

## Visual Art - Subject Overviews – MYP 2

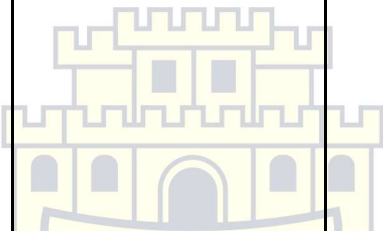


\* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout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

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	<b>Exploring artist's sketchbook making</b>	Aesthetics  Audience Presentation	Personal and cultural expression  Personal expression	Aesthetics presents beauty whilst reflecting on the audience	<b>Factual:</b> Who is our audience?  <b>Conceptual:</b> Should art be pleasing?  <b>Debatable:</b> Can we make better art by thinking about the audience?	<b>Criterion B:</b> i, ii  <b>Criterion C:</b> i  <b>Criterion D:</b> ii  <b>ATL Skills</b> Communication Creative thinking Organization	Elements of Art: Revision Artists and Art movements, analyzing and critiquing art  Sketchbook making skills/paper craft: cutting, aligning, sewing, measuring  Cutting boards, art knives, A3 drawing paper (8 sheets per student) A3 colored card, thread, book binding needles (1 per student), awls (1 per 3 students, 40cm rulers,  Twinkl: Art movements KS3 presentation, printed worksheets Pencils, colored pencils, erasers, markers, fine liner pens,

							Art history resources, books
Unit 2	<b>Surrealist Diorama's</b>	Identity Expression Style	Identities and Relationships Turning points	Turning points in history shape personal expression, style and thus identities	<b>Factual:</b> What are turning points in history?  <b>Conceptual:</b> Why is personal expression important?  <b>Debatable:</b> Does identity affect personal expression?	<b>Criterion A:</b> i, ii <b>Criterion C:</b> i <b>Criterion D:</b> i, ii  <b>ATL Skills</b> Organization Affective Transfer	Artistic Techniques: including painting, drawing, sculpting, and mixed-media construction. Working it materials: cardboard, paper, clay, found objects, and textiles Design Principles: composition, balance, contrast, rhythm, and unity Surrealist art history, including its origins, key artists, historical context, and significant artworks.  Twinkl: Worksheets Cardboard, card, glue, glue guns, pencils, art knives, tape Paper, Colored pencils, markers
Unit 3	<b>The Islamic World: To and Through the Golden Age</b>	Change Boundaries Representation	Globalization and sustainability Cultural heritage	The introduction of ideas and beliefs create change in societies giving rise to new cultural identities and heritages.	<b>Factual:</b> Does the way to create images art change as landscapes change?  <b>Conceptual:</b>	<b>Criterion A:</b> i <b>Criterion B:</b> ii <b>Criterion C:</b> ii	Islamic art : Arabian Peninsula, Persia, Spain, and North Africa  Geometric Patterns

					<p>What elements of one's cultural identity are represented in art?</p> <p><b>Debatable:</b> Are cultural differences affected by natural landscapes or different identities?</p>	<p><b>ATL Skills</b> Creative thinking Transfer</p>	<p>Book binding, marbling, paper craft,</p> <p>Miniture paintings.</p> <p>Twinkl; KS3 Art, presentations, worksheets, Card, paper, paints, brushes, ink, rulers, pencils, erasers</p>
Unit 4	<p><b>Environmental Art Installation</b></p>	<p>Communication</p> <p>Structure Visual culture</p>	<p>Globalization and sustainability</p> <p>Conservation,</p>	<p>Through structures we create in our visual culture, we can communicate how to conserve our environment</p>	<p><b>Factual:</b> What can we do to conserve our environment?</p> <p><b>Conceptual:</b> How can we create natural structures with visual culture?</p> <p><b>Debatable:</b> Is environmental art meaningful?</p>	<p><b>Criterion A:</b> ii</p> <p><b>Criterion B:</b> i</p> <p><b>Criterion C:</b> i</p> <p><b>Criterion D:</b> i</p> <p><b>ATL Skills</b> Reflection Transfer</p>	<p>Learn various artistic techniques: weaving, sculpture, land art, and installation art.</p> <p>Explore natural materials: wood, branches, leaves, stones, found objects.</p> <p>Engage with environmental art concepts: sustainability, land use, ecological balance.</p> <p>Exploring artists who promote ecological consciousness through art.</p> <p>Design Principles and Composition: balance, harmony, rhythm, scale, proportion.</p> <p>Develop critical thinking skills in</p>

							<p>conceptualizing and executing installations. Address challenges of audience engagement and environmental sustainability.</p> <p>Twinkl, worksheets and PPTs environmental art</p> <p>Wire, string, paper, news paper, cardboard, recycled materials, tools: pliers, saws, work gloves, googles</p>
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