

Course Overviews MYP Visual Arts, UWC Thailand 2018-2019

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
6	1: Coral Canvas	Aesthetics Audience and Composition	Globalization and Sustainability	Addressing sustainability in an aesthetically pleasing manner is important for reaching a wider audience.	Factual: 1. What are the elements and principles of art? 2. How can we make other colours using just the primary colours? Conceptual: 1. In what ways have artists served as "protector" of nature? Has aesthetic beauty changed with the development of new mediums/ techniques? Debatable: 1. We are already aware of the elements and principles of art because of our human DNA.	Demonstrate an awareness of how colour mixing and textures can be used in painting as well as an understanding of all elements and principles of art. Demonstrate painting techniques and apply them on their final piece of art. Demonstrate and explore a variety of ideas for the final layout of their coral reef in DW. Evaluate the elements and principles of art in a formal end of class critique.
6	2: Poetry and Art	Communication Audience	Fairness and Development	As artists we use creativity to communicate in unique and interesting ways in order to share our perspective.	Factual: 1. What was the Harlem Renaissance? 2. What are the various forms of art? Conceptual: 1. Has art changed the world? Debatable: 1. Creativity is what makes us human. 2. Do artists reflect society?	Demonstrate an understanding of how art movements are linked with social movements around the world. Develop an appreciation for the power that artwork has in transforming communities of people. Demonstrate skills used in painting and collage making.
6	3: Mask Making	Identity Expression and Representation	Personal and Cultural Expression	While masks often hide the identity of the wearer they reveal an identity of cultural expression.	Factual: 1. What types of materials are masks commonly made out of? 2. What are masks used for? Conceptual: 1. How have masks around the world reflected the culture and traditions of people? Debatable: 1. Masks are used to become more than human.	Demonstrate awareness of the relationship between mask making and their culture. Demonstrate plaster skills and techniques in the creation of their own mask. Identify the artistic intention for the creation of their mask. Identify the connections and reasons of mask making to other cultures around the world.
6	4: Self- Portraits	Identity	Personal and Cultural Expression	Portraits allow us to express who we are and who we were.	Factual: 1. What is a portrait? 2. Who are some famous portrait artists? Conceptual: 1. How have artists throughout the world used portraiture to express themselves? Debatable: 1. Portraiture is the most important genre of painting.	Demonstrate awareness of the links between portrait artists and the portrait created. Demonstrate the acquisition and development of skills and techniques used in creating a portrait. Demonstrate the exploration of various ways you can represent yourself in a portrait in DW. Identify connections between Picasso's blue period and emotion used in art.
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7	1: Human Tree	Relationships Representation and Interpretation	Identities and Relationships	Our relationship with nature reveals an important aspect of our identity of the human species.	Factual: 1. What elements of nature are found in the elements and principles of art? 2. What are trees used for? Conceptual: 1. What is the importance of creating a strong composition? Debatable: 1. Do artist have a responsibility towards preserving nature?	Demonstrate an awareness of how human health and social education connects to that of trees. Demonstrate the acquisition and development of skills and techniques of pastels. Demonstrate the exploration of ideas in DW in the ways trees and humans are connected visually. Recognize that the world contains inspiration for the influence of art.
7	2: Landscapes	Aesthetics Representation and Style	Globalization and sustainability	Nature has influenced artists, and the art created can enhance our awareness to protect nature.	Factual: 1. Who are some famous landscape artists? 2. What should an artist be aware of when drawing a landscape? Conceptual: 1. What makes art beautiful? Debatable: 1. Do artists have a responsibility to preserve nature?	Demonstrate an awareness of the important components to drawing a landscape with charcoals including the appropriate use of language associated with charcoals. Demonstrate the application of skills and techniques to create a landscape. Demonstrate and explore a variety of ideas within DW. Recognize that the world contains inspiration and influence for art by writing an essay on art and nature.
7	3: Rube Goldberg Machines	Change Innovation and Representation	Scientific and Technical Innovation	The industrial revolution was a significant change in human history where man became replaced by machine and man also became like a machine in a complicated series of innovations.	Factual: 1. What are the processes involved in innovation, creation, development and change? 2. Who was Rube Goldberg and why is he important? 3. What was the industrial Revolution? Conceptual: 1. Why is the only constant we have change? Debatable: 1. Without creativity we would still be living in caves.	Demonstrate an awareness of how human ingenuity and creativity are important in the creations of important inventions. Demonstrate the application of creative thinking skills necessary in creating a rube goldberg machine. Identify various alternatives for performing the same task. Identify the connections between inventions, art, and creativity.

