p> <p>Engaging in critical evaluation: assessing animation techniques and storytelling choices.</p> <p>Reflecting on the creative process: identifying strengths, weaknesses, and areas for improvement.</p> <p>Cameras, laptops, usb cables, printer, cardboard boxes, paper, glue, tack, pencils, markers, scissors, glue software for digital animation editing</p>
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