

**Subject Overview**  
**Visual Art**

**Grade 6**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and Service Learning	Assessments & MYP Objectives
<b>Unit 1: Art and Emotion - Kandinsky</b>  <i>(8 weeks)</i>	Communication	Composition Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Beauty</li> <li>Metacognition and Abstract Thinking</li> </ul>	Artists express their identity and communicate their emotions and thoughts through creative compositions in art.	<b>Self-Management - Reflection Skills</b> Set goals that are challenging and realistic  <b>Thinking - Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas  <b>Learner Profile: Communicators</b>	An introduction to drawing and mark-making  Discussion on the Elements of Art - Literacy focus and visual examples of the elements of art  Application of the Elements of Art – Personal experimentation and expression on student understanding of each element of art  Artist focused lessons - Visual, auditory and kinesthetic exploration on the work of Wassily Kandinsky – preliminary practice work  Working time for final 2D outcome, with mid-lesson self and peer reflection  Working time for final 2D outcome, with end-of-unit self and peer reflection  Working time for final 2D outcome, with end-of-unit self and peer reflection	Formatives: 1. <b>Elements of Art Poster</b> 2. <b>Process and Research Journal – Wassily Kandinsky</b> 3. <b>Mark-making practice</b> 4. <b>Practice non-objective paintings – Kandinsky-inspired</b>  Summative: 1. <b>Final Non-Objective Painting or Drawing Piece</b> – inspired by Wassily Kandinsky, students will create their final work based on their reflection on the practice non-objective paintings  <b>Criterion A: Knowing and Understanding</b>  <b>Criterion C: Thinking Creatively</b>
<b>Unit 2: Graphic Design –Stencil Logo Posters</b>	Identity	Representation Audience	Globalization and Sustainability <ul style="list-style-type: none"> <li>Commodities and</li> </ul>	Artists appreciate and represent various identities and cultures around	<b>Thinking - Creative thinking skills</b>	To learn about and apply the Principles of Design  To learn about lettering	Formatives: 1. <b>Principles of Art Poster</b> 2. <b>Process and</b>

(6 weeks)			commercialization <ul style="list-style-type: none"> <li>Natural Resources and public goods</li> </ul>	the world through art.	Apply existing knowledge to generate new ideas, products or processes	styles and approaches To learn about the role and tasks of a Graphic Designer To learn about stencil techniques To explore aspects of own, Arabic and UAE culture	<b>Research Journal</b> <ul style="list-style-type: none"> <li><b>With Basic Lettering and Stencil Practice</b></li> </ul> Summative: <ol style="list-style-type: none"> <li><b>Final Graphic Design Piece</b> – students will create their own graphic design showcasing their own cultural inspiration, using stencil techniques</li> </ol> <b>Criterion B: Developing Skills</b> <b>Criterion D: Responding</b>
<b>Unit 3: Composition and Observation: Georgia O’Keefe (6 weeks)</b>	Aesthetics	Composition Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Philosophies and Way of Life</li> <li>Beauty</li> </ul>	Composition is important in creating aesthetics, beauty, and personal expression in art.	<b>Communication Skills</b> Interpret and use effectively modes of non-verbal communication	Observation and Composition Skills using a Viewfinder Identify Georgia O’Keefe and her style of Abstract Expressionism Apply element of colour (colour theory) and principle of harmony in a painting piece	Formatives: <ol style="list-style-type: none"> <li><b>Observation and Composition Practice using a Viewfinder</b></li> <li><b>Process and Research Journal - Georgia O’Keefe</b></li> </ol> Summative: <ol style="list-style-type: none"> <li><b>Final Abstract Expressionist Painting</b> – students will create their own abstract expressionist painting inspired by Georgia O’Keefe</li> </ol> <b>B: Developing Skills</b> <b>C: Thinking Creatively</b>

