

## Subject Group Overview

## Visual Arts (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 Arts Unit 1 2020/21 Prehistoric art: The first documents in history	Communication	Interpretation, Visual culture	Orientation in space and time  Exchange and interaction	The influence of nature and the environment on primitive artistic cultures, development of communication and spiritual beliefs.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</p> <p>iii. demonstrate awareness of the links between the knowledge acquired and artwork created</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>C: Thinking creatively</b></p> <p>iii. demonstrate the exploration of ideas</p> <p><b>D: Responding</b></p> <p>ii. recognize that the world contains inspiration or influence for art</p> <p>iii. evaluate certain elements or principles of artwork</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Self-management:</b></p> <p>By reaching each goal lesson by lesson, students will have a basic understanding of how to plan out taking notes accurately, an artwork and utilize class time to their maximum ability</p> <p>This will be the students first experience with their Process Journals and Creative Cycle which will also guide them in their self management and learning experience. Students will be encouraged to practice the technical method first in a rough draft before planning their final design to help them understand that it is an art form that requires patience and has a certain level of difficulty attached to it due to the fact that it is slow and precise.</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> </ul>	<p>Students study cave painting (focusing on the Lascaux caves), mobiliary art and explore the link with prehistoric Australian art and the spirituality of Aboriginal art.</p> <p>They learn techniques to reproduce pictographs and petroglyphs. Moreover, they are introduced to the technique of Aboriginal dot art, they will learn about the stories of the Rainbow Snake, its uniqueness in terms of one of the oldest beliefs still present in Aboriginal tradition. Then, they will reproduce the Snake, using dot art.</p> <p>Conceptually they analyse the relationship between artistic items, religious beliefs and ceremonies.</p>

## Subject Group Overview

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MYP1 Arts Unit 2 2020/21 Ancient Empires	Aesthetics	Innovation, Style	Globalization and sustainability  Diversity and interconnection	How countries become global leaders due to military power, strong leadership and excellence and advancements in the arts and sciences.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</p> <p>iii. demonstrate awareness of the links between the knowledge acquired and artwork created</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>C: Thinking creatively</b></p> <p>i. identify an artistic intention</p> <p>ii. identify alternatives and perspectives</p> <p>iii. demonstrate the exploration of ideas</p> <p><b>D: Responding</b></p> <p>i. identify connections between art forms, art and context, or art and</p>	<ul style="list-style-type: none"> <li>Keep an organized and logical system of information files/ notebooks</li> </ul> <p>Description</p> <p><b>Self-management Thinking</b></p> <ul style="list-style-type: none"> <li>IX. Creative thinking skills</li> <li>Generating novel ideas and considering new perspectives</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p>Students study arts, styles and architectures from major civilizations such as Egypt, Greece, and Rome.</p> <p>They learn how Egyptians used fixed canons to draw human figures. Students will create, give salience and reproduce Egyptian gods/goddesses, using the rules learned on the Egyptian canon. Then, they will write the name of the god created with the canon on a cartouche using hieroglyphics.</p> <p>Students create a vase using clay, and then will decorate it with Greek-based style, using 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>They study the Roman architecture focusing on bridges' engineering and the link with the Egyptian revolutionary</p>

## Subject Group Overview

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prior learning  
ii. recognize that the world contains inspiration or influence for art  
iii. evaluate certain elements or principles of artwork

architectonic styles. Furthermore, study of how Romans used their art to show their power in the Roman Empire. Technical design of arches, to be learned during this unit.

