**MYP Course Outline**

**Highland Park Middle School**

**Course: Beginning, Intermediate, and Advanced Art**

**Teacher: Julie Elliott MYP Levels 1, 2, and 3**

**I. Brief description of the course that incorporates the MYP fundamental concepts and the learner profile**

In this course, students will explore the elements of art and principles of design as the building blocks for creating and evaluating works of art. The subject of art asks students to practice all of the IB Learner Profiles. For example, the creation of art involves a great degree of ***risk-taking*** because we will be asked to try new techniques and explore who we are in a very personal way. We will examine what art is and how it has been used as a form of ***communication*** throughout periods of time and a variety of cultures. In this course, the process of creating is as important as the finished product, therefore much time will be spent on planning, practicing and ***reflection.***

Visual Art through the three main pillars of MYP

**Holistic –** students will study how the creation and exploration of art infuses all disciplines, including technology.

**Intercultural –** students will learn about art on a local and global scale. Communities throughout history have used art as a form of expression and creativity – this course will allow us a window into a variety of cultures using tolerance, respect and understanding.

**Communication –** arts allows students an additional tool to communicate who they are on a deeper level, celebrating individuality and diversity of thought.

**II. Units of Study**

**Beginning Art:**

* ***“Study in the Elements and Principles” –*** Students will create a variety of smaller artworks, focusing on line, color, shape, and symmetry. These lessons are designed to give students strategies for creativity.
* ***"Keeping It Real"****– Students learn to draw from observation, beginning with a drawing of their own hand in a realistic way.  For the final, students draw their classmates from observation in an action pose, completing a work that represents a figure performing their favorite sport or action.*
* ***"Interior X-Ray" –****as a study in architecture, students will be using the perspective technique in order to create depth by designing a room of their choice in a three-dimensional way.*
* ***“Transforming Real into Fantasy****” – Students will paint a realistic landscape and then transform it into the Surreal style. The unit will end with a Pop Art sculpture, created with clay.*

**Intermediate Art**:

* ***“Study in the Elements and Principles” –*** *Students will create a variety of smaller artworks, focusing on line to create depth, emphasis, balance, and rhythm.*
* ***"Distorting Reality: Cubist Self-Portrait"*** *- Students will learn to draw their self-portrait in a realistic way, and then have the option to transform it into the Cubist style, like Pablo Picasso.  Students will respond to their art in a written artist statement and prepare to display.*
* ***"Cultural Identity Mask Unit"*** *- Students will explore and practice basic clay techniques in order to create a mask that reflects their own culture. This unit will conclude with the creation of a functional clay pot that will be sold as a service project.*
* ***“Focus on Color” –*** *Students will discover a variety of color schemes while painting a triptych that resembles stained glass.*

**Advanced Art:**

* ***“Site Plan” –*** *As architects, students are commissioned to design a business that fits in with the neighborhood, using two-point perspective.*
* ***“Collage” –*** *students will work with magazines as a medium, creating one in the surreal style, as well as one personal to them.*
* ***“Personal Project”-*** *8th grade students will finish their time here at HPMS by hosting an art show exhibiting pieces that demonstrate what they have learned and become passionate about.  They are asked to synthesize multiple elements and principles, but can choose the style and medium they connected with throughout their time in middle school.*
* ***“Form versus Function” –*** *Students will use more advanced clay techniques in order to create two clay pieces, a mug and a sculpture*.

**III. MYP Aims**

* create and present art
* develop skills specific to the discipline
* engage in a process of creative exploration and (self-)discovery
* make purposeful connections between investigation and practice
* understand the relationship between arts and its contexts
* respond to and reflect on art
* deepen their understanding of the world

**IV. Texts and resources**

You will find a great deal of information regarding state standards, course material, as well as web resources on the Highland Park arts page.

<http://highlandms.spps.org/arts> ***(temporarily under construction)***

**V. Methodology**

In the MYP, teachers work together to develop a variety of methodologies, focusing on approaches to learning, especially critical thinking and reflection. Individual and collaborative active learning strategies are at the heart of classroom instruction. Real world connections and opportunities to investigate and solve problems will help students become world citizens who contribute to their community through observation, imagination, and creation.

**VI. Methods of Assessment**

Students are encouraged to learn without penalty. Many classroom tasks will constitute formative assessments for learning, such as short written assignments and practice work in the Process Journal. Students will receive oral and written feedback on their formative assessments, but these will not impact their grade. The knowledge gained through the formative work will be demonstrated in the summative assessment.

Summative assessment of learning helps students judge their academic progress toward state standards, in additional to MYP aims and objectives. Collectively, these assignments account for 100% of a student’s quarterly grade. Examples of these assessments include finals of major artworks, exams, as well as written artist statements.

Make-Up Policy: It is the expectation that summative assessments are completed to the best of a student’s ability and turned in on time. On the rare occasion that a student would like to put in more work to improve their achievement level once graded and returned, they must accomplish the following in order be granted a redo: (1) turned in the original work on the due date, (2) conferenced with the teacher (3) written a proposal explaining what and how the work will be improved, including a parent signature.

Office Hours: Ms. Elliott will be available on Wednesday afternoons after school from 2:10-3:00 for students needing extra support on assignments. Students should notify the teacher in advance, and arrange for pick-up by 3 PM.

**VII. Grading and Reporting**

According to the International Baccalaureate Organization, MYP assessment is: criterion-related, as it is based upon pre-determined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

The arts classes run every other day, allowing around twenty sessions every grading period. Please expect up to two weeks for assessments and feedback to be returned and reported.

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| **Criterion A: Knowing and understanding** | ***Students should be able to*:**  Demonstrate awareness of the art form studied, including the use of appropriate language.  Demonstrate awareness of the relationship between the art form and its context.  Demonstrate awareness of the links between the knowledge acquired and artwork created. |
| **Criterion B: Developing skills** | ***Students should be able to*:**  Demonstrate the acquisition and development of the skills and techniques of the art form studied.  Demonstrate the application of skills and techniques to create, perform and/or present art. |
| **Criterion C: Thinking creatively** | ***Students should be able to*:**  Identify an artistic intention.  Identify alternatives and perspectives.  Demonstrate the exploration of ideas. |
| **Criterion D: Responding** | ***Students should be able to*:**  Identify connections between art forms, art and context, or art and prior learning.  Recognize that the world contains inspiration or influence for art.  Evaluate certain elements or principles of artwork. |

**VIII. Supplies**

Every art student will be expected to keep a three-ring binder in class, used as an MYP Process Journal. They will add to this journal year after year in order to demonstrate growth and learning.

Students are required to bring their pencil to class everyday. Pencils are the most important technical tool in the discipline of visual art. Ipads are often used as a research and inspirational tool and must be brought to class everyday, as well.

**IX. Communication**

The best way to communicate with me is by e-mail. However, a note or phone call is also acceptable. My e-mail address is Julie.Elliott@spps.org and the school phone number is (651) 293 – 8950.