					<b>Learner Profile Thinkers</b>		
<b>Unit 4:</b> Natural Forms in Sculpture: Henry Moore (5 weeks)	Aesthetics	Interpretation, Representation	Scientific and Technical Innovation <ul style="list-style-type: none"> <li>Models</li> <li>Processes and solutions</li> </ul>	Interpretation and representation are important to create aesthetics in an abstract art.	<b>Self-Management - Reflection Skills</b> Set goals that are challenging and realistic  <b>Thinking - Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art	Simplifying real-world objects into simple forms and figures – clay sculpture exercises  Research and identify Henry Moore and his style of Semi-Abstract Sculpture  Apply element of form and principle of balance in a sculpture	Formatives: <ol style="list-style-type: none"> <li><b>Abstract Forms Practice using Plasticine or clay</b></li> <li><b>Process and Research Journal - Henry Moore Artist</b></li> </ol> Summative: <ol style="list-style-type: none"> <li><b>Final Abstract Form Sculpture</b> – students will create their own abstract form sculpture using either plasticine, clay, or papier mache.</li> </ol> <b>Criterion A: Knowing and Understanding</b>  <b>Criterion B: Developing Skills</b>
<b>Unit 5:</b> Monoprinting: Spontaneity and Change in Art (5 weeks)	Change	Representation, Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Creation</li> <li>Beauty</li> </ul>	Art goes through changes in artistic representation through different techniques.	<b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats	Exploring monoprinting techniques  Research and identify Edgar Degas and his monoprint style  Apply element of texture and principle of balance in a semi-abstract monoprint artwork	Formatives: <ol style="list-style-type: none"> <li><b>Process and Research Journal - Edgar Degas</b></li> <li><b>Expressive mark-making practice - using monoprinting techniques</b></li> </ol> Summative: <ol style="list-style-type: none"> <li><b>Final Monoprinting Portrait</b> – students will create their own monoprinting portrait inspired by</li> </ol>
					<b>Learner Profile Principled</b>		
					<b>Thinking - Creative</b>		

					<p><b>thinking skills</b> Make unexpected or unusual connections between objects and/or ideas</p> <p><b>Learner Profile Inquirers</b></p>	<p>Edgar Degas</p> <p><b>Criterion A: Knowing and Understanding</b></p> <p><b>Criterion B: Developing Skills</b></p>
<p><b>Unit 6: Themed Independent Year-end Coursework (6 weeks)</b></p>	Creativity	Audience, Expression	<p>Personal and Cultural Expression</p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Artistry</li> </ul>	Artists express their creativity and artistry towards a particular audience.	<p><b>Research: Media Literacy Skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking - Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways</p> <p><b>Learner Profile Risk-takers</b></p>	<p>Planning and researching for own chosen art style/medium based on this year's learning</p> <p>Research and identify own inspiration artist relevant to chosen style/medium</p> <p>Apply elements and principles of art in own independent coursework</p> <p>Formatives: <b>1. Process and Research Journal</b></p> <p>Summative: <b>1. Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year</p> <p><b>Criterion A: Knowing and Understanding</b></p> <p><b>Criterion B: Developing Skills</b></p> <p><b>Criterion C: Thinking Creatively</b></p> <p><b>Criterion D: Responding</b></p>

