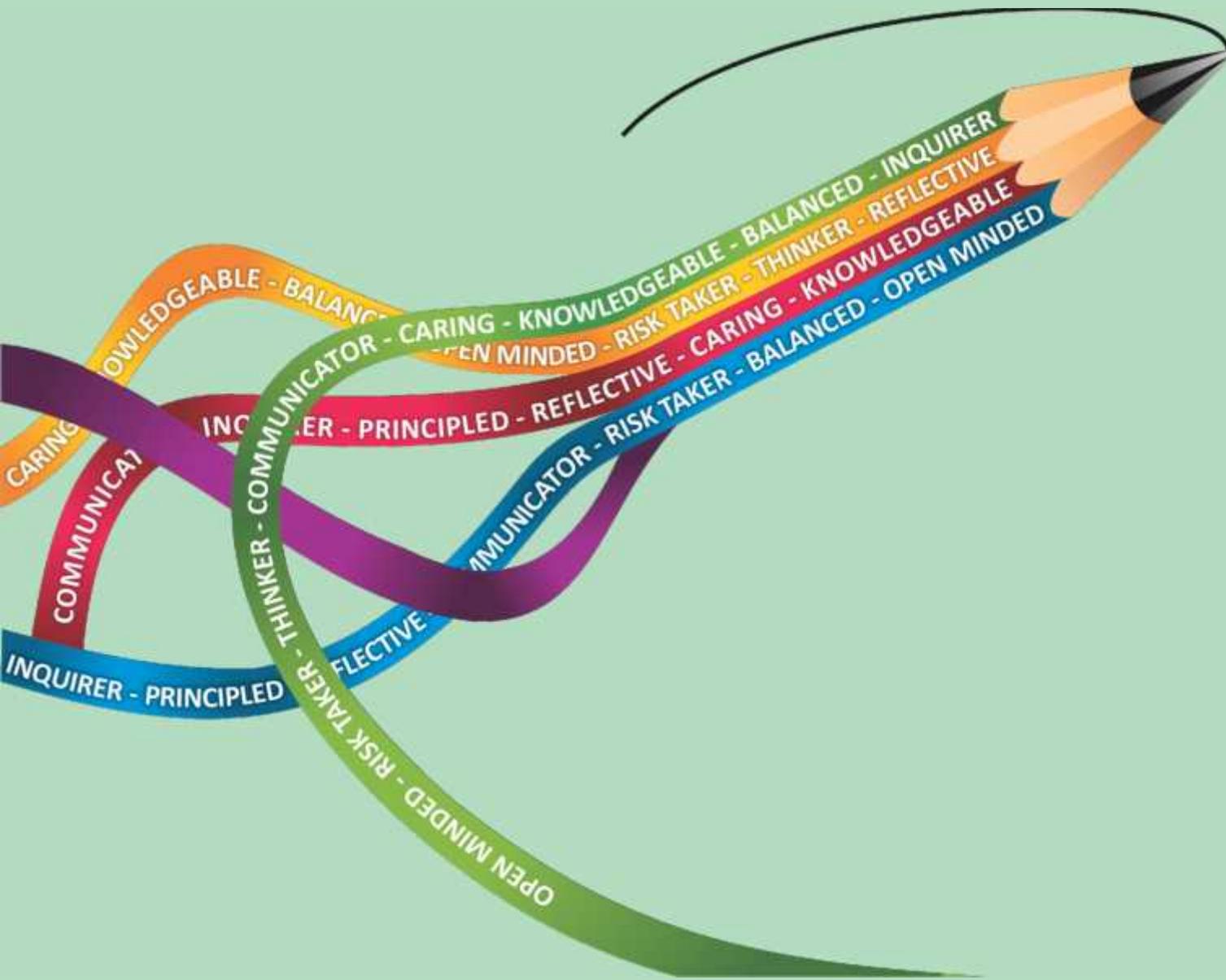


# Visual Arts - SGO



## MYP 1

MYP 1 ARTS - VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ LP	Content (topics, knowledge, skills)
Elements of art- Line 15 sessions @ 40 min.	Aesthetics	Structure	Personal and cultural expression <b>Exploration-</b> Work of the artists of different country and era to discover the connection.	Understanding the elements of art will help visual representation and aesthetic appreciation and expression	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Creative thinking Research Skill LP- Knowledgeable Thinker Reflective	Line- 1-Understanding of line as a primary element of visual art. 2-Know about various kinds of lines, their characteristics, and expressive possibilities. 3-Inquiry into the works of other artists with specific reference to line through research. 4-Understanding the compositional elements of design.5-Producing own work 6-Reflecting on own work
My city my home 20 sessions @ 40 min	Identity	Interpretation	Identities and relationships <b>Exploration-</b> Self- Portraits of different artists.	Our environment is part of our identity	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Communication skill- Innovative representation of self & surroundings LP- Open-mindedness	- <b>1</b> -Understanding of the genre cityscape and self-portrait.2- Understanding of the idea of self from a broader perspective. 3-Students to create a painting based on the idea of city as home
Landscape 25 sessions @ 40 min	Aesthetics	Genre	Orientation in space and time <b>Exploration-</b> Landscape painting of different artists	landscape has been an important form of expression throughout the history of art	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Critically Thinking skills: Identify obstacles and challenges LP- Risk taker Inquirer	<b>1</b> -Make two landscape painting in two different medium. 2-Students are expected to Research and write a short essay on Claude Monet in the context of landscape painting using appropriate vocabulary 3-Demonstrate the relationship of their art work with the research on landscape painting in the context of aesthetic expression. 4-The art work produced will be assessed based on the skills and techniques of line. 5- Students are expected to Outline connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer artwork
Elements of art- Colour 20 sessions @ 40 min	Aesthetics	Composition	Personal and cultural expression <b>Exploration-</b> Understanding of Colour Theory to create a balanced work.	Understanding the elements of art will help visual representation and aesthetic appreciation and expressions.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Communication Skills- Negotiate ideas and knowledge with peers and teachers LP- Communicator Thinker	<b>1</b> -Make a painting using primary colours on one half and complimentary colours on the other half of the sheet. 2-Students are expected to produce a written work on colour theory using appropriate vocabulary. 3-Demonstrate the relationship of the art work produced with the element of art focusing on colour in the context of aesthetic expression. 4-Students will identify the artistic intention of the work displayed .5- Explore alternatives of the displayed art work.

MYP 2

MYP 2 ARTS - VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ LP	Content (topics, knowledge, skills)
Elements of art 15 sessions @ 40 min.	Aesthetics	Composition	Personal and cultural expression	Understanding the elements of art will help visual representation and aesthetic appreciation and expressions.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Creative thinking skills: LP- Thinker Communicator	Texture – 1- Understanding of texture as a primary element of visual art. 2- Know about various kinds of textures, their characteristics, and expressive possibilities. 3-Inquiry into the works of other artists with specific reference to texture through research. 4-Understanding the compositional elements of design. 5-Task- Students to make an abstract painting focusing on the element of texture. 6-Write a reflection about the process , 7-evaluate works of self and peers done in this unit
