

Subject Group Overview

Visual Arts (MYP 1)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1 Visual Arts - Prehistoric Art: The first written evidence of communication - Unit1	Communication	Arts: Visual arts: Interpretation Narrative	Orientation in space and time		A: Knowing and understanding <ul style="list-style-type: none"> - i. demonstrate awareness of the art form studied, including the use of appropriate language - ii. demonstrate awareness of the relationship between the art form and its context - iii. demonstrate awareness of the links between the knowledge acquired and artwork created B: Developing skills <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively <ul style="list-style-type: none"> - iii. demonstrate the exploration of ideas D: Responding <ul style="list-style-type: none"> - ii. recognize that the world contains inspiration or influence for art 		
MYP1 Visual Arts Prehistoric art: The first documents in history Unit1	Communication	Arts: Visual arts: Interpretation Narrative	Orientation in space and time	The influence of nature and the environment on primitive cultures' art, development and spiritual beliefs.	A: Knowing and understanding <ul style="list-style-type: none"> - i. demonstrate awareness of the art form studied, including the use of appropriate language - ii. demonstrate awareness of the relationship between the art form and its context - iii. demonstrate awareness of the links between the knowledge acquired and artwork created B: Developing skills <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied D: Responding <ul style="list-style-type: none"> - ii. recognize that the world contains inspiration or influence 	Self-management III. Organization skills IV. Affective skills	Skills: Students are relatively new to MYP, knowledge and skills regarding the course overview are limited. However, initial use of the creative cycle will help them gain knowledge and develop initial skills.

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				for art		
MYP 1 Interdisciplinary Unit: Cultural Identity and traditions	Communities	Individuals and societies: Integrated humanities: Culture Identity Arts: Visual arts: Expression Presentation Arts: Expression Genre	Identities and relationships	The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.	Individuals and societies - Integrated humanities A: Knowing and understanding <ul style="list-style-type: none"> - i. use vocabulary in context B: Investigating <ul style="list-style-type: none"> - ii. follow an action plan to explore a research question - iii. collect and record relevant information consistent with the research question - iv. reflect on the research process and results C: Communicating <ul style="list-style-type: none"> - i. communicate information and ideas with clarity - iii. list sources of information in a way that follows the task instructions D: Thinking critically <ul style="list-style-type: none"> - i. identify the main points of ideas, events, visual representation or arguments - iv. identify different views and their implications C: Thinking creatively <ul style="list-style-type: none"> - i. identify an artistic intention - ii. identify alternatives and perspectives - iii. demonstrate the exploration of ideas. D: Responding <ul style="list-style-type: none"> - i. identify connections between art forms, art and context, or art and prior learning - iii. evaluate certain elements or principles of artwork. B: Developing skills <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art. 	Skills: Names of holidays and some basic information on traditions of different cultures Music and lyrics of songs Basic knowledge of card design and construction skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.
Interdisciplinary Unit Visual Arts Music Chinese French German Italian Spanish						
MYP1 Visual Arts - Aesthetics Global				Arts: Visual arts:		

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The dynamics of Ancient Empires - Unit 2	interaction	Innovation Style					
MYP1 Visual Arts Ancient Empires Unit2	Aesthetics Global interaction	Arts: Visual arts: Innovation Style	Globalization and sustainability	How countries become global leaders due to military power, strong leadership and excellence and advancements in the arts and sciences.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate awareness of the art form studied, including the use of appropriate language - ii. demonstrate awareness of the relationship between the art form and its context - iii. demonstrate awareness of the links between the knowledge acquired and artwork created <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. identify an artistic intention - ii. identify alternatives and perspectives - iii. demonstrate the exploration of ideas <p>D: Responding</p> <ul style="list-style-type: none"> - i. identify connections between art forms, art and context, or art and prior learning - ii. recognize that the world contains inspiration or influence for art - iii. evaluate certain elements or principles of artwork 	<p>Self-management III. Organization skills</p> <p>Thinking</p>	<p>Skills:</p> <p>The previous study of Greek art on clay vases, the use of the black silhouette and carved images. Continuing the previous study of daily life as art in ancient times, from pre-historic to Egyptian art.</p> <p>Study of Roman architecture and how they used their art to show their power. Skills in technical design to be learned during this unit.</p> <p>Study of Roman art and architecture and its use to show power in the Roman Empire. Technical design of arches, to be learned during this unit.</p>
The heart of the landscape	Identity	Arts: Visual arts: Expression Representation	Orientation in space and time		<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - iii. demonstrate awareness of the links between the knowledge acquired and artwork created <p>B: Developing skills</p> <ul style="list-style-type: none"> - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. identify an artistic intention 	<p>Communication I. Communication skills</p> <p>Self-management III. Organization skills IV. Affective skills V. Reflection skills</p>	