**Grade 7**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills	Content	Assessments and MYP Objectives
<b>Unit 1: Training the Eye – Still-life Drawing (7 weeks)</b>	Aesthetic	Composition Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Beauty</li> <li>Artistry</li> </ul>	Artists make aesthetic compositions of objects to express how they feel about the things they see in the world.	<p><b>Self-Management - Reflection Skills</b> - Set goals that are challenging and realistic</p> <p><b>Thinking - Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art</p> <p><b>Learner Profile Inquirers</b></p>	<p>To explore and improve skills in mark-making through drawing</p> <p>To explore and respond to the works of Paul Cezanne</p> <p>To gain knowledge and understanding of the Elements of Art</p> <p>To understand and apply the elements of art to create an expressive still-life composition</p> <p>To experiment with various media and develop art skills</p>	<p>Formatives:</p> <ol style="list-style-type: none"> <li><b>Principles of Art Poster</b></li> <li><b>Process and Research Journal – Paul Cezanne</b></li> <li><b>Mark-making and observation practice drawings</b></li> </ol> <p>Summative:</p> <ol style="list-style-type: none"> <li><b>Final Still-life Drawing Piece –</b> inspired by Paul Cezanne, students will create their final work based on their practice observation drawings</li> </ol> <p><b>Criterion A: Knowing and Understanding</b></p> <p><b>Criterion B: Developing Skills</b></p>
<b>Unit 2: Pop Art (8 weeks)</b>	Identity	Time, place, and space, Communities	Orientation in Space and Time <ul style="list-style-type: none"> <li>Civilizations and social histories</li> <li>Heritage</li> </ul>	Art can be a reflection of a person's own identity and community during his lifetime.	<p><b>Thinking - Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art</p> <p><b>Thinking -Transfer Skills</b> Combine knowledge, understanding and skills to create products or solutions</p>	<p>To learn about and apply the Principles of Design</p> <p>To explain what Pop Art is and its significance to the art world</p> <p>To learn about famous Pop artists like Andy Warhol</p> <p>To explore relief/block printmaking and collage techniques</p>	<p>Formatives:</p> <ol style="list-style-type: none"> <li><b>Process and Research Journal – Andy Warhol</b></li> <li><b>Practice of blotted line technique</b></li> </ol> <p>Summative:</p> <ol style="list-style-type: none"> <li><b>Final Pop Art Piece –</b> inspired by Andy Warhol, students will create their final work based on their practice pop art works and using chosen technique either collage or relief printmaking</li> </ol>

					<b>Learner Profile Communicators</b>	To explore aspects of one's own culture, including UAE culture	<b>Criterion B: Developing Skills</b>  <b>Criterion D: Responding</b>
<b>Unit 3: Sculpture to Drawing to Paint: Mixed Media (5 weeks)</b>	Change	Composition Presentation	Personal and Cultural Expression <ul style="list-style-type: none"> <li>• Craft</li> <li>• Beauty</li> </ul>	Arts and crafts go through a process of change in composition and presentation to achieve beauty.	<b>Thinking - Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways  <b>Communication Skills</b> Interpret and use effectively modes of non-verbal communication  <b>Learner Profile Principled</b>	To explore various origami, drawing, and painting techniques  To identify and explain Mixed-media art  To create a mixed-media composition made out of origami, drawing, and painting materials	Formatives: 1. <b>Process and Research Journal - Pablo Picasso</b> 2. <b>Practice origami and mixed-media work</b> Summative: 1. <b>Final mixed-media Piece</b> – inspired by Pablo Picasso,, students will create their final mixed-media work based on their practice pieces and applying origami with drawing and painting  <b>Criterion B: Developing Skills</b>  <b>Criterion C: Thinking Creatively</b>
<b>Unit 4: Dada Art in Sculpture (5 weeks)</b>	Communication	Expression Interpretation	Personal and Cultural Expression <ul style="list-style-type: none"> <li>• Social Constructions of reality</li> <li>• Analysis and Argument</li> </ul>	Artists can communicate and express their ideas in creating artworks with different possible interpretations to spark a positive argument and change in society	<b>Communication skills</b> Use and interpret a range of discipline-specific terms and symbols  <b>Social Skills</b> Listen actively to the perspectives of others  <b>Learner Profile Reflective</b>	To explore papier mache and assemblage sculpture techniques  To identify and explain about Dada Art Movement  To create a Dada-inspired papier mache and assemblage sculpture with a social message  <b>SERVICE LEARNING:</b>	Formatives: 1. <b>Process and Research Journal – Marcel Duchamp</b> 2. <b>Practice assemblage sculpture work</b> Summative: 1. <b>Final dada-inspired Sculpture Piece</b> – inspired by Marcel Duchamp, students will create their final sculpture work based on their practice pieces and using their choice

