Visual Arts
Subject Group Overview

Year 1:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: MYP1 Abstract Portraiture/Drawing	Key concept: Aesthetics Related concept: Style Global context: Personal and cultural expression	Abstract portrait artists visually express the human form through a simplified aesthetic.	Factual:What is abstraction? What are visual qualities of abstract portrait artists' work (Joan Miro, Norval Morisseau, Pablo Picasso, Paul Klee, Francis Souza,)? Conceptual:How do abstract artists use the art elements to create a mood? Debatable:Does art have to "look real" to have value?	Creative-thinking	Abstract Portrait/Oil Pastels, Sgraffito	Criterion B: all strands	6.1.1.5.1 1. Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks. 6.1.1.5.2 2. Analyze how the principles of visual art, such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation of, or response to visual artworks. 6.1.1.5.3

Updated 2.20.18

							3. Describe characteristics of Western and non- Western styles, movements and genres in art.
Unit 3: MYP1 IPad Landscape	Key concept: Change Related concept: Genre, Innovation Global context: Scientific and technical innovation	Technology has changed the way artists create and transformed use of traditional mediums and procesDrawingses.	Factual:What are artists creating using their iPads as a medium? Who is David Hockney? How has the iPad changed his artwork? Conceptual:What are components of a landscape artwork? What tools can be used on an iPad to create a landscape artwork? Debatable:Does artwork made with technology have more or less value than artwork using traditional methods? Is "time" important to artwork and creating a visual aesthetic?	Media literacy	iPad Art Landscape	Criterion C: all strands	6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria. 6.2.1.5.1 1. Create original two- and-three-dimensional artworks in a variety of artistic contexts.
Unit 4: MYP1 Bookmaking	Key concept: Communication Related concept:	Artists can communicate creatively through book art as a medium for personal and	Factual:What is the process for creating a book? Conceptual:What techniques do book artists use to create a visual statement?	Communication	Accordion Book Project	Criterion A: all strands	6.1.3.5.2 2. Analyze the meanings and functions of visual art.

	Expression, Presentation Global context: Personal and cultural expression	cultural expression.	Debatable:Can a personal or cultural statement be made without "words"?				6.2.1.5.3 3. Develop an artistic statement, including how audience and occasion influence creative choices. 6.1.3.5.1 1. Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

Years 2 and 3:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: 2 Point Perspective	Key concept: Development Related concept: Presentation Global context: Scientific and technical innovation	Development of process creates successful presentation.	Factual:What process can an artist take to add the illusion of depth to a drawing? Conceptual:How does perspective change how we "see"? Debatable:When is process more important than product?	Transfer	2 Point Perspective Cityscape	Criterion A: All Strands	6.1.2.5.1 1. Demonstrate the characteristics of the tools, materials and techniques of various two-and-three dimensional media for intentional effects in original artworks. 6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria.
Unit 2: Printmaking	Key concept: Aesthetics Related concept: Audience Global context: Orientation in space and time	Symbols used to convey meaning to audiences are influenced by time and space.	Factual:What is the process and tools that printmakers use? Conceptual:Does time change the printmaking process? Debatable:Does creativity develop over time? Can symbols define who we are in time and space?	Creative-thinking	Reduction Print	Criterion C: All Strands	6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria. 6.3.1.5.3 3. Develop an artistic intent, including how audience and occasion impact presentation choices.

Unit 3: Coil Pottery	Key concept: Change Related concept: Development Global context: Globalization and sustainability	Craft allows personal and cultural expression through change.	Factual:What is the process and tools used in handbuilt pottery? Conceptual:Who assigns value to an artwork? Debatable:What is the value of a piece of art? Does art have a purpose?	Critical-thinking	Coil Pot	Criterion B: All Strands	6.1.3.5.1 1. Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria.

Years 4 and 5:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Community Installation	Key concept: Change Related concept: Boundaries Global context: Fairness and development	Social media has the potential for global influence and can be a vehicle for change.	Factual:What artists have used social media to display their work? Conceptual:What changes can occur when art is put on a public platform? Debatable:Can art have the power to change society?	Critical-thinking	Community Art Installation	Criterion D: all strands	9.1.3.5.1 1. Analyze how visual artworks influence and are influenced by personal, social, cultural or historical contexts, including the contributions of Minnesota American

							Indian tribes and communities. 9.3.1.5.1 1. Present, exhibit, publish or demonstrate collections of artworks for different audiences and occasions.
Unit 2: **Landscape**	Key concept: Aesthetics Related concept: Composition Global context: Personal and cultural expression	Artists consider the beauty of nature to be the cornerstone of aesthetics.	Factual:What are Landscape Qualities? Conceptual:How do artists create feeling with color? Debatable:What makes something beautiful?	Transfer	Landscape drawing based on personal place.	Criterion B: all strands	9.1.1.5.1 1. Analyze how the elements of visual art including color, line, shape, value, form, texture and space; and principles such as repetition, pattern, emphasis, contrast and balance are combined to communicate meaning in the creation of, presentation of, or response to visual artworks. 9.1.1.5.2 2. Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation of, presentation of, or response to visual artworks.