## Subject Group Overview

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MYP1 IDU LA English Visual Arts 2020/21 UNIT 3: "Do the right thing"	Culture	<b>Language acquisition - English</b> <i>Phase 2</i> - Message, Purpose  <i>Phase 3</i> - Message, Purpose  <i>Phase 4</i> - Purpose, Message	Personal and cultural expression  Visual Arts	Learning how to transfer clear instructions and furnish information on why a procedure is important, using the norms of cultural expression, allows us to work better in teams. To do large-scale Artwork requires team work too. A task in Art also involves keeping safe and doing a good, long-lasting job, which is the principal objective of the unit: to "Do the Right Thing".  By respecting Cultural norms, we also see that there is probably a good reason why things are done in a certain way. Similarly, rules and norms, in a democratic society, are generally formed using common sense, guiding us to "do the right thing", aligning what we have to do with what we should. The study of the language helps us to work better in teams and do more Service in our community.	<b>Arts - Visual Arts</b> <b>A: Knowing and understanding</b> 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>B: Developing skills</b> 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 <b>C: Thinking creatively</b> i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas <b>D: Responding</b> i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the	<b>Learning Experiences:</b>  <b>Social:</b> Since the benches are in the public domain, the students will have to pay particular attention to not damage the area and the objects within it with permanent gloss paint. This aspect will encourage them to help each other effectively and take responsibility for safety...something they MUST do.  The students must bring their own protective material. During the application of the final coat in particular, the students will have to be able to overcome distractions.	For English:  Imperatives  Conditionals Modal verbs: rules and recommendations Third conditional (Phase 3 and 4)  For Art:  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
<b>Interdisciplinary Unit</b> Visual Arts		<b>Arts - Visual Arts</b> Visual culture  <b>Other:</b> Procedure : Learning to follow customs, requirements and rules to satisfy both the aesthetic and practical needs of the project.  Why we say things in a certain way, why we paint things a certain colour, is determined by our culture.					

world contains  
inspiration or influence  
for art  
iii. evaluate certain  
elements or principles  
of artwork

### **First Assessment 2020**

### **Language acquisition - English**

*Phase*

#### **A Listening**

Emergent level (phase 1  
and 2)

- i. identify explicit and  
implicit information  
(facts, opinions,  
messages and  
supporting details)
- ii. analyse conventions
- iii. analyse connections

Capable level (phase 3  
and 4)

- i. identify explicit and  
implicit information  
(facts, opinions,  
messages and  
supporting details)

- ii. analyse conventions
- iii. analyse connections

#### **B Reading**

Emergent level (phase 1  
and 2)

- i. identify explicit and  
implicit information  
(facts, opinions,  
messages and  
supporting details)

- ii. analyse conventions
- iii. analyse connections

Capable level (phase 3 and 4)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

### **C Speaking**

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in comprehensible manner
- iv. communicate all the required information clearly and effectively

Capable level (phase 3 and 4)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively

### **D Writing**

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures

# Subject Group Overview

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MYP1 Arts Unit 4 2020/21 Religion in Art, Romanesque and Gothic	Culture	Expression, Innovation	Orientation in space and time  Turning points and “big history”	Religion as a powerful influence over art and the human kind.	<p>generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context Capable level (phase 3 and 4)</p> <p>i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><b>A: Knowing and understanding</b> i. demonstrate awareness of the art form studied, including the use of appropriate language</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b> Study of stained glass art and the manner in which the French used</p>	<p>The students will look back over Ancient Empires and how religion, in some form, was an essential part of art. This will bridge to the study of the French, their religion, and social</p>

# Subject Group Overview

it to communicate bible stories and promote religion by way of light, colour and size.

Students to create their own glass design, being able to tell thier story with non-verbal communication (colour, image)

**Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Interpret and use effectively modes of non-verbal communication

history to better understand why their art made such a break from what had been done before.

The Gothic period became an influential period in history, because of the religious influence on art and for the new revolutionary techniques in architecture.

The students will focus on the study of stained glass art, technical design skills will be applied to future practice project.

Students will create their own glass design, telling thier own story.

## Visual Arts (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 Arts Unit 1 2020/21: Light, Shadows: depicting depth	Perspective	Representation, Style	Personal and cultural expression	Learning how to represent light and shadows working from different points of view and with different techniques.	<p><b>A: Knowing and understanding</b></p> <p>iii. use acquired knowledge to inform their artwork</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b></p> <p>The students will have to show that they are able to follow a creative cycle in their process journals and that they are capable of having</p>	<p>The students will study paintings by Giotto (Arena Chapel), Paolo Uccello and other artists. The students will analyze how these painters studied and used light and shadows to give a sense of depth in their pieces of art. The students will learn and practice shading</p>



