

Lucile Erwin Middle School an IB World School

Subject: Visual Arts/ Level 1/Grade 6

Unit Length Weeks					
Unit Name	Ideation Exploration	Abstract Elements	Abstraction and Formation	Cultural Interpretation	Art Appreciation
Standard	Envision and Critique to Reflect St. 2.2	Observe and Learn to Comprehend St. 1.1, 1.2	Invent and Discover to Create St. 3.2	Relate and Connect to Transfer St. 4.1, 4.2	Observe and Learn to Comprehend St. 1.1, 1.3
Key Concepts	<p>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).</p> <p>Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.</p>	<p>Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p> <p>The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.</p>	<p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</p> <p>In the arts, the concept of aesthetics is perceived differently around the world and across cultures.</p> <p>Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.</p>	<p>Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.</p> <p>In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.</p>	<p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</p> <p>In the arts, the concept of aesthetics is perceived differently around the world and across cultures.</p> <p>Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.</p>
Related Concepts	<p>Representation: The description, depiction, or portrayal of a person, group, place or item in a particular way or as being of a certain nature. An image or likeness.</p> <p>Expression: The representation of feelings and emotions, ideas, thoughts, beliefs, values and opinions in the process of visual or physical articulation. It can include signs, symbols, semiotics or any other imagery to capture the artist intention. It is something you do, create or play that shows what you think or feel. Expression facilitates the communication of an idea.</p>	<p>Composition: The intentional organization or contrast, balance, arrangement or awareness of the elements and principles of art for a particular purpose in the creation of art. These may include tension and release, repetition and variety, unison and harmony, sound and silence, theme and variation, and dynamics and energy.</p> <p>Style: A type of art characteristic of a group of people, person or period of time and belonging to a shared tradition or set of conventions. Art conforming to an established form.</p>	<p>Style: A type of art characteristic of a group of people, person or period of time and belonging to a shared tradition or set of conventions. Art conforming to an established form.</p> <p>Audience: An individual or group who receive and/or respond to arts. Addressing this concept includes examining strategies for engaging audience, different types of audiences and how the audience–artist relationship affects and influences the arts.</p>	<p>Interpretation: The understanding of experiences and events mainly through the reference frame of our own reality and contexts. The understanding of the meaning of an artist's creative work and artistic expressions. An artist’s distinctive personal version expressed by stylistic individuality.</p> <p>Visual Culture: A field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy, and anthropology, by focusing on aspects of culture that rely on visual images.</p>	<p>Presentation: The choice of medium, tool, and exhibition or performance space that contributes to audience understanding of the meaning or purpose of the art piece.</p> <p>Style: A type of art characteristic of a group of people, person or period of time and belonging to a shared tradition or set of conventions. Art conforming to an established form.</p>
Global Context	<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p>	<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p>	<p>Scientific and Technical Innovation</p> <p>How do we understand the world in which we live?</p>	<p>Fairness and Development</p> <p>What are the consequences of our common humanity?</p>	<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p>

	<p>Students will explore:</p> <ul style="list-style-type: none"> • the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values • the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic 	<p>Students will explore:</p> <ul style="list-style-type: none"> • the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values • the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic 	<p>Students will explore:</p> <ul style="list-style-type: none"> • the natural world and its laws • the interaction between people and the natural world • how humans use their understanding of scientific principles • the impact of scientific and technological advances on communities and environments • the impact of environments on human activity • how humans adapt environments to their needs 	<p>Students will explore:</p> <ul style="list-style-type: none"> • rights and responsibilities • the relationship between communities • sharing finite resources with other people and with other living things • access to equal opportunities • peace and conflict resolution 	<p>Students will explore:</p> <ul style="list-style-type: none"> • the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values • the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
<p>Criterion objectives/strand assessment task</p>	<p>Criteria C</p> <p>Thinking Creatively</p> <p>i. identify an artistic intention</p> <p>ii. identify alternatives and perspectives</p> <p>iii. demonstrate the exploration of ideas</p> <p>Process Journal Cover</p>	<p>Criteria B</p> <p>Developing Skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>2D Abstract Design</p>	<p>Criteria A</p> <p>Knowing and Understanding</p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</p> <p>iii. demonstrate awareness of the links between the knowledge acquired and artwork created.</p> <p>Abstract Sculpture</p>	<p>Criteria D</p> <p>Responding</p> <p>i. identify connections between art forms, art and context, or art and prior learning</p> <p>ii. recognize that the world contains inspiration or influence for art</p> <p>iii. evaluate certain elements of artwork.</p> <p>Clay piece inspired by another culture</p>	<p>Criteria B</p> <p>Developing Skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Themed, Mixed-Media Artwork</p>
<p>ATL Skill</p>	<p>Self-management Skills</p> <ul style="list-style-type: none"> • use appropriate strategies for organizing complex Information <p>understand and use sensory learning preferences (learning styles)</p>	<p>Self-management Skills</p> <ul style="list-style-type: none"> • use appropriate strategies for organizing complex Information • understand and use sensory learning preferences (learning styles) 	<p>Communication Skills</p> <ul style="list-style-type: none"> • use a variety of speaking techniques to communicate with a variety of audiences • use appropriate forms of writing for different purposes and audiences 	<p>Research Information Literacy:</p> <ul style="list-style-type: none"> • access information to be informed and inform others • make connections between various sources of information • present information in a variety of formats and platforms 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • interpret data • use brainstorming and visual diagrams to generate new ideas and inquiries • create original works and ideas; use existing works and ideas in new ways
<p>LDC Argumentative or Informational/Explanatory Length of Writing</p>	<p>No</p>	<p>No</p>	<p>No</p>	<p>Yes</p> <p>Paragraph</p>	<p>No</p>