						Students create a Dada-inspired artwork that has a certain social message which can promote change	between assemblage or papier mache techniques, or both.  <b>Criterion A: Knowing and Understanding</b>  <b>Criterion D: Responding</b>
<b>Unit 5: People Who Changed the World: Portrait Stencils (5 weeks)</b>	Perspective	Representation, Style	Globalisation and Sustainability <ul style="list-style-type: none"> <li>• Human Impact on the environment,</li> <li>• Diversity and Interconnection</li> </ul>	Artists can represent their perspectives about human impact to the world using various art styles	<b>Thinking - Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas  <b>Research Skills: Media Literacy Skills</b>  Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Learner Profile Knowledgeable</b>	To explore stencil techniques  To learn about famous stencil artists like Banksy  To research and identify people who made significant changes to the world and represent their own perspectives of them in stencil portraiture  <b>SERVICE LEARNING:</b> Students create a stencil painting of a popular figure that promotes a chosen advocacy of that person	Formatives: 1. <b>Process and Research Journal</b> – Banksy 2. <b>Practice Stencil work</b> - using Spray Paint  Summative: 1. <b>Final Stencil Art Piece</b> – inspired by Banksy, students will create their final work based on their practice stencil works and using spray painting techniques  <b>Criterion A: Knowing and Understanding</b>  <b>Criterion B: Developing Skills</b>
<b>Unit 6: Themed Independent Year-end Coursework (6 weeks)</b>	Creativity	Audience, Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>• Creation</li> <li>• Artistry</li> </ul>	Artists express their creativity and artistry towards a particular audience.	<b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use	Planning and researching for own chosen art style/medium based on this year's learning  Research and identify own inspiration artist relevant to chosen style/medium  Apply elements and principles of art in own	Formatives: 1. <b>Process and Research Journal</b> Summative: 1. <b>Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year  <b>Criterion A: Knowing and Understanding</b>

					existing works and ideas in new ways	independent coursework	<b>Criterion B: Developing Skills</b>  <b>Criterion C: Thinking Creatively</b>  <b>Criterion D: Responding</b>
					<b>Learner Profile Risk-takers</b>		

### Grade 8

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills	Content	Assessments and MYP Objectives
<b>Unit 1: Let's Face It!</b> (7 weeks)	Identity	Expression Genre	Identities and Relationships - Physical, psychological and social development - Identity Formation	Artists express their own identity through different art genres such as self-portraits.	<b>Self-Management - Reflection Skills</b> -Set goals that are challenging and realistic  <b>Thinking -Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art  <b>Learner Profile Knowledgeable</b>	To apply elements and principles of art in portraiture, mainly form, space, value, color, balance and proportion  To practice skills in portrait drawing and painting and explore basic concepts in human anatomy  To explore and respond to the works of Vincent Van Gogh  To express own emotions and personality in creating self-portraits  To experiment with various media and develop fine motor skills in drawing and painting	<b>Formatives:</b> 1. <b>Process and Research Journal</b> – Vincent Van Gogh 2. <b>Practice observational drawings</b> – own facial features using mirror; application of principle of proportion  <b>Summative:</b> 1. <b>Final Self-Portrait Piece</b> – inspired by Vincent Van Gogh, students will create their final expressive self-portrait drawing or painting  <b>Criterion A: Knowing and Understanding</b>  <b>Criterion B: Developing Skills</b>
<b>Unit 2: Coastal Environments</b> (8 weeks)	Style	Representation, Visual Culture	Orientation in Space and Time - Heritage - Civilization	Art and style can represent people of different	<b>Thinking – Transfer Skills</b> Combine knowledge, understanding and	To apply elements and principles of art in figurative and decorative art, mainly	<b>Formatives:</b> 1. <b>Process and Research Journal</b> – with elements and principles of art, sketch plan,



