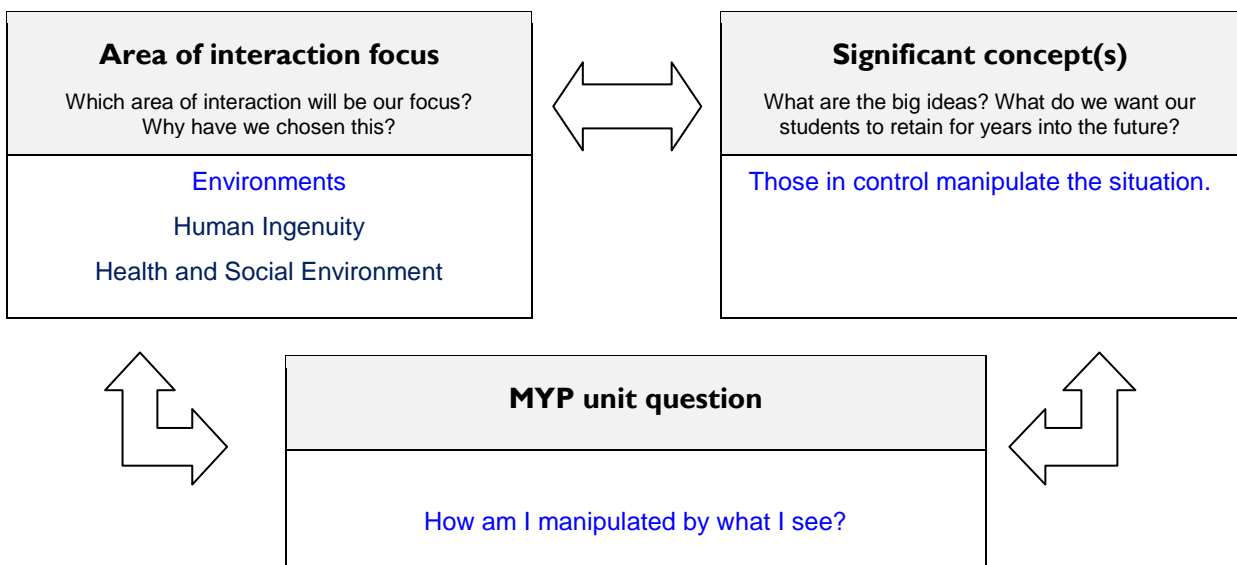


# Unit I Visual Art: MYP unit planner

<b>Unit title</b>	<b>Made You Look</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



<p><b>Assessment</b></p> <p>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?</p>
<p><b>Project: Landscape</b></p> <p>Landscape</p> <ul style="list-style-type: none"> <li>• Oil pastel</li> <li>• Balance</li> <li>• Foreground</li> <li>• Mid-ground</li> <li>• Background</li> <li>• Movement</li> <li>• Balance</li> <li>• Line</li> <li>• Gesture</li> </ul> <p>Students will draw an imaginary landscape using oil pastels. They will create an impressionistic work using blending techniques to compositions and balance. They will take foreground, mid-ground and background in to consideration. Students will reflect upon and explain how they use line, movement and balance to control the viewer's eyes. Students will express how they manipulate the viewer and show positive emotions through the design and color of their landscape. They will discuss how our feelings are affected though certain colours and textures.</p>

DWB:

- Impressionism
- Van Gough
- Grid Drawing
- Reflection of Process

Which specific MYP objectives will be addressed during this unit?

A: Demonstrate knowledge and understanding of the elements of design. B: Apply skills, techniques and process to create, perform and present art. C: Reflect critically on their work. C: use feedback to inform their artistic development and processes. D: show commitment in using their processes.

Which MYP assessment criteria will be used?

A: Knowledge and Understanding    D: personal engagement    B: Application  
C: reflection

## 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?

Art is a device by which the artist can manipulate the viewers. Artists reflect upon their won work. Van Gough. Impressionism. Foreground, midground, background. Symmetry. Warm/Cool color. Using color to create focus and emphasis. Using positive and negative space/shape. Movement: How the viewer sees/ looks at art. How ones eyes move around the work.

c.12.10 Assume personal responsibility for the learning and creative process

I. 12.7 Work independently, collaboratively and with concentration when creating works of art.

I.12.7 Apply crafts and skills to produce quality art.

L.12.3 Use personal traits, such as independent thinking, courage, integrity, insight and dedication, in creating quality art and design.

### Approaches to learning

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

Organization

Thinking

Transfer

### Learning experiences

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

### Teaching strategies

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

<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>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>Relate their art to the impressionist period.</p> <p>Understand how people began to look at art differently with the beginning of contemporary art.</p> <p>Practice activity in DW.</p> <p>Reflect upon their landscape in DW.</p>	<p>Individual critiques/instruction.</p> <p>Instruction in Rubric and expectations of assessments.</p> <p>Multiple intelligences are incorporated into lesson instruction.</p> <p>Individual critiques/instruction will lead to diversity in application regarding project.</p>
<p><b>Resources</b></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 student</p> <p>DVD on Van Gough</p> <p>LCD projector, document camera</p> <p>Digital video recorder</p> <p>Crepe oil pastels</p> <p>Card Stock</p> <p>Color wheel</p> <p>Multiple intelligences are incorporated into lesson instruction to offer differentiated instruction</p> <p>Individual critiques/instruction will lead to diversity in application regarding project</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?

A large empty rectangular box for notes or reflections.

**Figure 12**  
*MYP unit planner*