

Stockton Collegiate International Schools
MYP Visual Arts
Level 4 and 5, Grades 9 and 10

1. Course Description

In the MYP, the arts should challenge students to concenter authentic issues and develop their skills beyond superficially and imitation. Students are provided with opportunities to function as artists, as well as learners of the arts. To be an artist one has to be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirer and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas. The IB learner profile infuses teaching and learning in the arts. (MYP Arts Guide)

II. State Standards and MYP Objectives

MYP Objectives	California State Standards
Students will demonstrate a knowledge and understanding of international mindedness through visual arts.	1.0 Artistic Perception
Students will apply develop art techniques and their own style/process the creation of art.	2.0 Creative Expression
Students will reflect and evaluate research workbooks in connection to their studio work.	3.0 Historical and Cultural Context
Students will engage with their peers in a supportive and sensitive way.	4.0 Aesthetic Valuing
Connecting what is learned about art and applying it to other art forms.	5.0 Connections, Relationships, Applications

III. Areas of Interaction

Approaches to learning (ATL) are central to all MYP subject groups. There are seven groups of skills that encompass ATL: organization, collaboration, communication, information literacy, reflection, thinking, and transfer. All of these ATL's will be expounded upon through the arts courses.

These are some sample questions used in the choir classes that connect the Areas of Interaction (AOI):

How do I communicate my understanding? By learning skill and understanding ways they best learn.

Students will learn their place within the art community: How can I contribute to the community? How can art be useful to help a community and individuals?

Community and Service:

How does art communicate across time and cultures?

What art is in the community and for the community?

How can art be used to help a community and individuals?

Health and Social education:

How am I changing?

Can the arts be used to influence people?

How can an individual's behavior be influenced by art?

Environments:

In what way do artists use the natural world as inspiration?

In what way does the environment affect people as artists?

How can my art impact on the school environment?

Can my art improve the school environment?

Human Ingenuity

Where does art come from?

Why and how do we create?

What is art?

How does art initiate change?

IV. Texts and Resources

Tidewater Gallery

Cesar Chavez Library

Artists in the Community

Materials and Techniques:

The Artist Handbook by Ralf Mayer

Drawing on the Right Side of the Brain by Betty Edwards

Power Points- Art History

Aesthetics and Art Theory:

The Critique Handbook, by Kendall Stewart

Talking About Student Art, by Terry Barrett

Writing for the Visual Arts

Current Art Magazines:

Art Forum

Juxtapose

Art News

V. Methodology Students will receive inquiry-based instruction for the purpose of creating and analyzing visual arts. This methodology will redirect the responsibility of critical thinking to the students in order to invite them to make connections to both personal experience and prior knowledge.

VI. Methods of Assessment

The single most important aim of assessment at Stockton Collegiate is to support and encourage student learning. Teachers will use formative assessments to guide their instruction day-by-day. These assessments are generally not included in the students’ final grades. Summative assessments are the students’ opportunity to demonstrate their level of achievement at the end of a unit and are included as part of a final grade. The MYP approach to assessment recognizes the importance of the processes of learning as well as the products of learning. The MYP assessment model is criterion-related, meaning that it is based upon pre-determined criteria to which all students (and parents) have access.

Criteria A: Knowledge and understanding

Criteria B: Application

Criteria C: Reflection and evaluation

Criteria D: Personal engagement

Name of Unit	Unit Question	Assessment
Painting using composition	How does math relate to art?	Painting and Formal assessment using notes from Investigation Workbook
Paint with a message	How do I share my genuine self with others?	Create painting using compositions discussed in class
Japanese Internment	-How do others perceive me? Or -How can I make “something out of nothing”?	-Painting of perception of how others “see me”? -Sculpture out of found objects

VII. Grading Policy

Grades will be determined using a combination of MYP marks and more traditional assessments. These grades will be combined to produce a composite mark of A, B, C, D, or F at the end of each semester according to traditional percentage guidelines (90-100: A; 80-89: B; 70-79: C; 60-69: D). Heavy emphasis will be given to a student's level of competency at the end of the grading period.