

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

MYP Year, Unit Title, Teacher	Key concept	Related Concept(s)	Global context & Exploration	Statement of inquiry	Subject specific objectives	ATL Skills	Content
Year 1, Unit 1: “Art & Cultural Tributes” Ms. Jimenez	Culture	Visual Culture & Presentation	Personal & Cultural Expression Exploration: Identity Formation	Visual culture composes and presents art in a manner that forms identities and relationships. It deepens an understanding of human relationships including communities, families, and friends.	Criterion A: Knowing and understanding ii. Demonstrate awareness of the relationship between art form & its context. Criterion B: Developing skills i. Demonstrate the acquisition and development of the skills and techniques of the art form studied. Criterion D: Responding i. Identify connections between art forms, art & context, or art & prior learning.	Communication: -Give and receive meaningful feedback Social: -Give and receive meaningful feedback -Work as a team to create an installation Research: -Seek a range of perspectives from multiple and varied sources	<u>National Core Art Standard</u> VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. Skill/Technique: Illustration, Drawing, Etching. Lantern-making. Composing an Artist statement
Year 2, Unit 1: “Art & Cultural Tributes” Ms. Jimenez	Culture	Visual Culture & Community	Globalization & Sustainability Exploration: Diversity & Interconnections	Interactions and integration among various cultures enriches diversity and interconnections	Criterion A: Knowing and understanding ii. Demonstrate awareness of the relationship between art form & its context. Criterion B: Developing skills i. Demonstrate the acquisition and development of the skills and techniques of	Communication: -Give and receive meaningful feedback Social: -Give and receive meaningful feedback -Work as a team to create an installation Research:	VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. Skill/Technique: Folk Art (foil and

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

					the art form studied. Criterion D: Responding i. Identify connections between art forms, art & context, or art & prior learning.	-Seek a range of perspectives from multiple and varied sources	Niche box)& Peer Critique (Providing feedback Based on criteria)
Year 3, Unit 1: “Art & Cultural Tributes” Ms. Jimenez	Culture	Visual Culture & Representation	Identities & Relationships Exploration: Social Construction of Reality	A culture’s beliefs and tradition fosters representative insight that promotes cultural appreciation and social construction of reality.	Criterion A: Knowing and understanding i. Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language Criterion B: Developing skills ii. Demonstrate the application of skills and techniques to create, perform and/or present art. Criterion D: Responding ii. Create an artistic response inspired by the world around them	Communication: -Give and receive meaningful feedback Social: -Give and receive meaningful feedback -Work as a team to create an installation Research: -Seek a range of perspectives from multiple and varied sources	VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions Skill/Technique: Researching Representation through 3D form (marionette & origami) & Composing Artist Statement
Year 1, Unit 2: “Art is Revolutionary”	Change	Audience & Communication	Personal & Cultural Expression Exploration:	Expressive creations can be an innovative technique	Criterion A: Knowing and understanding iii. Demonstrate knowledge of the links between the	Communication: -Use appropriate forms of writing for different	<u>National Core Art Standard</u> VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

Ms. Jimenez			Creation	to bring positive change in society.	information acquired and artwork created. Criterion C: Thinking Creatively i. Identify an artistic intention Criterion D: Responding ii. Recognize that the world contains inspiration of influence of art.	purposes and audiences Self-Management: -Keep a process journal to record reflections Research: -Seek a range of perspectives from multiple and varied sources	VA:Pr5.1.6a: Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. Skill/Technique: Illustrations, Understanding Audience, & Collage
Year 2, Unit 2: “Art is Revolutionary” Ms. Jimenez	Change	Expression & Innovation	Fairness and Development Exploration: Human Capability & Development	The human ability and development demonstrated in history can deepen the understanding of change.	Criterion A: Knowing and understanding iii. Demonstrate knowledge of the links between the information acquired and artwork created. Criterion C: Thinking Creatively i. Identify an artistic intention Criterion D: Responding ii. Recognize that the world contains inspiration of influence of art.	Communication: -Use appropriate forms of writing for different purposes and audiences Self-Management: -Keep a process journal to record reflections Research: -Seek a range of perspectives from multiple and varied sources	VA:Cr2.2.7a : Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. VA:Pr5.1.7a : Based on criteria, analyze and evaluate methods for preparing and presenting art Skill/Technique: Innovative Painting & Artist Reflections (Service Learning)
Year 3, Unit 2: “Art is Revolutionary”	Change	Communication & Representation	Globalization & Sustainability Exploration: Human Impact	Communication has the potential to be a vehicle for change and	Criterion A: Knowing and understanding iii. Demonstrate knowledge of the links between the	Communication: -Use appropriate forms of writing for different purposes and audiences	VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

