

Course Overviews MYP Visual Arts, UWC Thailand 2020-2021

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	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)
6	1: Coral Canvas	Change Narrative	Globalization and Sustainability	Addressing change and sustainability in an aesthetically pleasing manner is important for reaching a wider audience.	Factual: <ol style="list-style-type: none"> Where can artists go to learn more about colour? How can we make other colours using just the primary colours? Conceptual: <ol style="list-style-type: none"> In what ways have artists served as "protector" of nature? Has aesthetic beauty changed with the development of new mediums/ techniques? Debatable: <ol style="list-style-type: none"> We are already aware of the elements and principles of art because of our human DNA. What are the elements and principles of art 	Communication: Communication Skills Thinking: Problem Solving and Thinking Skills	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 to a greater audience.	Factual: <ol style="list-style-type: none"> What was the Harlem Renaissance? What are the various forms of art? Conceptual: <ol style="list-style-type: none"> Has art changed the world? Debatable: <ol style="list-style-type: none"> Creativity is what makes us human. Do artists reflect society? 	Thinking: Thinking creatively identify an artistic intention	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	Culture Expression and Representation	Personal and Cultural Expression	While masks often hide the identity of the wearer they reveal an identity of cultural expression.	Factual: <ol style="list-style-type: none"> What types of materials are masks commonly made out of? What are masks used for? Conceptual: <ol style="list-style-type: none"> How have masks around the world reflected the culture and traditions of people? Debatable: <ol style="list-style-type: none"> Masks are used to become more than human. 	Self Management: Affective Skills Communication: Give and receive meaningful feedback	Demonstrate awareness of the relationship between mask making and their culture. Demonstrate drawing skills and techniques in the creation of their own 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: <ol style="list-style-type: none"> What is a portrait? Who are some famous portrait artists? Conceptual: <ol style="list-style-type: none"> How have artists throughout the world used portraiture to express themselves? Debatable: <ol style="list-style-type: none"> Portraiture is the most important genre of painting. 	Self Management: Reflection Skills Thinking: Critical Thinking Skills	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: Nature Totems	Relationships Representation and Interpretation	Identities and Relationships	Our relationship with nature reveals an important aspect of our identity of the human species and may be represented and interpreted in many ways.	Factual: <ol style="list-style-type: none"> What elements of nature are found in the elements and principles of art? What are trees used for? Conceptual: <ol style="list-style-type: none"> What is the importance of creating a strong composition? Debatable: <ol style="list-style-type: none"> Do artists have a responsibility towards preserving nature? 	Thinking: Creative Thinking Skills	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. (Ceramics)
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: <ol style="list-style-type: none"> Who are some famous landscape artists? What should an artist be aware of when drawing a landscape? 	Thinking: Transfer Skills Communication	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.

					<p>3. How has nature influenced art. What evidence can you find.</p> <p>Conceptual:</p> <p>1. What makes art beautiful?</p> <p>Debatable:</p> <p>1. Do artists have a responsibility to preserve nature?</p>	-Collaboration Skills	Recognize that the world contains inspiration and influence for art by writing an essay on art and nature. (Acrylic Painting)
7	3. Rube Goldberg Machines Something to look at for an IDU with Sciences??	Change Innovation and Representation	Scientific and Technical Innovation	We can represent our quickly changing world by creating a piece of art that represent something that is very simple by making it incredibly complicated that display both our creativity and sense of humour in a piece of art.	<p>Factual:</p> <p>1. What are the processes involved in innovation, creation, development and change?</p> <p>2. Who was Rube Goldberg and why is he important?</p> <p>3. What was the industrial Revolution?</p> <p>Conceptual:</p> <p>1. Why is the only constant we have change?</p> <p>Debatable:</p> <p>1. Without creativity we would still be living in caves.</p>	<p>Communication skills</p> <ul style="list-style-type: none"> - Negotiate ideas <p>Critical and Creative Thinking Skills</p> <ul style="list-style-type: none"> - Propose and evaluate variety of solutions - Identify obstacles and challenges 	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. (Coloured Pencil and Pen)
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. Who we are as people is also changing and we are constantly discovering new things about ourselves.	<p>Factual:</p> <p>1. What processes are involved in the innovation and creation of art?</p> <p>2. What are the dominant elements of art found in shadow art?</p> <p>Conceptual:</p> <p>1. How has this art project changed your attitude about art?</p> <p>Debatable:</p> <p>1. Should Art should be open to interpretation?</p>	<p>Problem Solving and Creative Thinking Skills</p> <p>Transfer Skills</p>	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. (Assemblage)
Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To Learning Skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)
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.	<p>Factual:</p> <p>1. What are the key elements and principles of art in a still-life drawing?</p> <p>2. What is a vanitas?</p> <p>3. What types of symbols and metaphors are found in Vanitas?</p> <p>Conceptual:</p> <p>1. How can we explore our own identities through the exploration and production of a vanities?</p> <p>2. How have common material goods we place significance on today changed from the material goods we placed on in the past?</p> <p>Debatable:</p> <p>1. There is little to no reason to study art history, because much of what has happened in the past does not relate to our modern and complex society that we live in today.</p> <p>2. Is there any importance about learning about the past, through an examination of the present?</p>	Communication Skills	<p>Factual</p> <p>Students will learn about a style of still life painting called "Vanitas "during the 17th century in Netherlands. They will develop an understanding about the key elements and principles of art in a still life painting. They will have a good understanding about the different symbols and metaphors used in Vanitas.</p> <p>Conceptual</p> <p>Students will participate in a class discussion about various material goods that they place a significance on today and why. They will discuss on how these materials are different and similar to the materials placed on materials during the 17th century in the Netherlands.</p> <p>The students will answer questions about Vanitas and there understanding about why Vanitas is important to study even today on their digital sketchbooks.</p> <p>Skills</p> <ul style="list-style-type: none"> • Students will develop better RESEARCH skills by finding several websites that explain Vanitas and cross reference the information to check that information is true. Students will present their information and their sources during a class presentation in which COMMUNICATION SKILLS will also be observed. Students will be required to be active listeners and repeat back the information that the other group said to check for understanding. • Drawing: Students will develop methods for drawing in proportion such as map marking, grid drawing. Breaking down their drawing into simple shapes. • Painting: Students will learn how to mix primary colours and white to get a variety of different colours that they see on their still life. • Painting: Students will learn how to block a painting starting with the dark shadows and gradually work lighter. • Composition: Students will learn develop a better understanding for how to set up and interesting still life using the rule of thirds and the golden ratio.
8	2: Food And Culture	Communication Narrative and Style	Personal and Cultural Expression	Food is a major part of how we identify, express and communicate our culture because of our personal tastes and connections we have with family.	<p>Factual:</p> <p>1. What are the different forms of pottery?</p> <p>2. What types of food exists around the world?</p> <p>Conceptual:</p> <p>1. How have humans developed many forms of ceramics that reflect the connection they have with cultures which it was made?</p> <p>Debatable:</p>	<p>Self Management:</p> <p>Affective Skills</p> <ul style="list-style-type: none"> - Resilience, practising bouncing back <p>Creative thinking skills</p> <ul style="list-style-type: none"> - creating new ideas from existing ideas 	Demonstrate knowledge of the role of ceramics in various cultures around the world. Demonstrate the application of skills and techniques to create a ceramic artwork 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 artwork. (Ceramics)