Self portrait 20 sessions @ 40 min.	Identity	Representation	Identities and relationships	The process of artistic creation can lead to self-discovery.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Research skills : Create mood boards, sketches and/or storyboards, which translate an idea into practice	<b>1-</b> Investigation tasks to understand how various artists have explored the idea of self. 2-Comparative analysis of works at least two artists whose primary/major concern is the self, focusing on how individual as well as social circumstances shape an artistic expression. 3-Preparatory work and planning for the final work. 4-Realization of final work- make a painting that represent your identity.5- Interpreting and responding to the work of selected artists by taking informed risks as they create and record this process. 6-Interpretation and creative visual representation of the self.7- Identifying connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer.
Still life 25 sessions @ 40 min.	Aesthetics	Genre	Personal and cultural expression	Still life has been a important form of expression throughout the history of art	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	<b>Critically Thinking skills</b>	<b>Students are expected to-</b> 1-learn about- form and shape, proportion and scale, light and dark, 2- develop observational skill, drawing skill, and pencil rendering skill. 3-Demonstrate the application of skills and techniques to create a Still life. 4-Students will use the same shapes of the objects they drew for the Still life, but transform by changing the meaning and context, adding other elements of their choice,- to produce a creative art work.. 5-Outline connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer artwork.

Design a video game home page 20 sessions @ 40 min.	Communication	Audience	Scientific and technical innovation	Developments in technology have broadened the scope of art and design	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	<b>Communication Skills-</b>	<b>Students are expected to-</b> 1-Research on some existing video games focusing on the visual characters. 2-Designing a home page for a video game: 3-The art work produced will be assessed based on acquisition and application of design skills and handling of appropriate techniques. 4- Students will identify the artistic intention of designing a video game homepage. 5-Explore alternatives, both in terms of ideas and visual arrangements, for their design. 6-Outline connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer artwork.
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MYP 3

MYP 3 ARTS - VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ LP	Content (topics, knowledge, skills)
Who am I 20 sessions @ 40 min	Identity	Representation	Identities and relationships	The process of artistic creation can lead to self-discovery.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Research skills : Create mood boards, sketches and/or storyboards, which translate an idea into practice	1-Investigation tasks to understand how various artists have explored the idea of self. 2-Research on accordion book format. 3-Preparatory work and planning for the final work. 4-Realization of final work- make an accordion book that represent yourself. 5- Interpreting and responding to the work of selected artists by taking informed risks as they create and record this process. 6-Interpretation and creative visual representation of the self. Identifying connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer..
Colour theory 24 sessions @ 40 min	Aesthetics	Composition	Personal and cultural expression	Understanding colour theory will help visual representation and aesthetic appreciation and expressions.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Creative thinking skills: LP- Thinker Communicator	Colour theory – 1-Understanding of colour theory as a primary element of visual art. 2-Know about primary colours, secondary colours, complimentary colours ..3-Inquiry into the works of other artists with specific reference to colour theory through research. 4-Task- Students to make an painting using complimentary colours.. Write a reflection about the process , evaluate works of self and peers done in this unit

