

Subject group overview: Arts (Visual Art)

Note: The visual arts department has chosen to submit their 5-year programme effective until June 2022, thereby following the criteria from the previous arts guide. Curriculum development according to the criteria and objectives of the new guide is ongoing throughout the 2022-2023 school year. Thank you for your understanding.

Grade 6

UNIT TITLE	Expressive Landscapes Painting through Light and Color Experimentation						Duration	12 Weeks		
Subject(s)	Visual Arts	Key Concept	Aesthetics	Related Concept(s)	Composition, Expression	Global Context	Identities and relationships, Personal and cultural expression	Global Context Exploration(s)	Craft, Creation, Beauty	
ATL Skills	III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Careful planning of color combination is an excellent way to depict and describe the subject because it can portray mood, light, depth, and the artist's point of view.					
Content	<p>Content:</p> <p>The course will discuss art inspirations, including the Impressionism, Fauvism, and Nabi movements characterized by a distinctive color, open compositions, and emphasis on the depiction of light.</p> <p>The class will also discuss elements and principles of art and do some exercises such as contour drawing, shading technique, and color theory for skill development.</p> <p>Moreover, the students will learn to use oil pastels, study the composition of a drawing, and choose the setting and colors for their landscape painting project.</p>			<p>Skills:</p> <ul style="list-style-type: none"> -The students will understand the importance of color and light in art composition by studying the artwork of Impressionist, Fauvism, and Nabi movements. -The students will learn how to create the illusion of form, space, and light in a drawing through shading techniques exercises. -The students will study the color theory that will guide them in choosing color combinations, mixing colors, and creating harmony in art. 						

Subject group overview: Arts (Visual Art)

UNIT TITLE	Upcycled Art, When Waste Becomes Art						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Communities, Creativity	Related Concept(s)	Composition, Innovation, Presentation	Global Context	Globalization and sustainability	Global Context Exploration(s)	Human impact on the environment, Consumption
ATL Skills	III. Organization skills IV. Affective skill V. Reflection skills VI. Information literacy skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Upcycled art is a tool for artists to protect the environment by extending the useful life of materials and making them into more significant value and one-of-a-kind artworks.				
Content	Content: The students will study some art movements and practices utilizing upcycling as the primary approach to creating art pieces, such as recycled art, junk art, trash art, fount art, readymade art, and Dada. The students will also learn about the materials and techniques used in upcycled art by analyzing artworks of artists such as Marcel Duchamp, Kurt Schweitzers, and Pablo Picasso to contemporary artists that would help them in project making.			Skills: -The students will be able to understand the concept of upcycled art well. -The students will develop a sense of responsibility for how their artwork will benefit the environment. -The students will learn new techniques for material manipulations. -The students will be able to deepen their knowledge of elements of composition in art.					

Subject group overview: Arts (Visual Art)

UNIT TITLE	Drawing in Space, Art of Sculpting with Wires						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Form	Related Concept(s)	Expression, Representation	Global Context	Identities and relationships, Personal and cultural expression	Global Context Exploration(s)	Identity formation, Independence, Artistry, Craft, Creation, Beauty
ATL Skills	I. Communication skills III. Organization skills IV. Affective skills V. Reflection skills VI. Information literacy skills VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Creating a dynamic and fluid wire sculpture needs to consider the elements and principles of art, such as line, shape, form, space, and balance. In addition, making wire sculptures requires good knowledge of the material, tools, and techniques to create a successful piece because art combines skills, creativity, and purpose/the artist's intentions.				
Content	<p>Content:</p> <p>The class will discuss the sculpture composition by the work of Alexander Calder, who made a series of wire sculptures, and Elizabeth Berrien, a contemporary artist who makes wire animal sculptures with techniques adapted from textile processes like weaving and knitting.</p> <p>The students will study the elements and principles of art and explore the different wires and wire techniques, such as basic weaving and knitting process, that could be useful in project making.</p> <p>The students will also do a series of wire sculpture activities from wire jewelry, (wire) line art illustrations, kinetic wire sculpture, free-standing animal wire sculpture, and a whimsical self-portrait wire sculpture as their project.</p>			<p>Skills:</p> <p>The students will understand the importance of elements and principles of art in making a wire sculpture.</p> <p>The students will learn the wire's qualities and different wire techniques.</p> <p>Through gesture and contour (wire) line drawing exercises, the students will deepen their understanding of how to portray their ideas or intentions in art-making.</p>					

