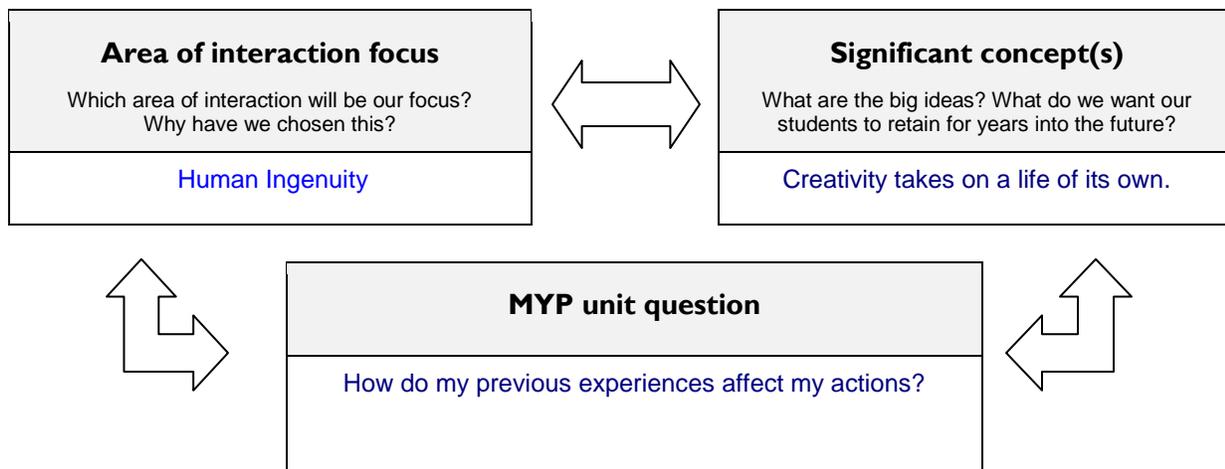


Unit 4 Visual Fine Art: MYP unit planner

Unit title	It's totally deep... "Understanding depth"
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



<p>Assessment</p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Project: Color Packet</p> <p>1-Students will read about color theory</p> <p>2-Students will fill out the color wheel sheet in class</p> <p>3-Students will read through the vocabulary words and take notes on color</p> <p>4-Students will recreate the color theory packet (attached)</p> <p>DWB</p> <ul style="list-style-type: none"> • Degas • Dali • Michelangelo • Picasso • Rodin • Grid Drawing/Blending Portrait

Which specific MYP objectives will be addressed during this unit?
<p>A-demonstrate knowledge and understanding of the elements of the art form study including specialized language, concepts and processes.</p> <p>A-demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts.</p> <p>B-applies skills, techniques and process to create, perform or present art.</p> <p>C-reflect critically on their own development and process.</p> <p>C-evaluate their work.</p> <p>D-Show commitment in their process.</p> <p>D-demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>D-support, encourage and work with their peers in a positive way</p> <p>D-be receptive to art practices and artworks from various cultures, including their own.</p>
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	
<p>What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?</p> <p>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?</p>	
<p>Students will be use previous learned knowledge when creating the shapes. They will use their knowledge of depth and apply this using color blending experimenting with new techniques as well as previously learned. Being able to communicate these experiences is also important for success.</p> <p>G.12.1 Use visual images as tools for thinking. D.12.5 Know common language in art.</p> <p>Demonstrate understanding of design elements and principles Demonstrate increased skill in the use of drawing materials. Appreciate the importance of artworks through interpretation of emotional impact.</p>	
Approaches to learning	
<p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Reflect, connect ideas, thinking, transfer, and communicate.</p>	
Learning experiences	Teaching strategies
<p>How will students know what is expected of them? Will</p>	<p>How will we use formative assessment to give students feedback</p>

<p>they see examples, rubrics, and templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>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?</p>
<p>-Use previous skill set to build upon when creating detail through blending techniques.</p> <p>-Practice activity in DW.</p> <p>-Reflect upon the process and how it relates to the previous work.</p> <p>-Use rubrics to gauge level of achievement.</p>	<p>-Individual critiques/instruction.</p> <p>-Instruction in Rubric and expectations of assessments.</p> <p>-Individual critiques leads to diversity in application of project.</p>
<p>Resources</p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	
<p>-Internet access for teacher and students.</p> <p>-LCD projector and document camera.</p> <p>-digital video recorder.</p> <p>-color wheel/Chart</p> <p>-color pencils</p> <p>-multiple intelligences are incorporated into lesson instruction to offer differentiated instruction</p> <p>-individual critiques lead to diversity in application</p>	

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?

Empty response area for reflection notes.

Figure 12

MYP unit