			ns and social histories	cultural periods in history.	skills to create products or solutions	line, shape, colour, balance, unity, and harmony	and research on Polynesian culture and imagery
					<b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas	To explore the characteristics of Polynesian visual culture and other coastal environments around the world	<b>2. Practice work</b> – draft composition of surfboard design on smaller paper using chosen researched Polynesian inspired imagery
					<b>Learner Profile: Risk-Takers</b>	To enhance skills in figurative drawing and painting using mixed-media in creating a surfboard design	<b>Summative:</b> <b>1. Final Polynesian-inspired surfboard design</b> – using mixed-media on A2 size cutout paper
						<b>SERVICE LEARNING:</b> Students promote a chosen coastal environment through their art	<b>Criterion B: Developing Skills</b> <b>Criterion D: Responding</b>
<b>Unit 3: Big and Popular (5 weeks)</b>	Aesthetics	Composition Representation	Personal and Cultural Expression - Philosophies and Ways of Life - Belief Systems	Environment and belief systems influence the aesthetics of various cultural art around the world.	<b>Research: Media Literacy Skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats	To apply elements and principles of art in sculpture, mainly form, space, texture, contrast, balance and proportion  To explain what Pop Art style is in sculpture and its significance to the art world  To identify famous Pop artists like Claes Oldenburg	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Claes Oldenburg and pop art sculptural style <b>2. Practice work on papier mache technique using plaster-of-paris</b> – exploration of wire mesh, paper, and plaster-of-Paris combination to create smaller, basic forms
					<b>Thinking -Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art	To explore wire mesh and plaster-of-paris (Modroc) sculpture techniques	<b>Summative:</b> <b>1. Final pop art food sculpture</b> – bigger pieces inspired by Claes Oldenburg
					<b>Learner Profile: Inquirers</b>	To explore aspects of	<b>Criterion A: Knowing and Understanding</b> <b>Criterion C: Thinking Creatively</b>

						one's own and local culture, including UAE culture	
<b>Unit 4: Painted Photos (5 weeks)</b>	Change	Expression Interpretation	Personal and Cultural Expression - Metacognition and abstract thinking - Artistry	We can create various changes to different media to express in artistic ways.	<b>Communication Skills</b> Interpret and use effectively modes of non-verbal communication  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways  <b>Learner Profile Reflective</b>	To apply elements and principles of art in sculpture, mainly shape, texture, colour harmony, variety, and balance  To explore the use of photography in mixed-media art To identify famous artists who combined photography in their art, such as Holly Roberts  To express personal emotions and ideas in a semi-abstract artwork	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Holly Roberts and mixed-media with photography <b>2. Practice work on combining various drawing and painting media with photography</b> – harmony, variety, and balance in composition  <b>Summative:</b> <b>1. Final mixed-media with photos</b> – inspired by Holly Roberts  <b>Criterion B: Developing Skills</b> <b>Criterion C: Thinking Creatively</b>
<b>Unit 5: It's All About the Eyes! (5 weeks)</b>	Aesthetics	Narrative Representation	Personal and Cultural Expression - Beauty - Artistry	Visual beauty or aesthetics in art can effectively express narratives or stories.	<b>Communication skills</b> Interpret and use effectively modes of non-verbal communication  <b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas  <b>Learner Profile: Communicators</b>	To apply elements and principles of art in a drawing artwork, mainly shape, form, colour, harmony, unity, and proportion  To explore how to draw and decorate the human eye in an expressive way  To communicate a narrative or story in a drawing artwork around an "eye" inspired by the famous Israeli artist Tal Peleg	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Tal Peleg <b>2. Practice work on drawing the eye</b> – harmony, variety, and balance in composition  <b>Summative:</b> <b>1 Final mixed-media drawing of an eye</b> – inspired by Tal Peleg  <b>Criterion B: Developing Skills</b> <b>Criterion C: Thinking Creatively</b>