# Subject Group Overview

					<p>the art form in original or displaced contexts</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p> <p><b>D: Responding</b></p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p>	<p>them always in a good shape.</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Bring necessary equipment and supplies to class</li> <li>• IV. Affective skills</li> <li>• Managing state of mind</li> <li>• Mindfulness</li> <li>• Practise focus and concentration</li> <li>• Practise strategies to overcome distractions</li> <li>• Self-motivation</li> </ul>	<p>techniques and produce a project based on this unit statement of inquiry.</p>
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Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 Arts Unit 2 2020/21: From Giotto to Masaccio and the third dimension	Aesthetics	Interpretation, Representation	<p>Personal and cultural expression</p> <p>Analysis and argument</p>	Why were these artists so important to the Italian Renaissance and how did he achieve so much through local artistic programmes and commissions?	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>iii. use acquired knowledge to inform</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b></p> <p>The students will be encouraged to negotiate ideas, take</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.

their artwork  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts

**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**

ii. outline alternatives, perspectives, and imaginative solutions  
i. outline a clear and feasible artistic intention  
iii. demonstrate the exploration of ideas through the developmental process to a point of realization

**D: Responding**

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

notes in an effective way for comprehension , make personal research for pleasure and to boost their imaginary, experiment techniques.

**Self-management:**

Students will have to show all their planning within the creative cycle in their Process Journal. This will help them to keep track of their progress, to be consistent in their commitment and use of their imaginary.

**Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Negotiate ideas and knowledge with peers and teachers
- Reading, writing and using language to gather and communicate information
- Read a variety of sources for information and for pleasure

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 Arts Unit 3 2020/21: The High Renaissance	Change	Innovation, Presentation	Orientation in space and time  Epochs, Turning points and “big history”	The High Renaissance: how it changed the world they lived in and how it impacted on the world we live in today.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>iii. use acquired knowledge to inform their artwork</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p><b>C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p> <p><b>D: Responding</b></p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Thinking:</b></p> <p>The students will be encouraged to gather relevant information on the topic of the unit, to take notes in an effective way for comprehension , consider ideas from multiple perspectives to boost their imaginary. Furthermore, they will be encouraged to experiment with existing techniques to create works in new ways. They will have to show all of this within the creative cycle in their process journal.</p> <p><b>Communication Thinking</b></p> <ul style="list-style-type: none"> <li>• VIII. Critical thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Consider ideas from multiple perspectives</li> <li>• IX. Creative thinking skills</li> <li>• Generating novel</li> </ul>	<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>further exploration of perspective drawing techniques, Chiaroscuro and painting techniques</p>

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 Arts Unit 4 2020/21: So Baroque!	Change	Innovation, Representation	Orientation in space and time  Civilizations and social histories, Heritage, Turning points and “big history”	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 people perceptions.	<p><b>A: Knowing and understanding</b></p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>iii. use acquired knowledge to inform their artwork</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and</p>	<p>ideas and considering new perspectives</p> <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul> <p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Thinking:</b></p> <p>The students will be encouraged to consider the topics of the unit from an interdisciplinary perspective. They will have to take notes in an effective way for comprehension. Furthermore, they will be encouraged to experiment with existing techniques to create works in new ways. They will have to show all of this within the creative cycle in their process journal</p> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>VIII. Critical thinking skills</li> <li>Analysing and evaluating issues and ideas</li> </ul>	<p>Students will understand the history of art in Italy thanks to the previous theoretical study of the Renaissance period</p> <p>Understanding how to analyse a painting and its narrative will come from the High Renaissance unit</p>

# Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 Arts Unit 5 2020/21: Developing Creativity	Creativity	Interpretation, Representation	Personal and cultural expression  Artistry, Craft, Creation	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.	imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization <b>D: Responding</b> 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	<ul style="list-style-type: none"> <li>Consider ideas from multiple perspectives</li> <li>Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding</li> <li>IX. Creative thinking skills</li> <li>Generating novel ideas and considering new perspectives</li> <li>Make unexpected or unusual connections between objects and/or ideas</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p>Students will be enabled thanks to the previous units and the systematic review of ideas and art styles in this unit.</p> <p>Students will use and develop the skills learned in previous units. Moreover, they will learn how to combine different artistic techniques.</p>

## Subject Group Overview

- the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art
- C: Thinking creatively**
- 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
- D: Responding**
- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- Managing time and tasks effectively
  - Plan short- and long-term assignments; meet deadlines
  - Plan strategies and take action to achieve personal and academic goals

## Visual Arts (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 Arts Unit 1 2020/21 Creation of an artistic PORTFOLIO	Creativity	Representation, Expression	Personal and cultural expression  Practice and competency	Personal expression is enhanced through the acquisition, by practice and competency, of the ability to creatively represent established cultural ideas and artistic techniques.	<b>A: Knowing and understanding</b> 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>B: Developing skills</b> i. demonstrate the	Description  <b>Thinking</b> • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Inquire in different contexts to gain a different perspective	The students will use the techniques learned through the units under study to realise artworks with important meanings for them.  The main artistic movements and ideals that inspire the students are those of Neoclassicism, Romanticism, Impressionism, Post-Impressionism and Avant-Garde.

