



Essentials of Art

MYP Level I

Grade 6

Mr. McGuire

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I. Course Description:

Visual Art focuses on the basic elements and principles of design including balance and composition, essential to understanding art. Creative exploration of media may include: drawing, painting, sculpture, self-portrait and enameling. A variety of media will be used to focus on the important elements and techniques of creative expression. Global and cultural influences will be considered to enhance awareness of art as having an important historical impact on society. Opportunities to work collectively with other disciplines will be provided so that students will develop an understanding of knowledge as an integrated whole. A Developmental Workbook will be used approximately 5-10 minutes per day to allow students and teachers to assess the creative process of each medium. Students will use these books as tool for recording ideas, practicing drawing skills and reflecting on successes and challenges encountered through the medium used. Students will be given points for their entries. Student and teacher assessments are also accomplished through the use of rubrics.

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others.
- explore through the processes of visual arts.
- acquire and develop skills needed for the creation of visual and performing art work.
- use the language, concepts and principles of visual and performing arts.
- communicate their thoughts and ideas through visual arts.
- create visual art work.
- reflect on, appreciate and evaluate their work and the work of others.
- develop receptiveness to visual art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life.

OBJECTIVES – At the end of the course, students should be able to:

- demonstrate knowledge and understanding of the theoretical basis of the art form studied.
- plan and organize effectively to define and set goals, solve problems, negotiate and make decisions.
- reflect upon and evaluate their work in order to set goals for future development.
- show sensitivity to their own and different cultures.
- accept and incorporate views and feedback from others to further develop their artistic potential.

III. Areas of Interaction:

Through *Approaches to Learning* students will learn the importance of a positive attitude, a willingness to apply themselves, and the importance of organization with reference to tools and order in the art studio. Students will learn the importance of *Community and Service* through shared projects and the

benefit of mutual cooperation within the community. Through the lens of *Human Ingenuity* students will consider how artists and art have historically played a vital role in civilization. Students will consider how art is influenced and influences the environment. An annual art exhibition allows us to consider *Health and Social Education* by enhancing student self esteem through the sharing of accomplished works.

IV. Text and Resources:

A variety of resources are used in the classroom, including Gardner's *Art through the Ages*, as well as numerous books highlighting influential artists and their works. There is no text book.

V. Methodology:

Group discussions and critiques, student and teacher presentations, individual work, teacher demonstrations, field trips to historic sites and museums, and interdisciplinary projects are some of the teaching methods used in Art.

VI. Methods of Assessment:

Summative assessments include rubrics, individual art project pieces with rubrics attached, final project grades, and a final semester examination. Participation, attitude and effort also are included in the summative assessment. Formative assessments include critiquing and constructive criticism of student projects in progress, as well as reflection and journal writings.

Students also will be assessed using MYP assessment criteria. In criterion-referenced assessment student work is assessed defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to Visual Art:

- A. Knowledge and understanding
- B. Application
- C. Reflection and evaluation
- D. Personal Engagement

VII. Grading Policy, including the use of MYP criteria:

The semester is divided into three phases. The grade for each phase will be calculated by percentage of points earned. Written assignments will be assigned to reinforce the content presented, and to allow ongoing reflection. The final grade at the end of the semester is a cumulative grade for the semester. A letter grade is assigned at the end of each phase according to the following scale:

- 100 – 90 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F



Art Exploration

MYP Level II-III

Grades 7 & 8

Mr. McGuire

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I. Course Description:

Art Exploration builds on the concepts and ideas of Essentials of Art. Students continue their exploration of art and expand upon prior knowledge. Students will review the importance of balance. Composition and other elements and principles of design such as color, form and texture. Creative exploration of media may include drawing, painting, printmaking, enameling, calligraphy, mosaics and self-portraits. Global and cultural influences of art will be considered in terms of their historical impact on society. Opportunities to work collaboratively with other disciplines will be provided so that students will develop an understanding of knowledge as an integrated whole.

A Developmental Workbook will be used to allow students and teachers to assess the creative process of each medium, what worked and what did not, and what the student learned through the medium. Student and teacher assessments are also accomplished through the use of rubrics.

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others.
- explore through the processes of visual arts.
- acquire and develop skills needed for the creation of visual and performing art work.
- use the language, concepts and principles of visual and performing arts.
- communicate their thoughts and ideas through visual arts.
- create visual art work.
- reflect on, appreciate and evaluate their work and the work of others.
- develop receptiveness to visual art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life.

OBJECTIVES – At the end of the course, students should be able to:

- demonstrate knowledge and understanding of a variety of styles, developments and ideas which have shaped the arts across time and cultures.
- apply appropriate terminology to show aesthetic and critical awareness.
- experiment and explore through both spontaneous and structured activities.
- use art confidently as a form of expression and communication while demonstrating a range of technical skills.
- use group discussion and feedback to support and promote creative development.
- assess and appraise their work and that of others.
- show self-motivation in setting and meeting deadlines.
- show initiative, creativity and a willingness to take risks.
- support and encourage their peers towards a positive working environment.

III. Areas of Interaction:

The IB/MYP Areas of Interaction will support creativity in the classroom. Through *Approaches to Learning*, students will learn the importance of a positive attitude, a willingness to apply themselves and the importance of organization with reference to tools and order in the art studio. Students will learn the importance of *Community and Service* through shared projects and the benefits of mutual cooperation within a community. Through the lens of *Human Ingenuity* students will learn how artists and art have historically played a vital role in civilization. Students will consider how art influences the environment. An annual art exhibition allows us to consider *Health and Social Education* by enhancing student self esteem through the sharing of accomplished works.

IV. Text and Resources:

A variety of resources are used in the classroom, including Gardner's *Art through the Ages* as well as numerous books highlighting influential artists and their works. There is no text book.

V. Methodology:

Group discussions, student and teacher presentations, individual work, teacher demonstrations, field trips to historic sites and museums, and interdisciplinary projects are some of the teaching methods used in Art.

VI. Methods of Assessment:

Summative assessments include use of rubrics, assessment papers, final project grades, and an examination at the end of the semester as well as participation, attitude and effort. Formative assessments include critiquing and constructive criticism of student work in progress.

Students also will be assessed using MYP assessment criteria. In criterion-referenced assessment student work is assessed against defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to Visual Art:

- A. Knowledge and understanding
- B. Application
- C. Reflection and evaluation
- D. Personal Engagement

VII. Grading Policy, including the use of MYP criteria:

The semester is divided into three phases. The grade for each phase will be calculated by percentage of points earned. Written assignments will be assigned to reinforce the content presented, and to allow ongoing reflection. The final grade at the end of the semester is a cumulative grade for the semester. A letter grade is assigned at the end of each phase according to the following scale:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F