Subject group overview: Arts (Visual Art)

Grade 7

UNIT TITLE	G7 U1 The Mirror						Duration	16 Weeks	
Subject(s)	Visual Arts	Key Concept	Identity	Related Concept(s)	Audience	Global Context	Personal and cultural expression	Global Context Exploration(s)	Philosophies and ways of life, Belief systems, Critical literacy
ATL Skills	VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Art is and can be used as a tool to reveal various perspectives to an audience and what is important to our personal and cultural identity.				
Content	<p>Content:</p> <p>Students study the importance of a portrait and how it can be used to depict a person's personality. Students should use the skills in portraiture to assist in creating their own self portrait, that is aided by visual representations and symbols of what they find important in their life. The final result is a large portrait, containing their image, in a multimedia representation of their life.</p>				<p>Skills:</p> <p>Through scaffold structure of drawing portraits, and self-assessment, students will learn critical thinking as they practice various methods to compare and capture what they see, and then assess their own development before submitting work.</p>				

UNIT TITLE	G7 U2 A Matter of Perspective						Duration	9 Weeks	
Subject(s)	Visual Arts	Key Concept	Form	Related Concept(s)	Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry
ATL Skills	V. Reflection skills VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Before transferring their understanding and ideas to paper, architects visualize complex forms in their mind, artistically connecting the purpose of the structure with stylistic choices.				
Content	<p>Content:</p> <p>Students learn how to understand and interpret a three-dimensional space on a 2-D surface, and how those skills are used in a creating and design process. Students explore the most common architectural styles, investigate how those styles are still used in contemporary building, and apply that to their own ideas.</p>			<p>Skills:</p> <p>Students learn how to draw two point perspectives and apply that to architectural drawing.</p>					

Subject group overview: Arts (Visual Art)

UNIT TITLE	G7 U3 What A Relief						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Form	Related Concept(s)	Interpretation.	Global Context	Personal and cultural expression	Global Context Exploration(s)	Craft, Creation, Beauty, Practice and competency
ATL Skills	VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Students will develop the competency to interpret a three-dimensional form from a culturally significant two dimensional artwork.				
Content	<p>Content and skills: - Skills related to developing finished quality work with clay in the technical knowledge for casting will be acquired through a series of formatively assessed tasks. Through the process they will be able to move from expected results to actual results.</p> <p>Skills related to developing three-dimensional form with pencil will follow the same pattern, a series of formative tasks to steer them towards refined, finished work. It'll also draw on knowledge from the first trimester of linear perspective tasks, and body proportion tasks from the second trimester.</p> <p>In the course of the unit we will visit and revisit the idea behind the value of handmade objects over mass produced materials. - Through the study of ancient artifacts found an Asian tombs we speculate together about what their culture may have found most significant. We try to interpret their lives and determine what they valued. This group activity helps build their capacity to do such an inquiry and then apply it to their own lives and creative efforts.</p>								

Subject group overview: Arts (Visual Art)

Grade 8

UNIT TITLE	I Want To Be: Self-portrait Drawing						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Communication, Culture	Related Concept(s)	Expression	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry
ATL Skills	I. Communication skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	OLD GUIDE Aiii. Bi. Bii. Cii. Ciii. Dii.	Statement of Inquiry	Culture is so much a part of an individual that they show in our personal expressions, even how we communicate.				
Content	<p>Content:</p> <p>Learn how the intention and context of an artwork affect its meaning and visualization.</p> <p>Reflect on hobbies, interests and dreams to decide on how the student wants to portray themselves in a portrait drawing.</p> <p>Study and apply drawing concepts, skills and techniques in drawing the full human figure.</p> <p>Learn what foreshortening is and its effects in portrait drawing.</p> <p>Study the importance of composition and how it helps to express the idea behind an artwork.</p>			<p>Skills:</p> <p>Analyze an artwork by studying the subject, composition and content.</p> <p>Practice drawing human figures realistically and dramatically using contour drawing, foreshortening, basic shapes, negative spaces, head size and shading techniques.</p> <p>Apply culture and identity, drawing techniques and skills, knowledge of composition in developing ideas for the portrait drawing</p> <p>Record the explorations, reflections, process and learning in an art journal.</p> <p>Apply the concepts, skills and techniques in developing ideas and creation of a completed portrait drawing.</p>					