Geometry and Pattern 20 sessions @ 40 min	Form	Interpretation	orientation in space and time	Geometry can play an important role in visual expression.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	<b>Communication Skills-</b>	1-Research on geometry in Islamic art, focusing on formal as well as social-historical relevance. 2-Preparatory work and planning for the final work. 3-Realization of final work-create a design using geometrical forms and flat colours .4- Interpreting and responding to their research work as they create and record this process. 5-Identifying connections by reflecting on their own artistic intentions and evaluate own artwork and peer.
Lettering 16 sessions @ 40 min	Communication	Audience	Personal and cultural expression	lettering is about communicating an idea or an identity in an abstract and minimal manner.	<b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Communication Skills-	1-Investigation tasks to understand various possibilities of lettering - formal characteristics, what they represent, and visual impact. 2-Preparatory work and planning for the final work. 3-Realization of final work- make a design with your name in a way that represent the meaning of your name.4- Identifying connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer.

**MYP 4**

MYP 4 ARTS - VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ LP	Content (topics, knowledge, skills)
Mural design based on nature 20 sessions @ 40 min	communication	audience	orientation in space and time	Art in public place can communicate with a wider audience.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively	Social skill: Work collaboratively in a production team with assigned roles and responsibilities	1-Investigation tasks- what is mural? 2- Preparatory work and planning for the final work- 3-study of natural elements in various media, lay out plan. 4-Realization of final work-make a mural on a wall as group work.
Still life- Pencil shading 20 sessions @ 40 min	Change	Genre	Orientation in time and space	Still life has been a important form of expression throughout the history of art	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Critically Thinking skills	<b>Students are expected to-</b> 1-learn about- form and shape, 2-proportion and scale, light and dark, 3-develop observational skill, drawing skill, rendering skill in pencil, 4-demonstrate the application of skills and techniques, 5- make a Still life using various grades of pencil. 6-Outline connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer artwork.

Elements of art – Value 20 sessions @ 40 min	Aesthetics	Composition	Personal and cultural expression	Since we see objects and understand objects because of how dark or light they are, value is incredibly important to art.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Creative thinking skills	<b>1</b> -Understanding of Value as a primary element of visual art. <b>2</b> -Know about various techniques of creating Value. <b>3</b> - Inquiry into the works of other artists with specific reference to Value through research. <b>4</b> -Task- Students to create a black and white work in pencil referring to a photographic image with a good range of value. <b>5</b> -Write a reflection about the process, evaluate works of self and peers done in this unit.
Hue, Tint and Shade 20 sessions @ 40 mi	Communication	Audience	orientation in space and time	Understanding of tint and shade is important to know the range and possibility of a particular colour/hue.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Creative thinking skills	<b>1</b> -Understanding of tint and shade as part of the colour theory. <b>2</b> -Know about various techniques of creating shades. <b>3</b> -Inquiry into the works of other artists with specific reference to tint & shade through research. <b>4</b> -Task- Students to create a monochrome painting based on a specific subject with a good range of tints and shades. <b>5</b> - Write a reflection about the process, evaluate works of self and peers done in this unit.

## MYP 5

MYP 5 ARTS - VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ LP	Content (topics, knowledge, skills)
Elements of art – Texture  16 sessions @ 40 min	Aesthetics	Composition	Personal and cultural expression	Understanding Texture as one of the elements of art will help visual representation, and aesthetic appreciation and expressions.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Creative thinking skills  LP- Thinker, communicator, Reflective	Understanding of Texture as a primary element of visual art. Know about various techniques of creating Texture Inquiry into the works of other artists with specific reference to Texture through research. Task- Students to collect various textures by taking impressions of different textured surfaces, then create a collage using the textured impressions (I, ii of B). Write a reflection about the process, evaluate works of self and peers done in this unit.
Still life- colour rendering 24 sessions @ 40 in.	Change	Genre	Orientation in space and time	Still life has been a important form of expression throughout the history of art	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Critically Thinking skills	<b>Students are expected to-</b> learn about- form and shape, proportion and scale, light and dark , develop observational skill, drawing skill, rendering skill in different media, demonstrate the application of skills and techniques – make three Still life using pencil, colour pencil, and water colour. Outline connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer artwork.
Media exploration 20 sessions @ 40 min.	Aesthetics	Innovation	Personal and cultural expression	Each medium of painting has its own character and possibilities.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Research skills	Understanding importance of medium in painting, what role the choice of medium plays in the expressive quality in a work of art. Inquiry into the works of other artists with specific reference to medium and surface treatment through research. Preparatory work and planning for the final work. Realization of final work- one painting using water colour. Write a reflection about the process, evaluate works of self and peers done in this unit.
Logo design 20 sessions @ 40 min.	Communication	Audience	Identities and relationship	Logo design is about communicating an idea or an identity in an abstract and minimal manner.	<b>A</b> Knowing and understanding. <b>B</b> : Developing Skills <b>C</b> : Thinking creatively <b>D</b> : Responding	Communication Skills	Investigation tasks to understand various possibilities of logo design by looking at well-known logos- their formal characteristics, what they represent, and visual impact and recall value, etc. Preparatory work and planning for the final work. Realization of final work- design a logo based on your initials. Identifying connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer.



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