7	4: Shadow Art	Identity Presentation and Expression	Personal and Cultural Expression	Creativity often involves a new way of thinking and changing that, which has already been changed.	Factual: 1. What processes are involved in the innovation and creation of art? 2. What are the dominant elements of art found in shadow art? Conceptual: 1. How has this art project changed your attitude about art? Debatable: 1. Should Art should be open to interpretation?	Demonstrate an awareness of how assemblages have been used across cultures. Demonstrate the acquisition and development of skill and techniques required in forming an assemblage. Identify various alternatives and perspectives while creating assemblage. Evaluate the elements and principles of art in their assemblage in a formal critique.
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8	1: Vanitas	Identity Genre and Visual Culture	Orientation in Space and Time	The importance we place on material items can often speak volumes of who we are and where society is moving towards.	Factual: 1. What are the key elements and principles of art in a still-life drawing? 2. What is a vanitas? 3. What types of symbols and metaphor are found in Vanitas? Conceptual: 1. What are the common material goods we place significance on today? Debatable: 1. Art that serves us best is art that speak to our emotions.	Demonstrate knowledge of Northern Renaissance art in relation to Vanitas. Demonstrate the acquisition of skills and techniques needed to produce an original vanitas in given medium. Demonstrate the exploration of ideas through the developmental process to a point of realization. Evaluate the artwork of masters, as well as classmates through a formal critique.
8	2: Food And Culture	Culture Narrative and Style	Personal and Cultural Expression	Food is a major part of how we identify with our culture because of our personal tastes and connections we have with family.	Factual: 1. What are the different forms of pottery? 2. What types of food exists around the world? Conceptual: 1. How have humans developed many forms of ceramics that reflect the time, place and cultures which it was made? Debatable: 1. Pottery today is mostly made for functional or non functional purposes.	Demonstrate knowledge of the role of ceramics in various cultures around the world. Demonstrate the application of skills and techniques to create a ceramic pot that displays cultural background. Demonstrate the exploration of ideas through the DW, as well as mock-up to a point of realization. Recognize that the world contains inspiration for the creation of your own ceramic pot.
8	3: Linocut Coat of Arms	Communication Composition and Expression	Identities and Relationships	To understand where we are today we must first understand where we have been.	Factual: 1. What are the forms of printmaking? 2. How did printmaking change the world? Conceptual: 1. How important is the subconscious in creating surreal works of art? Debatable: 1. Which famous artist displays the most skill in linocut printmaking? ,	Demonstrate awareness of how the surrealist movement started. Demonstrate and apply etching techniques in the creation of a surreal piece of work. Identify perspectives on a singular item through thumbnail sketches in sketchbook. Evaluate the principles and element of art in a formal critique.
8	4. Wire Sculpture	Aesthetics Interpretation and style	Personal and Cultural Expression	To appreciate to how complex nature is one must attempt to duplicate nature's aesthetic qualities.	Factual: 1. What famous artists used wire in their art? 2. What makes something 3d? Conceptual: 1. Why do we have a desire to create, develop and or change things? □: How has this desire led to improvements or destruction of our environments? Debatable: 1. Do we have a responsibility to create environmental art?	Demonstrate awareness of artists around the world who use wire as an art medium. Demonstrate and apply wire behind techniques to establish form. Identify a variety of perspectives on a singular item through thumbnail sketches in DW. Evaluate the principles and elements of art in a formal critique.
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9	1: Physiognomy	Identity Innovation and Style	Identities and Relationships	Judgements made about a person's physical appearance is a poor way of identifying who a person is yet we still do it everyday.	Factual: 1. What are the forms of printmaking?: 2. What is an etching? Conceptual: 1. Printmaking allows artist to have a greater impact. Debatable: 1. Has printmaking changed the world?	Demonstrate knowledge of how physiognomy is now a obsolete science and how artist visually portrayed this science. Demonstrate skills in pen and ink in the creation of a personal portrayal of self. Demonstrate and exploration of ideas through DW. Create an artistic response inspired by how Physiognomy has taught you about human ingenuity.
9	2: Street Art	Communication Audience and Expression	Personal and Cultural Expression	Street art can be arguably the art of our time where Artists are communicating who they are to a larger audience.	Factual: 1. What are the most important qualities of working together as a group? 2. What graffiti? 3. What is street art? Conceptual: 1. How has the art form proven to be a catalyst for both political and social change, and how is this reflected in various cultures? Debatable: 1. Is street art the art form of this century? 2. Should cities set aside areas for artists to express themselves?	Demonstrate an understanding of the role that public art/ murals play in the community. Demonstrate the acquisition and development of the skills and techniques needed in creating a mural. Develop a feasible, clear, imaginative and coherent intention for a mural that represent the community. Construct meaning and transfer learning to the PIADs community.