Subject group overview: Arts (Visual Art)

UNIT TITLE	Painting: Promoting Cultures						Duration	11 Weeks	
Subject(s)	Visual Arts	Key Concept	Aesthetics, Culture	Related Concept(s)	Expression	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry
ATL Skills	I. Communication skills VI. Information literacy skills	Subject-group objectives	OLD GUIDE: Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Artworks can document and inform us about cultures and human practices.				
Content	<p>Content:</p> <p>Learn the definition of culture, what it includes and how it is represented in the arts</p> <p>Choose a place and research on its cultural features that would help promote the place in a painting.</p> <p>Learn and understand how colors and color schemes affect the meaning of the painting.</p> <p>Understand the importance of choosing the subject and how composition is significant in expressing the idea and purpose of the painting.</p> <p>Reflect on skills, choices for research, the subject, composition for the painting and personal growth through art journal entries.</p>			<p>Skills:</p> <p>Research to choose appropriate information and images to use</p> <p>Thinking skills to decide how to compose the poster and use the images, techniques and skills to visually express varied ideas and explain them</p> <p>Drawing and painting skills, using appropriate painting techniques in particular to express the artwork well</p> <p>Time management to pace themselves and complete tasks on time</p>					

Subject group overview: Arts (Visual Art)

UNIT TITLE	Sculpture: The Making of a Hero						Duration	14 Weeks	
Subject(s)	Visual Arts	Key Concept	Form, Perspective	Related Concept(s)	Representation	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation
ATL Skills	I. Collaboration skills IX. Creative thinking skills	Subject-group objectives	OLD GUIDE: Ai. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Our artwork is a visual form of our understanding and perception of the world.				
Content	<p>Content:</p> <p>Explore the characteristics of a hero in stories and news stories of heroism.</p> <p>Explore different social issues and determine what makes the people involved in them stand out, the characteristics that make them heroes.</p> <p>The importance of form in expressing ideas in a relief sculpture.</p> <p>Study the importance of the elements and principles of sculpture, the tools and techniques and how these contribute to an expressive relief sculpture.</p>			<p>Skills:</p> <p>Research stories using news articles and videos to choose social issues and hero figures.</p> <p>Use reliable sources to gather information.</p> <p>Summarize information to use for idea generation for relief ideas.</p> <p>Practice and apply sculptural techniques and skills as well as elements and principles of sculpture.</p> <p>Develop different ideas in drawings and written explanations for the choices.</p> <p>Apply the research information and the sculptural elements and principles, skills and techniques completing the relief sculpture of the chosen hero.</p> <p>Recording, reflecting and evaluating own artworks</p>					

Subject group overview: Arts (Visual Art)

Grade 9

UNIT TITLE	Art History: Renaissance to Realism						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Change	Related Concept(s)	Innovation	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Adaptation
ATL Skills	I. Communication skills II. Collaboration skills VI. Information literacy skills	Subject-group objectives	OLD GUIDE: Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Scientific and technical innovations have helped individuals and societies to adapt and improve their way of life.				
Content	<p>Content and skills:</p> <ul style="list-style-type: none"> Research on the characteristics, contexts, leading artists and artworks from Renaissance, Baroque, Rococo, Neo-classicism, Romanticism and Realism Synthesize information gathered and make group presentation to exchange information Artwork analysis for in-depth understanding of art pieces by other artists and their own work Research on artworks and contemporary social context that they would use as a reference for their own artwork ideas Develop varied ideas based on research and synthesis of information, explaining reasons for ideas and justifying the final choice for the artwork Create an artwork that embodies the techniques and skills, characteristics and adaptation of concepts to a contemporary context Record the processes, reflect on learning and skills and personal growth Explore the different media techniques to inform their own artwork ideas and art making Learn painting, drawing and sculpture skills, media and techniques to produce an artwork Learn about exhibition curation and apply this in their own exhibition of the art pieces they produced in each skill class 								

Subject group overview: Arts (Visual Art)