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 Arts Unit 2 2020/21 From Neoclassicism to Impressionism, through the 'new frontier' of Romanticism	Change	Boundaries, Innovation	Orientation in space and time  Turning points and "big history"	Turning points in art history and in literature and the importance of cultural and artistic revolution.	<p>acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization</p> <p><b>D: Responding</b></p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Self-management:</b></p> <p>Students will study in groups to share information and help each other in understanding the topic and create a more energetic atmosphere</p> <p>Individual study, both at</p>	<p>Among the different artistic techniques: watercolors, collages, mix-media, representing the nature using geometry.</p> <p>Students study how classical art and canon come back and were used by artists. They focus also on how development of technical and scientific fields affected philosophy and art making. Then, the new wave on Romanticism in humanistic realms and, in turn, in art. This has</p>

## Subject Group Overview

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MYP 3 Arts Unit 3 2020/21 Post-Impressionism: the art of Vincent Van Gogh	Aesthetics	Style, Expression	Personal and cultural expression  Artistry	The role of the artist in the definition of stylistics and expressive motifs	<b>A: Knowing and understanding</b> 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	<p>home and in the class room Group discussion and reading of the subject in order to enhance inquiry Reading of related texts in short bursts, interrupted by question and discussion time, to help keep the class focused and on track. Students given time in class to reflect on their own study, using the questions in ATL (consider content) to help them understand what they need to work on.</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Reading, writing and using language to gather and communicate information</li> <li>Read critically and for comprehension</li> </ul>	<p>paved the way to Impressionism.</p> <p>Students study classical myths and create and reproduce new ones.</p> <p>They learn how to creatively draw seascapes and landscapes able to trigger emotions through the use of colour.</p> <p>They explore the use of colour palet to reproduce and reinterpret Romantics' and Impressionists' revolutionary art techniques.</p>



## Subject Group Overview

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MYP3 Arts Unit 4 2020/21 The Avant Garde and the Future of Art	Change	Composition, Expression	Identities and relationships  Transitions	The Avant Garde shaping the world: changing mentality, changing history and the course of contemporary art.	<p>knowledge to inform their artwork</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>D: Responding</b></p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p> <p><b>A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to inform their artwork</p> <p><b>C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Thinking:</b></p> <p>Students will learn the thought process and methods behind the Avant-Garde artists. They will be encouraged to try to apply this thought process and use the basic technical methods of Matisse in order to create their own artwork 'mini-Matisse'.</p>	<p>Students will explore artistic techniques and phenomenology of the Avant-Garde movement.</p> <p>Students will focus their practice work on reproducing the technical methods of Matisse, and the concepts and philosophy that are the foundations of his art.</p> <p>They will learn how to use collage and mixed-media techniques to create their own artwork inspired to</p>

## Subject Group Overview

**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 others

**Thinking**

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Consider ideas from multiple perspectives

Picasso's revolutionary subjects and techniques.

**Visual Arts (MYP 4)**

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 Arts Unit 1 2020/21: How can art be (visually) provocative?	Communication	Visual culture, Expression	Identities and relationships  Moral reasoning and ethical judgment	Analyzing and referring to the visual culture created by these artists, the students will experiment and create their own artworks to communicate and express their feelings and moral reasoning.	<b>A: Knowing and understanding</b> <ul style="list-style-type: none"> <li>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</li> <li>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</li> <li>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</li> </ul> <b>B: Developing skills</b> <ul style="list-style-type: none"> <li>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrate the application of skills and techniques to create, perform and/or present art</li> </ul> <b>C: Thinking creatively</b>	Description  <b>Learning Experiences:</b> <b>Thinking:</b> Students will be encouraged to work on conceptual ideas that represent real issues affecting them in their life in some way. Students will have to consider alternatives to the obvious representation of their point of view and develop different images that could show how they feel about certain issues. For instance, students have analysed and tackled a specific art work of Banksy: Dismaland. Using an ad hoc hyperdoc, students watched videos, studied deeper the subject thanks to further readings and learnt how	Banksy and the phenomenology behind his hidden identity convey a peaceful, but provocative message, through paradoxes, looking at what is going wrong with today's world and raising awareness about it.  Introduction to the philosophy of provocative contemporary artists, such as Andy Warhol, Keith Haring, Jeff Koons.  The students will investigate how artists use media to provoke, inform and take action through their artworks.