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								<ul style="list-style-type: none"> - iii. demonstrate the exploration of ideas <p>D: Responding</p> <ul style="list-style-type: none"> - i. identify connections between art forms, art and context, or art and prior learning - ii. recognize that the world contains inspiration or influence for art
CHINESE LANTERNS								
CLOTHING as STORYTELLING	Communication Culture Perspective	Arts: Visual arts: Composition Expression Narrative						
MYP 1 English/Art 2019/20 - Unit 3: Do the right thing (VI Draft)	Communication Creativity	Arts: Visual arts: Visual culture Other: Learning to follow customs, requirements and rules in order to satisfy both the aesthetic and practical needs of the project	Personal and cultural expression	Learning how to transfer clear instructions and furnish information using the norms of cultural expression - Practical task in Art and English answering the main objective of the Unit: "Do the Right Thing".	A: Knowing and understanding			Content: For Art: History of Graffiti. Use of colours and social convention. Appropriate paints and tools to be used. Methods and steps for painting interior walls (Or outdoor benches). Painting Safety Tips. For English: TBD
MYP1 English/Art 2019/20 UNIT THREE: Do the right thing	Communication	Language acquisition: Phases 1–2: Message Purpose Language	Personal and cultural expression	Learning how to transfer clear instructions and furnish information using the norms of cultural	Language acquisition - English Phase 1 A: Knowing and understanding		Communication I. Communication skills Social II. Collaboration skills	Content: For English: Imperatives Conditionals
Interdisciplinary								

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<p>Unit Visual Arts</p>	<p>acquisition: Phases 3–4: Message Purpose Arts: Visual arts: Visual culture Other: Learning to follow customs, requirements, rules to satisfy both the aesthetic and practical needs of the project.</p>	<p>expression, primarily focused on transferring instructions on how to do a practical task in Art and English answering the main objective of the unit: "Do the Right Thing".</p>	<ul style="list-style-type: none"> - iii. demonstrate awareness of the links between the knowledge acquired and artwork created. <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - iii. demonstrate the exploration of ideas. <p>D: Responding</p> <ul style="list-style-type: none"> - iii. evaluate certain elements or principles of artwork. <p>A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> - i. identify basic facts, messages, main ideas and supporting details in everyday situations - ii. recognize basic conventions - iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text <p>B: Comprehending written and visual text</p> <ul style="list-style-type: none"> - i. identify basic facts, messages, main ideas and supporting details - ii. recognize basic aspects of format and style, and author's purpose for writing - iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text <p>C: Communicating in response to spoken and/or written and/or visual text</p> <ul style="list-style-type: none"> - i. respond appropriately to simple short phrases - ii. interact in simple and rehearsed 	<p>Self-management III. Organization skills IV. Affective skills V. Reflection skills</p> <p>Thinking VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills</p>	<p>Modal verbs: rules and recommendations Third conditional (Phase 3 and 4)</p> <p>For Art:</p> <p>Use of colours and social convention. Key features and strengths of paints and tools to be used effectively. Appropriate methods and steps for painting outdoor wood</p> <p>Skills:</p> <p>For English, we look at Command Terms/have to/ must/should etc. Modal verbs, first conditional, second conditional and the use of imperatives</p> <p>For Art: how to use oil paint. How to sand and which type of sandpaper to use in the right order. How to use paint in a safe manner for oneself and the local environment.</p>
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- exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

D: Using language in spoken and/or written form

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices

Phase 2

A: Comprehending spoken and visual text

- i. show understanding of messages, main ideas and supporting details in familiar situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text

