

Visual Arts (Grade 5)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Communication and Symbolism	Communication	Innovation	Personal and Cultural Expression	Symbols carry meaning to create common understanding between artist and audience.	A B C D	<p>Skill Category: Self-Management</p> <p>Skill Clusters: III.</p> <p>Organization Skills</p> <p>Managing time and tasks effectively:</p> <p>Create plans to prepare for summative assessment</p> <p>Skill Clusters: V. Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment)</p>	Students will learn the meaning and history of symbolism. They will be able to create meaning within a work of art through the use of symbols.
Life, Death, Celebration and Healing	Change	Art Therapy Emotion & Mood Symbolism	Identities & Relationships: Students will explore personal, mental and spiritual health.	Using symbolism to reframe and express difficult emotions can change the way you feel.	A B C D	<p>Skill Category: Self-Management</p> <p>Skill Clusters: III.</p> <p>Organization skills</p> <p>Managing time and tasks effectively:</p>	Students will learn how a variety of cultures celebrate life and deal with loss. They will make artifacts that reflect the cultures and their own personal meaning. Students will explore color,

						Plan short and long-term assignments; meet deadlines	mixing, meaning, and mood. They will apply this knowledge in their final painting.
Ancient Greece: The Beautiful People	Aesthetics	Realism Proportion	Scientific and technical innovation: Golden Ratio and Proportions of Ancient Greek Art	Proportions and ratios found in nature help inform opinions of beauty in many cultures.	A B C D	Skill Category: Self-Management Skill Clusters: V. Reflection skills: Develop new skills, techniques and strategies for effective learning	Students will learn about Ancient Greece, proportions of the human body, and aesthetics. They will explore what their own definition of beauty is while viewing and interpreting art. Students will also explore form using clay to create proportional human figures.

Art 6 YEAR 1 (Grade 6)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Communication and Symbolism	Communication	Innovation	Personal and Cultural Expression	Symbols carry meaning to create common understanding between artist and audience.	A. B C D	Skill Category: Self-Management Skill Clusters: III. Organization Skills Managing time and tasks effectively: Create plans to prepare for summative assessment Skill Clusters: V. Reflection skills: Identify strengths and weaknesses of personal learning strategies	Students will learn the meaning and history of symbolism. They will be able to create meaning within a work of art through the use of symbols.

						(self-assessment)	
Life, Death, Celebration and Healing	Change	Art Therapy Emotion & Mood Symbolism	Identities & Relationships: Students will explore personal, mental and spiritual health.	Using symbolism to reframe and express difficult emotions can change the way you feel.	A. B C D	Skill Category: Self-Management Skill Clusters: III. Organization skills Managing time and tasks effectively: Plan short and long-term assignments; meet deadlines	Students will learn how a variety of cultures celebrate life and deal with loss. They will make artifacts that reflect the cultures and their own personal meaning. Students will explore color, mixing, meaning, and mood. They will apply this knowledge in their final painting.
Ancient Greece: The Beautiful People	Aesthetics	Realism Proportion	Scientific and technical innovation: Golden Ratio and Proportions of Ancient Greek Art	Proportions and ratios found in nature help inform opinions of beauty in many cultures.	A. B C D	Skill Category: Self-Management Skill Clusters: V. Reflection skills: Develop new skills, techniques and strategies for effective learning	Students will learn about Ancient Greece, proportions of the human body, and aesthetics. They will explore what their own definition of beauty is while viewing and interpreting art. Students will also explore form using clay to create proportional human figures.

Art 7 YEAR 2 (Grade 7)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Communication and Symbolism	Communication	Innovation	Personal and Cultural Expression	Symbols carry meaning to create common understanding between artist and audience.	A. B C D	Skill Category: Self-Management Skill Clusters: III. Organization Skills Managing time and tasks effectively: Create plans to	Students will learn the meaning and history of symbolism. They will be able to create meaning within a work of art through the use of symbols.

