

# Visual Arts in MYP 4 and 5

In MYP Visual arts students have opportunities to act as artists, as well as connoisseur of arts. Students develop through creating and presenting arts in ways that engage and convey feelings, experiences and ideas. During the course students will acquire new skills and master those developed in prior learning.

Visual Arts in the MYP stimulate imagination with focus on perception, creativity and methods such as analysis or comparison. Involvement in the arts encourages students to understand the arts in context such as culture and history. Arts challenge and enrich personal identity and build awareness of the aesthetics in a real-world context. Students are encouraged and enabled to research their own creativity during the process that starts from sketching and ends in chosen media.

The aims of MYP Visual Arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art .

Meanwhile, some changes are incorporated in Arts, and objectives in grade 9 and 10 are not the same. Grade 10 continues to work regarding objectives Knowing and understanding, Developing skills, Thinking creatively and Responding. In grade 9, there are new objectives such as: Investigating, Developing, Creating/Performing and Evaluating

## **Objectives in 9<sup>th</sup> and 10<sup>th</sup> grade (MYP5)**

### ***Investigating***

Objective includes investigation of a movement(s) or genre(s) in the chosen arts discipline and critique an artwork or performance.

### ***Developing***

Gives opportunity to explore ideas and show development of a final artwork or performance and present a clear artistic intention.

### ***Creating/Performing***

Create or perform an artwork

### ***Evaluating***

Through this objective students learn to appraise own artwork or performance and reflect on development as artists.

## **Requirements**

Visual Arts classes takes place in Art classroom with two periods a week. Most of art supplies are available in the art classroom, but students also need a notebook – so

called Process journal that is used for recording process and progress during the course.

## **MYP4**

### **Topics**

*Pattern* as first unit introduces art terminology and gives students opportunity for their own work in variety of techniques such as painting, printmaking, collage, drawing. Investigation includes Art History, traditional African and Croatian patterns.

*More than collage* is the second Unit focused on combining Modern Art images, graphic design and own work. students produce several cards – visual commentaries in a manner of Dada or Pop art.

*Art of miniature* includes research techniques to make miniature and incorporate narrative. Learning includes Art History samples mostly connected with medieval art. Relation between text and image is investigated together with contemporary media such as comic.

The last unit *Art and illusion* is focused on representation of depth and optical illusions. Through the practical work and investigation students will learn how to use optical illusion in their own work and write about art in the form of formal analysis.

## **MYP5**

### **Topics**

*My favorite techniques is the unit* that combines theory and practice through journal-glossary form. Through variety of techniques student show concepts in the book-form journal based on paintings, drawings and text in visually appealing form.

*Magic of prints* is based on practicing printmaking techniques such as cyanotype, linocut and monoprint. Students will practice combining of positive-negative shapes, contrast, understanding mirror images, coincidence incorporated in the process.

*Towards Alice in wonderland* with focus on particular book paragraphs enables students to make their own interpretation and explanation that makes connection between science and art.

*Useless machine* is mostly based on research of sculpture in modern and contemporary art and making sculpture. Students will investigate kinetic art and try to use outcomess in their own artworks.

## **Assessment**

### ***Formative assessment***

Formative assessment includes checking represented through written comments in Process journal by teacher and peer reviews mostly based on practical work.

#### *Peer review*

Within Peer review students will grade their colleagues and been graded for their own understanding of subject specific criteria.

Peer review includes grading scale (such as good start, adjustment needed, outstanding) and short explanation

Students are graded for their reviews through checking of politeness, correct use of terminology and argument.

**Summative assessment**

Summative assessment is based on MYP Assessment criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible levels of achievement (1–8), divided into four bands that generally represent:

Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

Criterion A	Investigating	Maximum 8
Criterion B	Developing	Maximum 8
Criterion C	Creating/Performing	Maximum 8
Criterion D	Evaluating	Maximum 8

Final grades are derived according to the grade boundaries provided by the IB:

Grade	Boundaries
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32