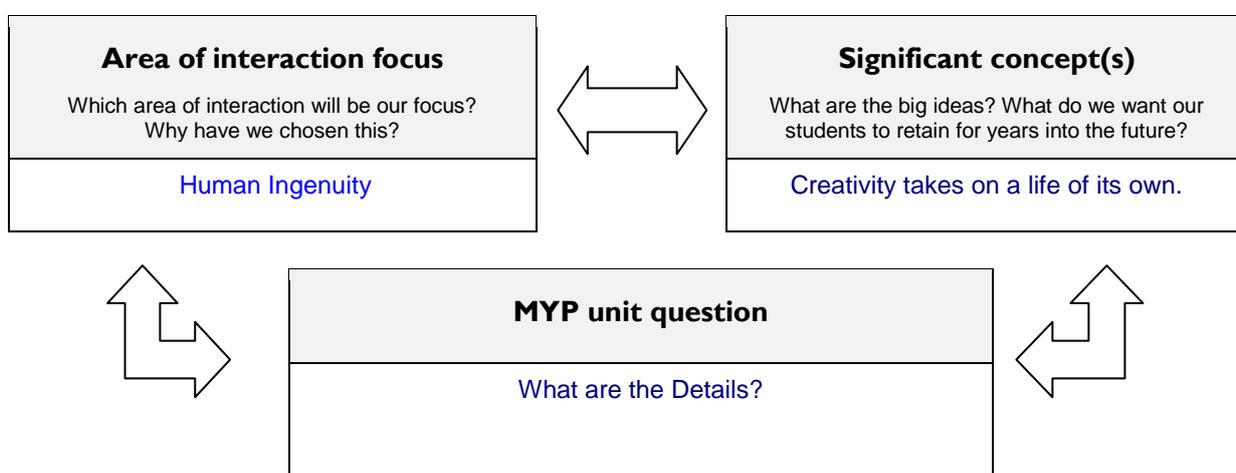


# Unit 3 Visual Fine Art: MYP unit planner

<b>Unit title</b>	<b>Activate the Void</b>
Teacher(s)	Chad
Subject and grade level	Art Foundations, MYP Level 4. Grade 9
Time frame and duration	6-7 weeks (18 block class)

## Stage I: Integrate significant concept, area of interaction and unit question



### Assessment

What task(s) will allow students the opportunity to respond to the unit question?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

### Creating the armature Activate the Void

1-Students will create an armature made from toothpicks only. They will use previous knowledge of line and space to help influence the creation of the armature and its design. Students will have to understand the difference between shape and form while creating unity with repetition and color.

2-Students will add detail to an armature the previously made from toothpicks only. They will reflect on the armatures repetition/counter/form and record how it influences their color choices regarding its design.

4-Students will have to understand the difference between shape and form while creating unity with repetition and color. They must make decisions on how to make the viewer aware of negative space.

5-Students will create a color wheel using only the primary colours.

6-Student will discuss and reflect upon their work using the vocabulary of the elements and principles of design

### Painting Activate the Void

Students will spray paint ATV then use florescent colours to accentuate the negative spaces.

1-Students will reflect upon their Painting of the Activate the Void. They will reflect on the choices they made while painting the armature and comment on its process. Discuss how they made the viewer aware of the negative space and how they used previous knowledge in its creation.

2-Student will discuss and reflect upon their work using the vocabulary of the elements and principles of design

Students will reflect upon their creation of the Activate the Void. They will reflect on the choices they made while making the armature and comment on its process. Discuss how they made the viewer aware of the negative space and how they used previous knowledge in its creation.

Which specific MYP objectives will be addressed during this unit?

A-demonstrate knowledge and understanding of the elements of the art form study including specialized language, concepts and processes.

A-demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts.

B-applies skills, techniques and process to create, perform or present art.

C-reflect critically on their own development and process.

C-evaluate their work.

D-Show commitment in their process.

D-demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks.

D-support, encourage and work with their peers in a positive way

D-be receptive to art practices and artworks from various cultures, including their own.

Which MYP assessment criteria will be used?

A,B,C,D

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

- When an artist creates he must take into consideration the decorative elements and how they apply to the foundational elements and principles of design. How to use a mainframe as a support for design is essential for sculptural success. Being able to communicate these experiences is also important for success.
- C.12.1 Use the elements and principles of design in sophisticated ways
- C.12.2 Understand the procedures of developing quality design
- C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process

### Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Reflect, connect ideas, thinking, transfer, and communicate.

### Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, and templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

### Teaching strategies

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

- Use previous skill set to build upon when creating detail and
- Practice activity in DW.
- Reflect upon the process and how it relates to the previous work.
- Use rubrics to gauge level of achievement.

- Individual critiques/instruction.
- Instruction in Rubric and expectations of assessments.
- Individual critiques leads to diversity in application of project.

### Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

- Internet access for teacher and students.
- LCD projector and document camera.
- digital video recorder.
- toothpicks
- glue hot/wood
- charts of patterns and motif
- color wheel/Chart
- color pencils
- multiple intelligences are incorporated into lesson instruction to offer differentiated instruction
- individual critiques lead to diversity in application

## Ongoing reflections and evaluation

**In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of *MYP: From principles into practice*.**

### Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

**Possible connections**

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

**Assessment**

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

**Data collection**

How did we decide on the data to collect? Was it useful?

Figure 12

*MYP unit planner*