B: Comprehending written and visual text

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text

C: Communicating in response to spoken and/or written and/or

visual text

- i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
- ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience

D: Using language in spoken and/or written form

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context

Phase 3

A: Comprehending spoken and visual text

- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

B: Comprehending written and visual text

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions

including aspects of format and style, and author's purpose for writing

- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

- i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
- ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context

<p>MYP1 Visual Arts- FAMILY TRADITION AND CULTURAL IDENTITY Unit4</p>	<p>Identity</p>	<p>Arts: Visual arts: Narrative Visual culture</p>	<p>Identities and relationships Personal and cultural expression</p>	<p>The awareness of indigenous systems shapes identity through visual culture and reflects personal expression</p>	<p>A: Knowing and understanding - ii. demonstrate awareness of the relationship between the art form and its context B: Developing skills - ii. demonstrate the application of skills and techniques to create,</p>	<p>Self-management V. Reflection skills</p>	<p>Content: Ndebele art à Esther Malangu Visual cultural identity</p>
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MYP1 Visual Arts Religion in Art unit4	Culture Development	Arts: Visual arts: Expression Innovation	Orientation in space and time	Religion as a powerful influence over art and the human race.	<p>perform and/or present art</p> <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - iii. demonstrate the exploration of ideas <p>D: Responding</p> <ul style="list-style-type: none"> - i. identify connections between art forms, art and context, or art and prior learning - ii. recognize that the world contains inspiration or influence for art 	<p>Communication</p> <p>I. Communication skills</p>	<p>Influence of tradition on self-identity</p> <p>Crafts and cultural expression</p> <p>Traditional crafts</p> <p>Historical context and influence on craft</p>
					<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate awareness of the art form studied, including the use of appropriate language 		<p>Skills:</p> <p>Looking back over Ancient Empires and how religion, in some form, was an essential part of art. Technical design skills will be applied to future prac project.</p>

Visual Arts (MYP 2)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP 2 Arts: Light, Shadows: depicting depth	Perspective	Arts: Visual arts: Representation Style	Personal and cultural expression	Learning how to represent light and shadows working from different points of view	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - ii. demonstrate knowledge of the role of the art form in original or displaced contexts - iii. use acquired knowledge to inform their artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. outline a clear and feasible artistic intention - ii. outline alternatives, perspectives, and imaginative 	<p>Communication</p> <p>I. Communication skills</p> <p>Self-management</p> <p>III. Organization skills</p> <p>IV. Affective skills</p>	<p>Content:</p> <p>The students will study paintings by Giotto and Paolo Uccello. The students will analyze how these two painters studied and used light and shadows to give a sense of depth in their pieces of art. Moreover, the students will learn and practice shading techniques and produce a project based on this unit statement of enquiry.</p>