						prepare for summative assessment Skill Clusters: V. Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment)	
Life, Death, Celebration and Healing	Change	Art Therapy Emotion & Mood Symbolism	Identities & Relationships: Students will explore personal, mental and spiritual health.	Using symbolism to reframe and express difficult emotions can change the way you feel.	A. B. C. D.	Skill Category: Self-Management Skill Clusters: III. Organization skills Managing time and tasks effectively: Plan short and long-term assignments; meet deadlines	Students will learn how a variety of cultures celebrate life and deal with loss. They will make artifacts that reflect the cultures and their own personal meaning. Students will explore color, mixing, meaning, and mood. They will apply this knowledge in their final painting.
Ancient Greece: The Beautiful People	Aesthetics	Realism Proportion	Scientific and technical innovation: Golden Ratio and Proportions of Ancient Greek Art	Proportions and ratios found in nature help inform opinions of beauty in many cultures.	A. B. C. D.	Skill Category: Self-Management Skill Clusters: V. Reflection skills: Develop new skills, techniques and strategies for effective learning	Students will learn about Ancient Greece, proportions of the human body, and aesthetics. They will explore what their own definition of beauty is while viewing and interpreting art. Students will also explore form using clay to create proportional human figures.

Art 8 YEAR 3 (Grade 8)

Unit Title	Key Concept	Related	Global Context	Statement of	MYP Objectives	ATL Skills	Content
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		Concept(s)	and Exploration	Inquiry			
Communication and Symbolism	Communication	Innovation	Personal and Cultural Expression	Symbols carry meaning to create common understanding between artist and audience.	A. B C D	<p>Skill Category: Self-Management</p> <p>Skill Clusters: III.</p> <p>Organization Skills</p> <p>Managing time and tasks effectively: Create plans to prepare for summative assessment</p> <p>Skill Clusters: V. Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment)</p>	Students will learn the meaning and history of symbolism. They will be able to create meaning within a work of art through the use of symbols.
Life, Death, Celebration and Healing	Change	Art Therapy Emotion & Mood Symbolism	Identities & Relationships: Students will explore personal, mental and spiritual health.	Using symbolism to reframe and express difficult emotions can change the way you feel.	A. B C D	<p>Skill Category: Self-Management</p> <p>Skill Clusters: III.</p> <p>Organization skills</p> <p>Managing time and tasks effectively: Plan short and long-term assignments; meet deadlines</p>	Students will learn how a variety of cultures celebrate life and deal with loss. They will make artifacts that reflect the cultures and their own personal meaning. Students will explore color, mixing, meaning, and mood. They will apply this knowledge in their final painting.
Ancient Greece: The Beautiful People	Aesthetics	Realism Proportion	Scientific and technical innovation: Golden Ratio and Proportions of	Proportions and ratios found in nature help inform opinions of beauty in	A. B C D	<p>Skill Category: Self-Management</p> <p>Skill Clusters: V. Reflection</p>	Students will learn about Ancient Greece, proportions of the human body, and aesthetics. They

			Ancient Greek Art	many cultures.		skills: Develop new skills, techniques and strategies for effective learning	will explore what their own definition of beauty is while viewing and interpreting art. Students will also explore form using clay to create proportional human figures.
Photo 1 YEAR 4 (Grade 9)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
The History of Photography through "Fakebook"	Change	Innovation Boundaries Expression	Orientation in space and time -Evolution, constraints and adaptation.	Change can challenge boundaries and create opportunity for innovation and expression.	A	Skill Category: Research Skill Clusters: VI. Information literacy skills Finding, interpreting, judging and creating information	Students will explore how photography developed as an art form by examining how different historical approaches were affected by purpose, technology, current aesthetic philosophies, and environmental factors.
Composition and Camera Controls	Communication	Composition Function	Scientific and technical innovation -product, processes and solutions	Effective communication depends on knowledgeable use of processes and methods.	A, B	Skill Category: Self-Management Skill Clusters: III. Organization skills Managing time and tasks effectively	Students will explore and be able to apply the fundamentals of camera operation and photographic aesthetics including shutter speed, aperture, ISO, composition and the rule of thirds.
Sense of Place	Aesthetics	Perception Communication	Personal and cultural expression -Artistry, craft, creation, beauty	Aesthetically crafted expression encourages effective communication.	A, B, C, D All Strands	Skill Category: Communication Reading, writing and using language to gather and communicate information	Students will independently research a "place" photographer and plan, shoot and edit using Photoshop a photograph inspired by their researched photographer's work. Applying

