

Lucile Erwin Middle School an IB World School

Subject: Visual Arts/ Level 2/Grade 7

Unit Length Weeks					
Unit Name	Ideation Exploration	Materials Transformation	Cultural Interpretation	Limits and Creativity	Art and History
Standard	<b>Invent and Discover to Create</b>  Std. 3.1, 3.2	<b>Relate and Connect to Transfer</b>  Std. 4.1, 4.3	<b>Relate and Connect to Transfer</b>  Std. 4.2	<b>Envision and Critique to Reflect</b>  Std. 2.1	<b>Observe and Learn to Comprehend</b>  Std. 1.1, 1.2
Key Concepts	<p><b>Communication</b> 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><b>Aesthetics</b> 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><b>Identity</b> 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><b>Communication</b> 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><b>Identity</b> 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>
Related Concepts	<p><b>Expression:</b> 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><b>Representation:</b> 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><b>Innovation:</b> An altered interpretation or the experimentation of ideas, techniques and media. It ensures originality and creativity by new ways of presenting ideas and unusual use of media The invention of new functions and ways of working.</p> <p><b>Presentation:</b> 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><b>Visual Culture:</b> 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><b>Interpretation:</b> 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><b>Expression:</b> 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><b>Interpretation:</b> 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><b>Genre:</b> Different artistic expressions that create a style when grouped by the same use of techniques, in a distinctive manner regarding theme, content or practice.</p> <p><b>Style:</b> 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><b>Global Context</b></p>	<p><b>Personal and Cultural Expression</b></p> <p>What is the nature and purpose of creative expression?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</li> <li>• the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</li> </ul>	<p><b>Globalization and Sustainability</b></p> <p>How is everything connected?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• the interconnectedness of human-made systems and communities;</li> <li>• the relationship between local and global processes;</li> <li>• how local experiences mediate the global;</li> <li>• the opportunities and tensions provided by world- interconnectedness</li> <li>• the impact of decision-making on humankind and the environment</li> </ul>	<p><b>Fairness and Development</b></p> <p>What are the consequences of our common humanity?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• rights and responsibilities</li> <li>• the relationship between communities</li> <li>• sharing finite resources with other people and with other living things</li> <li>• access to equal opportunities</li> <li>• peace and conflict resolution</li> </ul>	<p><b>Personal and Cultural Expression</b></p> <p>What is the nature and purpose of creative expression?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</li> <li>• the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</li> </ul>	<p><b>Orientation in Time and Space</b></p> <p>What is the meaning of “when” and “where”?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• personal histories;</li> <li>• homes and journeys;</li> <li>• turning points in humankind</li> <li>• discoveries;</li> <li>• explorations and migrations of human- kind;</li> <li>• relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives</li> </ul>
<p><b>Criterion objectives/strand assessment task</b></p>	<p><b>Criteria C</b></p> <p><b>Thinking Creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization.</p> <p><b>Process Journal Cover</b></p>	<p><b>Criteria A</b></p> <p><b>Knowing and Understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p>iii. demonstrate the use of acquired knowledge to inform their artwork</p> <p><b>3D recycled materials sculpture</b></p>	<p><b>Criteria D</b></p> <p><b>Responding</b></p> <p>i. outline connections and transfer learning to new settings</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others.</p> <p><b>Clay piece inspired by another culture</b></p>	<p><b>Criteria C</b></p> <p><b>Thinking Creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process to a point of realization.</p> <p><b>Painted plaster figure</b></p>	<p><b>Criteria B</b></p> <p><b>Developing Skills</b></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><b>Artwork based on research</b></p>
<p><b>ATL Skill</b></p>	<p><b>Self-management Skills</b></p> <ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information</li> <li>• Understand and use sensory learning preferences (learning styles)</li> </ul>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Interpret data</li> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Create original works and ideas</li> <li>• Use existing works and ideas in new ways</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of speaking techniques to communicate with a variety of audiences</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Read a variety of sources for information and for pleasure</li> </ul>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Interpret data</li> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Create original works and ideas</li> <li>• Use existing works and ideas in new ways</li> </ul>	<p><b>Research Skills</b></p> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>• Access information to be informed and to inform others</li> <li>• Make connections between various sources of information</li> <li>• Present information in a variety of formats and platforms</li> </ul>
<p><b>LDC</b> Argumentative or Informational/Explanatory Length of Writing</p>	<p>No</p>	<p>Yes - Paragraph</p>	<p>Yes - Paragraph</p>	<p>No</p>	<p>Yes – Artist Statement</p>