					1. Pottery today is mostly made for functional or non functional purposes.		
8	3: Linocut Coat of Arms	Communication	Identities and Relationships	To understand where we are today we must first understand where we have been. Through our artwork we communicate our personality and culture through an interesting composition.	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? ,	Reflection skills Self Management	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. (Linocut)
8	4. Wire Sculpture	Aesthetics Representation	Globalization and Sustainability	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?	Creative Thinking Skills Transfer Skills	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 and representation	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?	Communication Skills Creative Thinking Skills	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. (Drypoint printmaking)
9	2: Public Spaces	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?	Social: Collaboration Skills	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 UWCT community. (Open-project)
9	3: Political Cartoons	Change Boundaries and Audience	Fairness and Development	Art reflects the change around the world that often highlights the struggles of fairness and development we have as humans.	Factual: 1. What are the current conflicts of today? 2. How are oils different than acrylic paints? Conceptual: 1. How has art through time reflected society and ourselves through behavior and ethics? Debatable: 1. Do artists have an ethical obligation to portray reality through their art regarding conflict?	Information Literacy Skills Media Literacy Skills	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.
9	4: Natural Buildings	Form Innovation and Style	Globalization and Sustainability	We must be innovative in that 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: 1. What is the best way forward in order to decrease the amount of materials used for building? Debatable: 1. What evidence can we find that Phuket's model for building is unsustainable?	Critical Thinking Skills: Practise observing carefully in order to recognize problems Research - Information literacy skills: collect and analyse data	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. (Mixed media, recycled materials)

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10	1: Impressionism	Aesthetics Presentation and style	Orientation in space and time	Impressionism presents the natural world through the eyes of the artists through their own interpretation of what is aesthetically pleasing.	Factual: <ol style="list-style-type: none"> 1. What Is Plein Air Painting?: 2. Who are the famous artists associated with plein air painting? 3. How does light affect colour when we are painting outdoors? Conceptual: <ol style="list-style-type: none"> 1. How can we learn more about the world through the arts? 2. How has art shaped the way we view the world? Debatable: <ol style="list-style-type: none"> 1. By becoming informed about art around the world we can appreciate cultures more fully. 2. All art around the world is beautiful. 	Self Management Skills Affective Skills Reflective Skills	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. (Acrylic Painting)
10	2: Clay Portraits	Identity Representation and presentation	Identities and relationships	Artist explore our physical form through an attempt to create aesthetically pleasing representations of 3-D portraits.	Factual: <ol style="list-style-type: none"> 1. Which civilisation was one of the first to represent the human form to accurate proportions? 2. What was the first recorded sculpture of the human form? Conceptual: <ol style="list-style-type: none"> 1. Why might have humans struggled with creating accurate representations of the human body. Debatable: <ol style="list-style-type: none"> 1. Form must be studied in order for artists to create accurate representations of the human body in 3-d. 	Self Management Organisational Skills Affective Skills	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. (Clay)
10	3: Surrealism	Communication Genre and Visual Culture	Personal and Cultural Expression	Surrealism is a art genre that allows people to consider new meanings and construct meanings of their own. We are all entitled to our own beliefs as there are many ways of knowing.	Factual: <ol style="list-style-type: none"> 1. What is the language of art? Conceptual: <ol style="list-style-type: none"> 1. Is the artists' intention relevant to the viewer? 2. Can art help us to understand individuals and societies? Debatable: <ol style="list-style-type: none"> 1. Art can provide meaning to someone or something. 2. Does an artwork have to say something to be meaningful? 	Thinking Skills Creative Thinking Skills	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. (Coloured Pencil)
10	4: Endangered Animals	Change Composition	Fairness and development	Art can bring about a change in the way people perceive and idea or moment in time.	Factual: <ol style="list-style-type: none"> 1. What makes a composition interesting to look at? 2. What makes an animal become endangered? Conceptual: <ol style="list-style-type: none"> 1. How have artists given a voice to the voiceless? Debatable: <ol style="list-style-type: none"> 1. Artists have a responsibility to portray the bitter reality. 	Communication Skills Social Collaboration Skills	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. (Oil Paints)