							photographic skills, learning the basics of Photoshop, and learning to document the entire process from initial intent to finished product in their process journals is also a focus.
Photomontage	Change	Context Interpretation Juxtaposition	Personal and cultural expression -Social constructions of reality; belief systems;	Changing context through juxtaposition can challenge beliefs.	A, B, C, D All Strands	Skill Category: Thinking Skill Clusters: VIII. Critical thinking skills Analyzing and evaluating issues and ideas	Students will explore Photomontage by studying protest artists John Heartfield and Peter Kennard, and surrealist photographer Jerry Uelsmann. They will analyze for each photographer one example photograph to determine how juxtaposition is used to communicate new meaning. They will then plan, shoot, and edit their own photomontage photographs, documenting the entire process in their process journals.
Studio Portraits	Identity	Interpretation Expression Perception	Identities and relationships -Identity formation,	The perception of identity is formed through expression and interpretation.	A, B, C, D All Strands	Skill Category: Self-Management Skill Clusters: V. Reflection skills (Re-)considering the process of learning; choosing and using ATL skills	Students will independently select and research one studio portrait photographer, using inspiration from this investigation to plan their own approach to studio portrait photography. They will explore how camera angle, lighting position and subject pose all contribute to what is

							communicated in the portraits.
2-D Art YEAR 4 (Grade 9)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Beyond the Elements of Art & Principles of Design	Aesthetics	Composition Communication	Personal and cultural expression -Artistry, craft, creation, beauty	Understanding how to compose enables effective creation and communication.	A: i, iii B: i.ii C: i D: i, iii	Skill Category: Thinking Skill Clusters: IX. Creative thinking skills Generating novel ideas and considering new perspectives	Students will explore how to use the Elements of Art and Principles of Design to compose a composition that creates eye movement and visual interest.
Drawing From Life	Change	Representation	Scientific and technical innovation -Systems, models, methods; product, processes and solutions	Using multiple perspectives to explore options, creates the opportunity to discover the best solution.	A, B, C, D All Strands	Skill Category: Thinking Skill Clusters: VIII. Critical thinking skills Analyzing and evaluating issues and ideas	Students will examine real world objects and places carefully to find their underlying structure, and then learn how to translate what they see to a two-dimensional artwork
Portraying the Endangered	Connections	Balance Boundaries	Globalization and sustainability -Human impact on the environment.	Understanding connections between boundaries enables the achievement of balance.	A, B, C, D All Strands	Skill Category: Thinking Skill Clusters: VIII. Critical thinking skills Analyzing and evaluating issues and ideas	Students will research the connections between habitat changes and the near extinction of one native species to communicate in their painting the critical nature of the species' existence.

Photo 2 YEAR 5 (Grade 10)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content

Still Life	Change	Perception Expression	Orientation in space and time -constraints and adaptation	Manipulation changes perception and expression, and suggests new processes and solutions.	A, B, C, D All Strands	Skill Clusters: I. Communication skills Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information	Students will independently select and research a still life photographer, analyzing one example photograph to determine how light position and quality, camera angle, and subject placement all contribute to what is communicated. They then plan, shoot and edit their still life photographs, documenting the process in their process journals where they record their decision making process and how and why their intent changes as they work.
Nature/Place	Communication	Environment Culture Context	Personal and cultural expression -Social constructions of reality;	Environments influence communication and constructions of reality.	A, B, C, D All Strands	Skill Category: Communication Reading, writing and using language to gather and communicate information	Students will explore nature and place photographers looking for one whose approach they are most interested in researching further. Students connect their intent to the aesthetic of their researched photographer, and continue to look for connections throughout the entire creative process documenting all in their process journals.
Location Portrait	Aesthetics	Perception Expression	Orientation in space and time	Perception influences	A, B, C, D All Strands	Skill Category: Research	Students will examine how the place a

		Perspective	-Peoples, boundaries, exchange and interaction	perspective and expression, and is determined by aesthetic philosophy and interaction.		Skill Clusters: VI. Information literacy skills Finding, interpreting, judging and creating information Skill Clusters: VII. Media literacy skills Interacting with media to use and create ideas and information	portrait is captured influences the viewer's interpretation of the subject. Students will look at how factors like position in the environment, lighting, position in the frame, and overall interaction with the surroundings affect what is communicated. They follow the same research, develop initial intent, shoot, revise intent, edit, revise intent and edit some more before deciding the work is complete process in their process journals as in other units.
Concepts and Narratives	Communication	Perception Expression Interpretation	Personal and cultural expression -Metacognition and abstract thinking -Social constructions of reality;	Ideas are challenged when manipulation changes perception.	A, B, C, D All Strands	Skill Category: Thinking Skill Clusters: IX. Creative thinking skills Generating novel ideas and considering new perspectives	Students will explore how conceptual and narrative photographers communicate ideas and stories in single frame photography. They will examine the staged world of these conceptual approaches, and select one to research and use as inspiration for their own photographic plan. As always, the entire process of planning, shooting, revising intent, editing and reflecting is documented in the student's process