UNIT TITLE	Artist Practice: Renaissance to Realism						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Change	Related Concept(s)	Visual culture	Global Context	Personal and cultural expression	Global Context Exploration(s)	Craft
ATL Skills	VI. Information literacy skills IX. Creative thinking skills	Subject-group objectives	OLD GUIDE: Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	The changes and turning points of societies from different eras are recorded in history.				
Content	<p>Content and Knowledge:</p> <ul style="list-style-type: none"> Different media and techniques in drawing Study old masters for drawing style and techniques Characteristics of the sculptures from Renaissance to Realism periods Cultural and historical events and the contexts that are reflected in the art periods The art characteristics and the changes over the different art periods. Types of sculpture, different methods of sculpture Different media and techniques in sculpture making Elements and principles of sculpture Characteristics of the sculptures from Renaissance to Realism periods 			<p>Skills:</p> <ul style="list-style-type: none"> Drawing techniques and application Creating a good drawing composition Exploring different drawing media Research and analytical skills on art periods, the artworks, media and techniques of the art periods Thinking and creative skills to make connections to cultural contexts and how they apply to contemporary times Recording, reflecting and evaluating own art making for self improvement Research and analytical skills on art periods, the artworks, media and techniques of the art periods Thinking and creative skills to make connections to cultural contexts and how they apply to contemporary times Recording, reflecting and evaluating own art making for self improvement Carving techniques Modeling techniques Planning and practicing using different media to prepare for sculpture making project 					

Subject group overview: Arts (Visual Art)

Grade 10

UNIT TITLE	G10 U1 Modernism in Context						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Change, Connections	Related Concept(s)	Audience, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Social constructions of reality, Philosophies and ways of life, Belief systems, Ritual and play
ATL Skills	I. Communication skills	Subject-group objectives	OLD GUIDE: Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Using the tools of contemporary Art criticism we can discover how modern art had the ability to innovate and meet the needs of changing political, technological, and social realities. Through this retrospective we can interpret, and reinterpret personal/cultural expressions and how they may influence our art practice.				
Content	<p>In this unit students learn about how art is intrinsically connected to cultural developments of the late 19th, and early 20th century. They learn what motivates artists of the era, and why the styles radically changed. In an effort to better understand those motivations and stylistic differences students practice and explore different techniques from impressionist painting to developing the conceptual ideas behind true, psychoanalytic surrealism. Students learn the skills necessary to analyse art, recognizing various functions and purpose, as well as how cultural significance plays a part in what an artist is trying to achieve, or how the audience interprets it. They learn how to structure a comparative study using these tools we've explored.</p>								

UNIT TITLE	G10 U2 The Artist Process. Shared Unit for Early Modern Painting Sculpture, and Mixed Media						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Form	Related Concept(s)	Interpretation, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Creation
ATL Skills	III. Organization skills	Subject-group objectives	OLD GUIDE: Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Art historians have identified recognizable context and characteristics that help us understand artwork of the early 20th century. This understanding has proven to be instrumental in its influence on artist and art theory throughout the 20th/21st centuries.				
Content	<p>Knowledge of the major art movement of the late 19th, early 20th century, as acquired in unit one.</p> <p>Reflection on how those styles influence them personally, and their own art making interest</p>			<p>Scaffold development of skills applicable to their chosen media and exploration/experimentation. Opportunities to connect this exploration to early 20th century art influences, and their own intentions</p>					

Subject group overview: Arts (Visual Art)

Grade 10

UNIT TITLE	G10 U3 Post War Modernism in Context (Draft)						Duration	12 Weeks	
Subject(s)	Visual Arts	Key Concept	Connections	Related Concept(s)	Audience	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories, Displacement and exchange, Turning points and "big history", Peoples, Exchange and interaction, Evolution, Constraints and adaptation
ATL Skills	VII. Media literacy skills VIII. Critical thinking skills	Subject-group objectives	OLD GUIDE Ai. Aii. Aiii. Bi. Bii. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	Art will reveal the interesting connections between historical events in place and time and past and present audience's ever-changing interests.				
Content	<p>In this unit students learn about how art is intrinsically connected to cultural developments of the mid 20th century, and relate it to their own era. They learn what motivates artists of the era, and why the styles radically changed. In an effort to better understand those motivations and stylistic differences students practice and explore different techniques from popular art, the theory behind minimalism to conceptual art.</p> <p>Students learn the skills necessary to analyse art, recognizing various functions and purpose, as well as how cultural significance plays a part in what an artist is trying to achieve, or how the audience interprets it.</p> <p>They learn how to structure a comparative study using these tools we've explored.</p>								