From Giotto to Masaccio and the third dimension	Aesthetics	<p>Arts: Visual arts: Interpretation Representation</p> <p>Other: Using the laws of nature determine more fully the representation of objects. Science becomes a feature of design and interpretation of reality in paintings through the study of new media</p>	Personal and cultural expression	Why were these artists so important to the Italian Renaissance and how did he achieve so much through local artistic programmes and commissions?	<p>solutions</p> <ul style="list-style-type: none"> - iii. demonstrate the exploration of ideas through the developmental process to a point of realization <p>D: Responding</p> <ul style="list-style-type: none"> - i. outline connections and transfer learning to new settings - ii. create an artistic response inspired by the world around them - iii. evaluate the artwork of self and others <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - ii. demonstrate knowledge of the role of the art form in original or displaced contexts - iii. use acquired knowledge to inform their artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. outline a clear and feasible artistic intention - ii. outline alternatives, perspectives, and imaginative solutions - iii. demonstrate the exploration of ideas through the developmental process to a point of realization <p>D: Responding</p> <ul style="list-style-type: none"> - i. outline connections and transfer learning to new settings - ii. create an artistic response inspired by the world around them - iii. evaluate the artwork of self and others 	<p>Communication</p> <p>I. Communication skills</p> <p>Self-management</p> <p>III. Organization skills</p> <p>IV. Affective skills</p>	<p>Skills:</p> <p>The understanding of this unit is very much based on strong knowledge of primitive art so that the revolution of dimension can be assessed and calculated.</p>
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The High Renaissance	Communities Development	Arts: Visual arts: Innovation Presentation	Orientation in space and time	The High Renaissance: how it changed the world they lived in and how it impacted on the world we live in today.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - iii. use acquired knowledge to inform their artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. outline a clear and feasible artistic intention - ii. outline alternatives, perspectives, and imaginative solutions - iii. demonstrate the exploration of ideas through the developmental process to a point of realization <p>D: Responding</p> <ul style="list-style-type: none"> - i. outline connections and transfer learning to new settings - ii. create an artistic response inspired by the world around them - iii. evaluate the artwork of self and others 	<p>Thinking</p> <p>VIII. Critical thinking skills IX. Creative thinking skills</p> <p>Communication</p>	<p>Content:</p> <p>The understanding of this unit and the procedural knowledge of the statement of inquiry is very much connected consistently with what the students have been learning in the previous unit, which has provided them with the appropriate conceptual instruments</p> <p>Skills:</p> <p>further exploration of perspective drawing techniques, Chiaroscuro and painting techniques</p>
So Baroque!	Change	Arts: Visual arts: Innovation Representation	Orientation in space and time	Changes of cultural environment that are shared by people reflect in artistic development. During the Baroque period there were changes in social behaviour, mentality, design and style and these had consequences on the artists' expression and on	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - ii. demonstrate knowledge of the role of the art form in original or displaced contexts - iii. use acquired knowledge to inform their artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p>	<p>Thinking</p> <p>VIII. Critical thinking skills IX. Creative thinking skills</p>	<p>Content:</p> <p>Students will understand the history of art in Italy thanks to the previous theoretical study of the Renaissance period</p> <p>Skills:</p> <p>Understanding how to analyse a painting and its narrative will come from the High Renaissance unit</p>

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				people perceptions.	<ul style="list-style-type: none"> - i. outline a clear and feasible artistic intention - ii. outline alternatives, perspectives, and imaginative solutions - iii. demonstrate the exploration of ideas through the developmental process to a point of realization 		
					<p>D: Responding</p> <ul style="list-style-type: none"> - i. outline connections and transfer learning to new settings - ii. create an artistic response inspired by the world around them - iii. evaluate the artwork of self and others 		
Developing Creativity	Creativity	Arts: Visual arts: Interpretation Representation	Personal and cultural expression	Students will make stock of the cumulated knowledge of the previous art units in order to develop and create their own art objects. They will need to interpret the ideas and techniques studied over the year in order to represent at their best their creativity.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - ii. demonstrate knowledge of the role of the art form in original or displaced contexts - iii. use acquired knowledge to inform their artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. outline a clear and feasible artistic intention - ii. outline alternatives, perspectives, and imaginative solutions - iii. demonstrate the exploration of ideas through the developmental process to a point of realization <p>D: Responding</p> <ul style="list-style-type: none"> - i. outline connections and transfer learning to new settings - ii. create an artistic response 	<p>Self-management</p> <p>III. Organization skills</p>	<p>Content:</p> <p>Students will be enabled thanks to the previous units and the systematic review of ideas and art styles in this unit.</p>