<p>Ms. Jimenez</p>			<p>on the Environment</p>	<p>have a human impact on the environment.</p>	<p>information acquired and artwork created. Criterion C: Thinking Creatively iii. Demonstrate the exploration of ideas to shape artistic intention through to the point of realization Criterion D: Responding i. Outline connections & transfer learning to new settings</p>	<p>Self-Management: -Keep a process journal to record reflections Research: -Seek a range of perspectives from multiple and varied sources</p>	<p>VA:Pr5.1.8a: Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer. Skill/Technique: Murals & Mosaic & Artist Statement (Service Learning)</p>
<p>Year 1, Unit 3: “Art & Other Subjects” Ms. Jimenez</p>	<p>Aesthetics</p>	<p>Style & Expression</p>	<p>Identity & Relationships Exploration: Identity formation & Self-Esteem</p>	<p>Understanding aesthetics while demonstrating personal growth can shape an individual’s identity as well as increase self-esteem.</p>	<p>Criterion A: Knowing and understanding iii. Demonstrate knowledge of the links between the information acquired and artwork created. Criterion B: Developing skills ii. Demonstrate the application of skills and techniques to create, perform and/or present art. Criterion D: Responding iii. Evaluate certain elements/principles of artwork.</p>	<p>Self-Management: -Demonstrate persistence and perseverance -Keep a process journal to record reflections Research: -Seek a range of perspectives from multiple and varied sources</p>	<p><u>National Core Art Standard</u> VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art. VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. Skill/Technique: Blackout Poetry & Tessellation Technique</p>

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

<p>Year 2, Unit 3: “Art & Other Subjects” Ms. Jimenez</p>	<p>Aesthetics</p>	<p>Composition & Presentation</p>	<p>Scientific & Technical Innovation</p> <p>Exploration: Models</p>	<p>Through the utilization of mathematical models as a basis of technical innovation, students foster artistic abilities (aesthetics).</p>	<p>Criterion A: Knowing and understanding iii. Demonstrate knowledge of the links between the information acquired and artwork created.</p> <p>Criterion B: Developing skills ii. Demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Criterion D: Responding iii. Evaluate certain elements/principles of artwork.</p>	<p>Self-Management: -Demonstrate persistence and perseverance -Keep a process journal to record reflections</p> <p>Research: -Seek a range of perspectives from multiple and varied sources</p>	<p>VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>VA:Pr5.1.7a : Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>Skill/Technique: Book Cover & Figurative v. Literal language illustration (Interdisciplinary study w/ Mrs. Goldbaum)</p>
<p>Year 3, Unit 3: “Art & Other Subjects” Ms. Jimenez</p>	<p>Aesthetics</p>	<p>Visual Culture & Composition</p>	<p>Personal & Cultural Expression</p> <p>Exploration: Fields & Disciplines</p>	<p>Through the exploration of specific fields and disciplines, one can begin to develop an understanding of analysis and demonstrate</p>	<p>Criterion A: Knowing and understanding ii. Demonstrate knowledge of the role of art form in original & displaced contexts</p> <p>Criterion B: Developing skills</p>	<p>Self-Management: -Demonstrate persistence and perseverance -Keep a process journal to record reflections</p>	<p>VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p>VA:Re.7.1.8a: Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p>