<b>Unit 6: Themed Independent Year-end Coursework (6 weeks)</b>	Creativity	Audience, Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Creation , Artistry</li> </ul>	Artist express their creativity and artistry towards a particular audience.	<b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways  <b>Learner Profile Risk-takers</b>	Planning and researching for own chosen art style/medium based on this year's learning  Research and identify own inspiration artist relevant to chosen style/medium  Apply elements and principles of art in own independent coursework	Formatives: <b>1. Process and Research Journal</b>  Summative: <b>1. Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year  <b>Criterion A: Knowing and Understanding</b>  <b>Criterion B: Developing Skills</b>  <b>Criterion C: Thinking Creatively</b>  <b>Criterion D: Responding</b>
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**Grade 9**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills	Content	Assessments and MYP Objectives
<b>Unit 1: Celebrating UAE (7 weeks)</b>	Identity	Expression Composition	Identities and Relationships - Identity Formation	Artists, such as in the UAE, express their own identity through creative compositions in art	<b>Social Skills</b> -Listen actively to the perspectives of others  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways  <b>Learner Profile Open-minded</b>	To apply elements and principles of art in an abstract painting, mainly shape, space, value, color, balance, contrast, and harmony  To practice skills in abstract painting and stencil  To explore and respond to the works of Emirati artist Abdul Qader Al Rais  To express own emotions and identity	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Abdul Qader Al Rais and expressive portraiture <b>2. Practice stencil techniques</b> – Create a small stencil painting of a letter (Arabic or English) <b>3. Practice Abstract Composition</b> – Create a balanced composition of contrasting colours  <b>Summative:</b> <b>1. Final Abstract Stencil Painting</b> – inspired by Vincent Abdul Qader Al Rais

						in an abstract painting	<b>Criterion B: Developing Skills</b>
						<b>SERVICE LEARNING:</b> Students create a stencil artwork that promotes the UAE.	<b>Criterion D: Responding</b>
<b>Unit 2: Islamic Art (8 weeks)</b>	Aesthetics	Style, Visual Culture	Personal and Cultural Expression <ul style="list-style-type: none"> <li>- Belief Systems</li> <li>- Artistry</li> </ul>	The aesthetics and style of Islamic art is an expression of the Islamic people's belief systems	<b>Social Skills</b> -Listen actively to the perspectives of others	To apply elements and principles of art in paper craft, mainly shape, space, line, balance, harmony, and proportion	<b>Formatives:</b> <ol style="list-style-type: none"> <li><b>Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Islamic art</li> <li><b>Practice work</b> – create a simple Islamic pattern using paper cutout technique</li> </ol>
					<b>Thinking -Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art	To explore what Islamic art is and its significance	<b>Summative:</b> <ol style="list-style-type: none"> <li><b>Final Islamic pattern design</b> – using paper cutout techniques</li> </ol>
					<b>Learner Profile: Risk-Takers</b>	To apply research skills in creating a chosen Islamic pattern	<b>Criterion B: Developing Skills</b>
						<b>SERVICE LEARNING:</b> Students create an artwork that promotes Islamic culture	<b>Criterion D: Responding</b>
<b>Unit 3: Masking Up (5 weeks)</b>	Identity	Expression Representation	Personal and Cultural Expression <ul style="list-style-type: none"> <li>- Philosophies and Ways of Life</li> <li>- Craft</li> </ul>	Personal and cultural identity can be represented and expressed by arts and crafts.	<b>Communication Skills</b> - Interpret and use effectively modes of non-verbal communication	To apply elements and principles of art in creating a mask design, mainly line, shape, colour, balance, harmony, and variety	<b>Formatives:</b> <ol style="list-style-type: none"> <li><b>Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on African Masks</li> <li><b>Practice work on papier mache technique using plaster-of-paris</b> – exploration of balloon/cardboard, paper, and plaster-of-Paris combination to create a mask form</li> </ol>
					<b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas	To explore the characteristics of African mask culture	<b>Summative:</b> <ol style="list-style-type: none"> <li><b>Final papier mache mask design</b>– inspired by African</li> </ol>
					<b>Learner Profile:</b>	To enhance skills in papier-mache and painting in creating a mask design	