							journal.
Studio Portraits with Lighting Techniques	Identity	Representation Expression Perception	Identities and relationships -Identity formation,	Identity can be both internally known and externally constructed.	A, B, C, D All Strands	Skill Category: Thinking Skill Clusters: X. Transfer skills Utilizing skills and knowledge in multiple contexts	Students will explore specific lighting techniques used by photographers, and how light placement affects our perception of the subject. They will research and analyze photographs by a selected photographer, and determine the style used, and how this style affects our interpretation of the subject in each analyzed photograph. As always, the entire process of planning, shooting, revising intent, editing and reflecting is documented in the student's process journal.

Media Arts: Video Production YEAR 5 (Grade 10)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
The Story of Film	Change	Expression Aesthetics	Scientific and technical innovation - Adaptation, ingenuity and progress	Change influences expression and aesthetics through adaptation, ingenuity and progress.	A: i, ii	Skill Category: Thinking Skill Clusters: X. Transfer skills Utilizing skills and knowledge in multiple contexts	Students will analyze how technological adaptation and ingenuity drove the aesthetic changes seen in the documentary film "The Story of Film" by applying terms and

						Apply skills and knowledge in unfamiliar situations	concepts presented in excerpts from "A Short History of the Movies."
Shooting Mechanics and Intro to Final Cut Software	Communication	Mechanics Composition	<p>Scientific and technical innovation</p> <p>-Systems, models, methods; product, processes and solutions</p>	<p>Knowledge of composition and mechanics enables effective communication and provides the structure for discovering solutions.</p>	A, B, C, D All Strands	<p>Skill Category: Self-Management</p> <p>Skill Clusters: IV. Affective Skills. Managing state of mind</p> <p>Perseverance – Demonstrate persistence and perseverance</p>	<p>Students will investigate and experiment with shot types, camera angles and camera movement connecting everything to the effect it has on what is communicated. They will complete tutorials on the use of editing software, and journal responses documenting these tutorials using correct film and video terms with an emphasis on analysis of how time, motion and sequence affect what is communicated. Final assessment is a compilation of individual investigations, experimentations, analysis', reflections and plan for student's own 5x5 video as well as the video and final reflection. Included in the final reflection is an evaluation of how time, motion and sequence are used to communicate intent, and how learning a new way to communicate ideas necessitated persistence and a willingness to keep trying to make the video "work."</p>

Experimental Film	Change	Context Juxtaposition	Personal and cultural expression -Social constructions of reality;	Juxtaposition changes context and creates opportunity for for social constructions of reality.	A, B, C, D All Strands	Skill Category: Thinking Skill Clusters: IX. Creative thinking skills Generating novel ideas and considering new perspectives Consider multiple alternatives, including those that might be unlikely or impossible	Students will Investigate Constructivism, Soviet Montage and Sergei Eisenstein to understand the origins of Montage in Soviet Russia as a means to support the Bolshevik Revolution, and explore the Kuleshov Effect and Juxtaposition to understand how changing contexts changes meaning. Process Journal documentation of skill acquisition combined with daily evaluation of application of Montage ideas, evolving intent and analysis of creative process as well as final Experimental Film will form a large part of the final evaluation of this unit.

<p>Film Analysis and Narrative Film</p>	<p>Aesthetics</p>	<p>Audience Interpretation</p>	<p>Personal and cultural expression</p> <p>-Artistry, craft, creation, beauty</p>	<p>Aesthetics influence audience interpretation through the use of artistry and craft.</p>	<p>A, B, C, D All Strands</p>	<p>Skill Category: Social</p> <p>II. Collaboration skills Working effectively with others</p> <p>Consider multiple alternatives, including those that might be unlikely or impossible</p>	<p>Students will Investigate and critically analyze the film techniques used in Frank Capra's narrative film "Mr. Smith Goes to Washington" concentrating on how artistry affects audience response. Discussions and journal responses will focus on the principles and aesthetics of narrative film. Final unit evaluation will include process journal documentation of all stages of planning, creating and evaluating the final narrative video, as well as the actual finished video.</p>
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