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

				applied aesthetics.	ii. Demonstrate the application of skills and techniques to create, perform and/or present art. Criterion D: Responding iii. Evaluate the artwork of self and others	Research: -Seek a range of perspectives from multiple and varied sources	Skill/Technique: 2pt Perspective & Artist Reflection
Year 1, Unit 4: “Creativity Is A Wild Mind & Disciplined Eye” Ms. Jimenez	Creativity	Composition & Narrative	Fairness & Development Exploration: Human Capability & Development	Through the study of social fairness and Human capability, One can creatively illustrate peace & conflict resolution.	Criterion A: Knowing and understanding i. Demonstrate knowledge of the art form studied, including the use of appropriate language Criterion C: Thinking Creatively ii. Identify alternative and perspectives. Criterion D: Responding iii. Evaluate certain elements/principles of artwork.	Self-Management: -Demonstrate persistence and perseverance -Keep a process journal to record reflections Research: -Seek a range of perspectives from multiple and varied sources	<u>National Core Art Standard</u> VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art. VA:Pr4.1.6a: Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork Skill/Technique: 3D Sculpture & Artist Statement
Year 2, Unit 4: “Creativity Is A Wild Mind & Disciplined Eye” Ms. Jimenez	Creativity	Composition & Expression	Orientation of Time & Space Exploration: Adaption	Through creativity, one can narrate their understanding of evolution and adaption by incorporating	Criterion A: Knowing and understanding iii. Use acquired knowledge to inform their artwork Criterion C: Thinking Creatively	Communication: -Give and receive meaningful feedback -Use appropriate forms of writing for different purposes and audiences Social:	VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created,

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

				various techniques and mediums.	<p>i. Develop a feasible, clear imaginative, and coherent artistic intention.</p> <p>Criterion D: Responding</p> <p>ii. Create an artistic response inspired by the world around them</p>	<p>-Give and receive meaningful feedback</p> <p>Self-Management:</p> <p>-Demonstrate persistence and perseverance</p> <p>-Keep a process journal to record reflections</p> <p>Research:</p> <p>-Seek a range of perspectives from multiple and varied sources</p>	<p>the available resources, and cultural uses.</p> <p>Skill/Technique: 2D, 1pt Perspective, & Peer Critique</p>
<p>Year 3, Unit 4: “Creativity Is A Wild Mind & Disciplined Eye” Ms. Jimenez</p>	Creativity	Composition & Visual Culture	<p>Scientific & Technical Innovation</p> <p>Exploration: Processes</p>	<p>The creative application of models and processes validates the comprehension of scientific and technological advances in society.</p>	<p>Criterion A: Knowing and understanding</p> <p>iii. Use acquired knowledge to inform their artwork</p> <p>Criterion C: Thinking Creatively</p> <p>i. Develop a feasible, clear imaginative, and coherent artistic intention.</p> <p>Criterion D: Responding</p> <p>ii. Create an artistic response inspired by the world around them</p>	<p>Communication:</p> <p>-Give and receive meaningful feedback</p> <p>-Use appropriate forms of writing for different purposes and audiences</p> <p>Social:</p> <p>-Give and receive meaningful feedback</p> <p>Self-Management:</p> <p>-Demonstrate persistence and perseverance</p> <p>-Keep a process journal to record reflections</p> <p>Research:</p> <p>-Seek a range of perspectives from</p>	<p>VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Pr5.1.8a: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>Skill/Technique: Drawing Grid, <u>Agamographs</u> & Self Critique</p>

Visual Art (Year 1, 2, 3) – grades 6-8

Ms. Jimenez

						multiple and varied sources	
--	--	--	--	--	--	-----------------------------	--