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MYP4 Arts Unit 2 2020/21 Mixed media contemporary (Pop) art investigations	Change	Innovation, Visual culture	<p>Personal and cultural expression</p> <p>Social constructions of reality</p>	Interpretation of the changes that early Pop Art brought into contemporary visual imaginary. The students will experiment with the techniques of the artists under study and eventually produce their own artworks, with their own message to deliver.	<p>i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p><b>D: Responding</b></p> <p>i. construct meaning and transfer learning to new settings</p> <p>ii. create an artistic response which intends to reflect or impact on the world around them</p> <p>iii. critique the artwork of self and others</p>	<p>to interactively explore and extend their knowledge and perspectives on provocative art.</p> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>VIII. Critical thinking skills</li> <li>Analysing and evaluating issues and ideas</li> <li>Consider ideas from multiple perspectives</li> </ul>	<p>Students are introduced to the broad spectrum of pop art, not only visual but also music, symbols and cultural trends.</p> <p>The concepts of consumerism and technical mass reproduction are tackled.</p> <p>Art practice projects based on mixed-media is one of the main unit component, along with the students' personal elaboration of what is aesthetically</p>

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

provocative.

## Visual Arts (MYP 5)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Arts Unit 1 2020/21 'Everything is art, Everything is politics' Ai Weiwei	Identity	Expression, Boundaries	Identities and relationships  Human nature and human dignity	Analysing the identities and the visual culture created by the artists under study, and exploring how cultural and societal changes influence art production.	<b>A: Knowing and understanding</b> 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	Description  Students will develop critical thinking skills, they will discuss and analyse the innovative and provocative topics tackled by the artists under study, considering ideas from multiple perspectives	The students will investigate how artists use media to provoke, inform and take action through their artworks.  They will be able to understand the innovative and provocative nature of the artists' work and the phenomenology of

# Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Arts Unit 2 2020/21 Is Western	Aesthetics	Visual culture,	Identities and	Through the analysis of	<b>A: Knowing and understanding</b>	Description	The students will get to

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

- Thinking**
- VIII. Critical thinking skills
  - Analysing and evaluating issues and ideas
  - Gather and organize relevant information to formulate an argument
  - Consider ideas from multiple perspectives

political art.  
 Students will learn the basic tenants of artistic techniques and apply them in practice producing their own art portfolio.

## Subject Group Overview

<p>Contemporary Art really Western?</p>	<p>Representation</p>	<p>relationships  Human nature and human dignity</p>	<p>the visual culture of British and American artists with no-Anglo-American background, students will evaluate whether or not Western art is inclusive, in terms of communication and artistic self expression, and to what extent the influence of non-Western cultures has affected the developments of the aesthetic of contemporary art.</p>	<p>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> <p><b>B: Developing skills</b>                      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> <p><b>C: Thinking creatively</b>                      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> <p><b>D: Responding</b>                      i. construct meaning and transfer learning to</p>	<p><b>Learning Experiences:</b>  <b>Thinking:</b>                      Students will be encouraged to consider alternatives to the obvious representation of some conceptual ideas, consider them from multiple perspectives and develop creative thinking skills, that could trigger a new perception, generating fresh ideas.</p> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• VIII. Critical thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>• Consider ideas from multiple perspectives</li> <li>• IX. Creative thinking skills</li> <li>• Generating novel ideas and considering new perspectives</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> </ul>	<p>know how the unique work of Chris Ofili translates into diverse artistic concepts and artistic phases.</p> <p>Students will experiment his techniques and use them to reproduce artistically thier own personalities and emotional perspectives.</p>
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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