



MYP Unit 1: Value & Composition

Duration: 1 Week, 6 hours
Unit dates: 28th Aug 2023 - 5th Sep 2023
Subjects: Art
Grades: Year 4

Inquiry & action



Reflection: Prior to teaching the unit

Ongoing reflection

JENNIFER BARIBEAU • 1:31 pm, 1st Feb 2024

Prepare slideshow presentation
Prepare a presentation on form, value and composition.
Prepare a discussion plan for personal vs cultural expression.



Key concept

Arts key concepts:

Aesthetics, Communication

Key concepts from other subject groups:

Creativity, Culture



Related concepts

Expression, Visual culture, Boundaries, Composition



Global context

Personal and cultural expression

Focus exploration(s)

- Artistry, craft, creation, beauty



Statement of inquiry

Through a value study (i.e. still-life, picture continuation, pencil drawing,...) students explore how personal items can be presented visually to communicate their personal and cultural

selves. They make aesthetic compositions of objects and/or images to express how they feel about the things they see in the world.

When creating visual art, it is important that the artist knows their audience and develops a strong composition in order to effectively communicate.



Inquiry questions

Factual questions

- What elements of nature are found in the Elements and Principles of Art?
- We communicate personal expression using the Elements and Principles of Art through a value study?
- How does form, value, proportion, and composition influence the artwork

Conceptual questions

- What is the importance of creating a strong composition?
- What is the nature and purpose of creative expression?

Debatable questions

- To what extent does the identity of the artist impact the artwork?
- Can we communicate cultural expression visually through value study?



Learner profile attributes

- Thinkers
- Inquirers

Development of the learner profile attribute(s)

Objective A: Investigate

Students will:

- explore the ways in which to discover and express ideas, feelings, nature, culture, beliefs and values
- explore artists' practices, and specific artworks

Objective B: Developing

- develop an appreciation of the aesthetic in works of art
- use their knowledge of existing visual art practice(s) to influence and shape their artwork
- use and recognize the Elements and Principles of art: Form, Value, Proportion, and Composition

Objective C: Creating

Students will:

- create an original artwork
- create original artwork about self using subjects related to oneself, culture, and experiences.
- Produce/explore works of art based on their environment - personal experiences.
- create their final work based on their practice observation drawings

Objective D: Evaluating

Students will:

- discuss the ways in which to reflect on, extend and enjoy their creativity
- reflect on their final projects and on their peers during critiques and/or gallery walks
- use the Elements and Principles of Art to discuss how they created an interesting composition with balance and movement
- explain how they created an interesting composition, during the class critique(s)



MYP objectives

Year 5/Competent Objectives

Objective A: Investigating

- critique an artwork or performance from the chosen movement(s) or genre(s).

Objective B: Developing

- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Objective C: Creating/Performing

- create or perform an artwork.

Objective D: Evaluating

- reflect on their development as an artist.
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Approaches to learning

Reflection skills

Develop new skills, techniques and strategies for effective learning

Creative-thinking skills

Create novel solutions to authentic problems

Apply existing knowledge to generate new ideas, products or processes

Create original works and ideas; use existing works and ideas in new ways

Teaching the ATL skills

Communication Skills:

- Give and receive meaningful feedback in the form of a peer critique.
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Listen actively to other perspectives and ideas
- Messages and information effectively through interaction.

Affective Skills:

- Practice focus and concentration

Reflection Skills:

- Develop new skills, techniques and strategies for effective learning
- Focus on the process of creating by imitating the work of others

Creative Thinking Skills:

- Create novel solutions to authentic problems
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Apply newly acquired skills to create, perform and/or present art
- Create multiple sketches and consider multiple ideas before working on the final.
- Use brainstorming and visual diagrams to generate new ideas and inquiries

Self Management Skills:

- Plan short- and long-term assignments
- Set goals that are challenging and realistic
- Meet deadlines

Critical Thinking Skills

- Consider ideas from multiple perspectives
 - Identify obstacles and challenges
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Service learning

What service learning opportunities will this unit provide?

Direct service

What service learning outcomes will you address in this unit?

Persevere in action



Summative assessment

Outline of summative assessment task(s) including assessment criteria:

Summative assessment is the final Value Study drawing (i.e. still-life, picture continuation, pencil drawing,...) – inspired by Paul Cezanne

Assessment criteria: Communication of Culture through visual use of Elements of Art



Content

- To explore and improve skills in mark-making through drawing
 - To explore and respond to the works of Paul Cezanne
 - To gain knowledge and understanding of the Elements and Principles of Art: Form, Value, Proportion Composition
 - To understand and apply the elements of art to create an expressive value study composition
 - To experiment with various shading media and develop artistic skills
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Subject standards

Creating

Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge (Acc.VA:Cr2.1) in a chosen art form.

Connecting

Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local, and global contexts. (Acc.VA:Cn1 1)



Learning experiences and teaching strategies

Information and instructions provided to students through visual examples, direct instruction and class discussion.

Class discussion

Slideshow Presentation

Critique

Gallery Walk



Formative assessments

Formative assessments

Formative assessment - Thumbnail sketches, Rough Draft, Do Firsts, Exit Tickets, Reflection, Peer Critique



Differentiation

Differentiation - Materials used to create a value study composition will be flexible and open to what teacher and/or student can provide.