9	3: Natural Buildings	Relationships Innovation and Style	Globalization and Sustainability	We must look at the way we build our houses if we are to have a better relationship with the earth.	Factual: 1. What types of materials are houses made of? 2. What makes a house sustainable? Conceptual:	Use acquired knowledge about architecture, design and sustainable materials to propose an idea of how you can create a sustainable house. Demonstrate the application of skills and techniques necessary to construct a miniature replica of house. Demonstrate the exploration of ideas that shape your intentions for house. Create an artistic response which reflects on the impact sustainable building techniques will have on the world and around you.

					<ol style="list-style-type: none"> What is the best way forward in order to decrease the amount of materials used for building? <p>Debatable:</p> <ol style="list-style-type: none"> What evidence can we find that Phuket's model for building is unsustainable? 	
9	4: Art and Conflict Not completed this year	Change Boundaries and Audience	Globalization and Sustainability	Art is a constant reflection of the conflict around the world.	<p>Factual:</p> <ol style="list-style-type: none"> What are the current conflicts of today? How are oils different than acrylic paints? <p>Conceptual:</p> <ol style="list-style-type: none"> How has art through time reflected society and ourselves through behavior and ethics? <p>Debatable:</p> <ol style="list-style-type: none"> Do artists have an ethical obligation to portray reality through their art regarding conflict? 	Demonstrate knowledge and understanding of Conflict and Art. Looking at artists such as Francisco De Goya, Pablo Picasso, and Kara Walker. Demonstrate the application of drawing skills and with pen and ink. Develop a clear, feasible and imaginative artistic intention on how you can address conflict happening currently around the world. Create an artistic response which intends to reflect or impact the world around them.
Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
10	1: Impressionism	Aesthetics Presentation and Interpretation	Orientation in space and time	How we interpret the world is reflective to where we are and when we observe.	<p>Factual:</p> <ol style="list-style-type: none"> What Is Plein Air Painting?: Who are the famous artists associated with plein air painting? How does light affect colour when we are painting outdoors? <p>Conceptual:</p> <ol style="list-style-type: none"> Why do you think impressionism was really rejected at first? <p>Debatable:</p> <ol style="list-style-type: none"> Acrylics are better than oils when painting plein air painting. 	Demonstrate knowledge and understanding of Impressionism, related artists, and concepts. Demonstrate the acquisition and development of skills and techniques related to impressionism in your own original impressionistic painting. Demonstrate the exploration of ideas within your DW that shape your artistic intentions on how you can portray Phuket through impressionism. Critique the artwork of self and others at the end of the unit.
10	2: Clay Heads	Identity Representation	Identities and relationships	Artist explore our physical identities through an attempt to create aesthetically pleasing representations of 3-D portraits.	<p>Factual:</p> <ol style="list-style-type: none"> Which civilisation was one of the first to represent the human form to accurate proportions? What was the first recorded sculpture of the human form? <p>Conceptual:</p> <ol style="list-style-type: none"> Why might have humans struggled with creating accurate representations of the human body. <p>Debatable:</p> <ol style="list-style-type: none"> Form must be studied in order for artists to create accurate representations of the human body in 3-d. 	Demonstrate a knowledge and understanding of the proportions and measurements of the human head. Look at the history of the human form and its evolution throughout time in its understanding of complexity. Various canons of the human body from ancient civilisations. Develop skills in working with clay.
10	3: Art in Public Spaces	Communication Representation and Visual Culture	Personal and cultural expression	Public art allow for communities to express their identities, as well as enhance the identity of the community.	<p>Factual:</p> <ol style="list-style-type: none"> What are some famous murals and artists? What types of technology might a muralist use? <p>Conceptual:</p> <ol style="list-style-type: none"> How has art given an identity to a community? How do we determine what type of artwork is suitable for the community? <p>Debatable:</p> <ol style="list-style-type: none"> To what extent are artworks responsible for changing the way a community sees itself? If a mural is offensive to some people in the community, should it be taken down? 	Acquire an appreciation for form in art used in public spaces around the world. We will look at sculptures, statues, etc that express cultural identity as well as enhance the community. Students will collaborate in making an art piece for the UWCT campus that will enhance our community.
10	4: Endangered Animals	Change Composition	Fairness and development	We will realise that art can bring about a change in the way people perceive and idea or moment in time.	<p>Factual:</p> <ol style="list-style-type: none"> What makes a composition interesting to look at? What makes an animal become endangered? <p>Conceptual:</p> <ol style="list-style-type: none"> How have artists given a voice to the voiceless? <p>Debatable:</p> <ol style="list-style-type: none"> The best pieces of art bring about a change in the world. 	Demonstrate a knowledge and awareness of how artists through time have given a voice to the less fortunate. Demonstrate an awareness of a chosen animal that can be given a voice. Demonstrate the acquisition of skills and techniques by choosing a variety of media to experiment in and use for final work of art. Construct meaning with depth and insight. Use sketchbook to reflect and a group critique.