inspired by the world around them

Visual Arts (MYP 3)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Creation of an artistic PORTFOLIO							
MYP3: ENG. Unit 3 Romanticism: The new frontier	Change	Arts: Visual arts: Boundaries Innovation	Orientation in space and time	Turning points in art history and in literature and the importance of cultural and artistic revolution.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - ii. demonstrate knowledge of the role of the art form in original or displaced contexts <p>D: Responding</p> <ul style="list-style-type: none"> - iii. evaluate the artwork of self and others <p>B: Organizing</p> <ul style="list-style-type: none"> - employ organizational structures that serve the context and intention <p>C: Producing text</p> <ul style="list-style-type: none"> - select relevant details and examples to develop ideas. <p>D: Using language</p> <ul style="list-style-type: none"> - use appropriate and varied vocabulary, sentence structures and forms of expression - write and speak in an appropriate register and style - use correct grammar, syntax and punctuation - spell (alphabetic languages), write (character languages) and pronounce with accuracy <p>A: Analysing</p> <ul style="list-style-type: none"> - identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts - identify and explain the effects of the creator's choices on an audience 	<p>Self-management</p> <p>IV. Affective skills V. Reflection skills</p>	<p>Skills:</p> <p>Students will study the history of the period before the test, referring back to MYP2 studies of the Renaissance and Baroque art in order to help them understand how this period revolutionised art. Prior knowledge on analysing an artwork will be transferred from MYP2 studies on Botticelli. Prior knowledge in basic painting techniques will help the students to understand the change in techniques in the Romantic period.</p> <p>English B • Students will be able to identify the major themes of English Romantic poetry. • Students will better understand the historical origins of English Romantic poetry. • Students will better understand the genre of English Romantic poetry. • Students will identify the major English Romantic poets. • Students will better analyze figurative language of Romantic poetry, including simile, metaphor and personification. • Students will better</p>

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- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts.

recognize the presence of poetic sound devices such as alliteration, assonance and rhyme. • Students will have a working knowledge of the forms Romantic poetry can take. • Students will acquire presentation skills by demonstrating appropriate consideration of audience and purpose. • Students will learn to work independently as well as in groups of their peers. • Students will learn to accept and give constructive criticism from an audience of their peers. • Students will recognize and properly cite credible resources, including those found on the Internet .

MYP 3 Arts: Post-Impressionism: the art of Vincent Van Gogh

Aesthetics

Arts: Visual arts: Personal and Expression Style cultural expression

The role of the artist in the definition of stylistics and expressive motifs

A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

D: Responding

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and

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Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Avant Garde and the Future of Art	Change	Arts: Visual arts: Boundaries Composition Expression	Identities and relationships	The Avant Garde shaping the world: Changing mentality, changing history.	<p>others</p> <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language - ii. demonstrate knowledge of the role of the art form in original or displaced contexts - iii. use acquired knowledge to inform their artwork <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. outline a clear and feasible artistic intention - ii. outline alternatives, perspectives, and imaginative solutions <p>D: Responding</p> <ul style="list-style-type: none"> - i. outline connections and transfer learning to new settings - ii. create an artistic response inspired by the world around them - iii. evaluate the artwork of self and others 	Thinking VIII. Critical thinking skills	Skills: theory from the previous unit will be continued into this one, continuing the understanding of the revolution of art, specifically Expressionism/Munch, Cubism/Picasso, Abstract art/Matisse. Practical skills will be enhanced, based on previous technical skills learned in MYP1 and 2.

Visual Arts (MYP 4)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How can art be (visually) provocative	Communication	Arts: Visual arts: Expression Visual culture	Identities and relationships	Analyzing and referring to the visual culture created by these artists, the students will experiment and, then, create their own artworks, that is the most effective way to communicate their own feelings and opinions.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology - ii. demonstrate an understanding of the role of the art form in original or displaced contexts - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied 	Thinking VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	<p>Content:</p> <p>Banksy and the phenomenology behind his hidden identity conveying a peaceful, but provocative and ironic message of "guerrilla art" against what he believes are injustices in contemporary societies around the world.</p> <p>Introduction to the philosophy behind some provocative contemporary artists, such as Andy Warhol and Roy Lichtenstein</p>

Mixed media contemporary art techniques	Communication	Arts: Visual arts: Expression Visual culture	Personal and cultural expression	Interpretation of early Pop Art in contemporary visual imaginery. The students will experiment with the techniques of the artists under study and eventually produce their own artworks, with their own message to deliver, inspired by the examples analyzed in the Unit.	<ul style="list-style-type: none"> - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. develop a feasible, clear, imaginative and coherent artistic intention - ii. demonstrate a range and depth of creative-thinking behaviours - iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization <p>D: Responding</p> <ul style="list-style-type: none"> - i. construct meaning and transfer learning to new settings - ii. create an artistic response which intends to reflect or impact on the world around them - iii. critique the artwork of self and others 	<p>(MYP 4)</p> <p>Introduction to the philosophy of a provocative artist of the contemporary pop art scene such as Keith Haring (MYP 5)</p> <p>Skills: use of stencil, mixed media and monoprint with transparent acetate</p>
				<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. develop a feasible, clear, imaginative and coherent artistic intention - ii. demonstrate a range and depth of creative-thinking behaviours - iii. demonstrate the exploration of ideas to shape artistic intention 		