					<b>Communicator</b>	masks	<b>Criterion B: Developing Skills</b> <b>Criterion C: Thinking Creatively</b>
<b>Unit 4: Microscopic Worlds (5 weeks)</b>	Perspectives	Expression Interpretation	Personal and Cultural Expression - Metacognition and abstract thinking - Beauty	Artists express beauty and interpret the world around them by looking at different perspectives.	<b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Apply newly acquired skills to create, perform and/or present art  <b>Learner Profile Inquirers</b>	To apply elements and principles of art in abstract art, mainly shape, texture, colour harmony, variety, and balance  To explore the use of a viewfinder to create an abstract composition  To research and identify famous artists who used microscopic patterns for their work, such as Carl Struwe and Jennifer Bell	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Carl Struwe and Jennifer Bell <b>2. Practice work on researching and using a viewfinder</b> - harmony, contrast and balance in abstract composition  <b>Summative:</b> <b>1. Final abstract painting</b> – inspired by a researched chosen microscopic image  <b>Criterion A: Knowing and Understanding</b> <b>Criterion C: Thinking Creatively</b>
<b>Unit 5: Stranger Things (5 weeks)</b>	Communication	Narrative Representation	Personal and Cultural Expression - Metacognition and Abstract Thinking - Artistry	Narratives or stories in art does not always have to be communicated or expressed in realistic ways.	<b>Communication skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas  <b>Learner Profile: Communicators</b>	To apply elements and principles of art in a surreal mixed-media collage artwork, mainly shape, form, colour, variety, contrast, and proportion  To explore how to create surreal or strange scenes in an artwork  To communicate a narrative or story in a surrealist mixed-media work inspired by the artist Luke Robson and Salvador	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on Salvador Dali and Luke Robson <b>2. Practice work on surreal collage</b> – simple collage to create surrealism using only 2 or 3 pictures  <b>Summative:</b> <b>1. Final surrealism collage</b> – using a variety of photos and mixed-media  <b>Criterion A: Knowing and Understanding</b> <b>Criterion C: Thinking Creatively</b>

						Dali	
<b>Unit 6:</b> Themed Independent Year-end Coursework (6 weeks)	Creativity	Audience, Expression	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Creation, Artistry</li> </ul>	Artist express their creativity and artistry towards a particular audience.	<p><b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways</p> <p><b>Learner Profile Risk-takers</b></p>	<p>Planning and researching for own chosen art style/medium based on this year's learning</p> <p>Research and identify own inspiration artist relevant to chosen style/medium</p> <p>Apply elements and principles of art in own independent coursework</p>	<p>Formatives:</p> <p><b>1. Process and Research Journal</b></p> <p>Summative:</p> <p><b>1. Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year</p> <p><b>Criterion A: Knowing and Understanding</b></p> <p><b>Criterion B: Developing Skills</b></p> <p><b>Criterion C: Thinking Creatively</b></p> <p><b>Criterion D: Responding</b></p>

**Grade 10**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills	Content	Assessments and MYP Objectives
<b>Unit 1:</b> Organic and Mechanical Art (7 weeks)	Change	Composition Style	Personal and Cultural Expression <ul style="list-style-type: none"> <li>Creation</li> <li>Metacognition and Abstract Thinking</li> </ul>	Artists create changes in composition and style to express in various and unique ways	<p><b>Communication skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking -Creative thinking skills</b> Apply newly acquired skills to create,</p>	<p>To apply elements and principles of art in a figurative drawing or painting, mainly shape, space, form, color, balance, contrast, and variety</p> <p>To practice skills in organic and mechanical figurative drawing</p> <p>To explore and</p>	<p><b>Formatives:</b></p> <p><b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on HR Geiger</p> <p><b>2. Practice small organic and mechanical drawings</b> – based on own research and inspired by Geiger</p> <p><b>Summative:</b></p> <p><b>1. Final Drawing and Painting using mixture of Organic and Mechanical shapes and forms</b> – inspired by HR Geiger</p>