Mixed-Media Contemporary Art Techniques	Aesthetics	Arts: Visual arts: Composition Interpretation	Personal and cultural expression	Students will learn how the composition of different artistic techniques are related to different ideational developments. Hence, they will understand the importance of historical and social contexts in relation with artistic expression, interpretations and techniques.	<p>through to a point of realization</p> <p>D: Responding</p> <ul style="list-style-type: none"> - i. construct meaning and transfer learning to new settings - ii. create an artistic response which intends to reflect or impact on the world around them - iii. critique the artwork of self and others <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology - ii. demonstrate an understanding of the role of the art form in original or displaced contexts - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork <p>B: Developing skills</p> <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art <p>C: Thinking creatively</p> <ul style="list-style-type: none"> - i. develop a feasible, clear, imaginative and coherent artistic intention - ii. demonstrate a range and depth of creative-thinking behaviours - iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization <p>D: Responding</p> <ul style="list-style-type: none"> - i. construct meaning and transfer learning to new settings - ii. create an artistic response which intends to reflect or impact on the world around them - iii. critique the artwork of self and 	<p>Communication</p> <p>I. Communication skills</p> <p>Thinking</p> <p>VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills</p>	<p>Content:</p> <p>The study of individual artists' trajectories, their artistic influences and their artistic legacies.</p>
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others

Visual Arts (MYP 5)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How can art be (visually) provocative	Communication	Arts: Visual arts: Expression Visual culture	Identities and relationships	Analyzing and referring to the visual culture created by these artists, the students will experiment and, then, create their own artworks, that is the most effective way to communicate their own feelings and opinions.	A: Knowing and understanding <ul style="list-style-type: none"> - i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology - ii. demonstrate an understanding of the role of the art form in original or displaced contexts - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B: Developing skills <ul style="list-style-type: none"> - i. demonstrate the acquisition and development of the skills and techniques of the art form studied - ii. demonstrate the application of skills and techniques to create, perform and/or present art C: Thinking creatively <ul style="list-style-type: none"> - i. develop a feasible, clear, imaginative and coherent artistic intention - ii. demonstrate a range and depth of creative-thinking behaviours - iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization D: Responding <ul style="list-style-type: none"> - i. construct meaning and transfer learning to new settings - ii. create an artistic response which intends to reflect or impact on the world around them - iii. critique the artwork of self and others 	Thinking VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Content: Banksy and the phenomenology behind his hidden identity conveying a peaceful, but provocative and ironic message of "guerrilla art" against what he believes are injustices in contemporary societies around the world. Introduction to the philosophy behind some provocative contemporary artists, such as Andy Warhol and Roy Lichtenstein (MYP 4) Introduction to the philosophy of a provocative pop art scene such as Keith Haring (MYP 5) Skills: use of stencil, mixed media and monoprint with transparent acetate
Is Western Contemporary Art really Western?	Culture	Arts: Visual arts: Representation Visual culture	Identities and relationships	The students will analyse and represent the	A: Knowing and understanding <ul style="list-style-type: none"> - i. demonstrate knowledge and understanding of the art form 	Thinking VIII. Critical thinking skills IX. Creative thinking skills	Content: The students will get to

visual culture of British and American artists with no-Anglo-American background (such as African, Haitian and Puerto Rican). Students will evaluate whether Western art is or not inclusive, in terms of artistic self expression, and to what extent the influence of non-Western cultures has affected the developments of contemporary art.

studied, including concepts, processes, and the use of subject-specific terminology

- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D: Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response which intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

know the unique work of Lubaina Himid, a 65 years old British artist born in Zanzibar, and translate into their own interpretation some of her artistic concepts.

Then, the student will study the works by Jean-Michel Basquiat, of Haitian and Puerto Rican descent. Again the students will experiment his techniques and use them to reproduce artistically thier own personalities or emotional perspectives.