					perform and/or present art	respond to the works of famous artist HR Geiger	<b>Criterion B: Developing Skills</b> <b>Criterion C: Thinking Creatively</b>
					<b>Learner Profile Inquirers</b>	To express own ideas in a figurative work	
<b>Unit 2: The Built Environment (8 weeks)</b>	Aesthetics	Composition Representation	Scientific and Technical Innovation <ul style="list-style-type: none"> <li>- Models</li> <li>- Methods</li> </ul>	The aesthetics of representing architecture or buildings in art rely on technical methods of composition.	<b>Self-Management - Reflection Skills</b> -Set goals that are challenging and realistic  <b>Thinking -Creative thinking skills</b> Apply existing knowledge to generate new ideas, products or processes	To apply elements and principles of art in paper craft, mainly line, form, space, balance, proportion, and pattern or repetition  To explore and practice the methods of perspective drawing in art  To apply mixed-media in creating an architecture-focused art	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on perspective drawing and the Italian Renaissance artist Filippo Brunelleschi <b>2. Practice work</b> – create basic one-point, 2-point, and 3-point perspective drawings  <b>Summative:</b> <b>1. Final perspective drawing</b> – own choice among one-point, 2-point, and 3-point perspective  <b>Criterion A: Knowing and Understanding</b> <b>Criterion B: Developing Skills</b>
					<b>Learner Profile Principled</b>	<b>SERVICE LEARNING:</b> Students promote a particular part of their chosen city through their artwork	
<b>Unit 3: The Great Outdoors (5 weeks)</b>	Aesthetics	Composition Representation	Personal and Cultural Expression <ul style="list-style-type: none"> <li>- Beauty</li> <li>- Artistry</li> </ul>	Artists are inspired by the beauty in nature as they compose and represent what they see and create aesthetics that is both unique and artistic	<b>Self-Management - Reflection Skills</b> -Develop new skills, techniques, strategies for effective learning  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways	To apply elements and principles of art in creating a landscape drawing and painting, mainly form, colour, value, balance, proportion, and harmony  To explore the characteristics and principles of landscape drawing and painting	<b>Formatives:</b> <b>1. Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on landscape art <b>2. Practice work on colour pencil, watercolour, and acrylic techniques</b> <b>3. Practice work on atmospheric perspectives and composing various landscape elements</b>  <b>Summative:</b> <b>1. Final landscape painting or</b>

					<b>Learner Profile: Caring</b> To enhance skills in using colour pencils, acrylics, and watercolour  To research about own choice of landscape artist as inspiration	<b>drawing</b> – inspired by chosen landscape artist researched  <b>Criterion B: Developing Skills</b>  <b>Criterion C: Thinking Creatively</b>	
<b>Unit 4: Creative Portraits (5 weeks)</b>	Identity	Expression Composition	Identities and Relationships - Identity Formation - Philosophies and Ways of Life	Artists demonstrate their identity and philosophies through creative compositions and free expression	<b>Communication skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Make unexpected or unusual connections between objects and/or ideas  <b>Learner Profile Reflective</b>	To apply elements and principles of art in a portrait drawing or painting, mainly form, space, value, color, balance, contrast, and proportion  To demonstrate skills in portraiture drawing and painting  To explore and respond to the works of a chosen researched famous portrait artist  To express own emotions and identity in a portrait	<b>Formatives:</b> <ol style="list-style-type: none"> <li><b>Process and Research Journal</b> – with elements and principles of art, sketch plan, and research on a chosen portrait artist</li> <li><b>Developmental Sketches</b> – own creative process prior to final piece</li> </ol> <b>Summative:</b> <ol style="list-style-type: none"> <li><b>Final Portrait Drawing or Painting</b> – inspired by chosen artist</li> </ol> <b>Criterion B: Developing Skills</b>  <b>Criterion C: Thinking Creatively</b>
<b>Unit 5: Themed Independent Year-end Coursework (10 weeks)</b>	Creativity	Audience, Expression	Personal and Cultural Expression • Creation, Artistry	Artist express their creativity and artistry towards a particular audience.	<b>Research skills</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>Thinking -Creative thinking skills</b> Create original works and ideas; use existing works and ideas in new ways	Planning and researching for own chosen art style/medium based on this year's learning  Research and identify own inspiration artist relevant to chosen style/medium  Apply elements and principles of art in own	<b>Formatives:</b> <ol style="list-style-type: none"> <li><b>Process and Research Journal</b></li> </ol> <b>Summative:</b> <ol style="list-style-type: none"> <li><b>Final Independent Coursework</b> – students will create their own final themed independent coursework about any choice of style learned in the school year</li> </ol> <b>Criterion A: Knowing and Understanding</b>  <b>Criterion B: Developing Skills</b>



					<b>Learner Profile Risk-takers</b>	independent coursew ork	<b>Criterion C: Thinking Creatively</b> <b>Criterion D: Responding</b>
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