



Unit 3: Shape & Proportion

Duration: 4 Weeks, 20 hours
Unit dates: 6th Nov 2023 - 8th Dec 2023
Subjects: Art
Grades: Year 4

Inquiry & action



Reflection: Prior to teaching the unit

Ongoing reflection

JENNIFER NUNEZ • 8:53 am, 12th Feb 2024

Students will complete a portrait diagnostic of a man or woman [reference photo will be printed; photo is a drawn image example] to best understand what students already know how to do vs what they still need to practice.



Key concept

Arts key concepts:

Communication, Identity

Key concepts from other subject groups:

Connections, Culture, Form



Related concepts

Narrative, Audience, Role, Interpretation



Global context

Identities and relationships

Focus exploration(s)

- Identity formation
- Personal efficacy and agency
- consciousness and mind



Statement of inquiry

Identities are formed when narratives are represented through artistic creation.

Students will be learning about and demonstrating the Principle of design Proportion in their work. They will also learn how to distort proportions. Students will build on their observational and analytical skills.



Inquiry questions

Factual questions

- How does shape, proportion, and composition influence the artwork?
- What defines a person's identity?
- What is the purpose of a portrait?

Conceptual questions

- How are identities formed?

Debatable questions

- To what extent does the identity of the artist impact the artwork?
Is it possible to show a person's whole identity visually?
- Is it possible to show a person's whole identity visually?



Learner profile attributes

- Reflective
- Communicators
- Open-minded
- Inquirers

Development of the learner profile attribute(s)

Students will develop:

- Inquiry by exploring and researching different techniques/strategies and approaches to drawing facial features [i.e. grid, visual step-by-step, written step-by-step, etc.].
- Open-mindedness and communication by implementing symbolism that represents specific aspects of one's identity [i.e. cultural background, personal, interest, etc.]

- Reflection by appreciating and discussing the use of symbolism in other's works as well as their own.



MYP objectives

Year 5/Competent Objectives

Objective A: Investigating

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

Objective B: Developing

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

Objective C: Creating/Performing

- i. create or perform an artwork.

Objective D: Evaluating

- i. appraise their own artwork or performance



Approaches to learning

Communication skills

Give and receive meaningful feedback

Collaboration skills

Listen actively to other perspectives and ideas

Organization skills

Select and use technology effectively and productively

Creative-thinking skills

Use brainstorming and visual diagrams to generate new ideas and inquiries

Teaching the ATL skills

Students will be explicitly taught communication and collaboration skills through their participation in critiques where they will provide and receive feedback on ideas and in-progress work from peers.

Students will be explicitly taught organizational skills by using technology to locate and research specific demonstration videos that will help aid them in the completion of their artwork.

Students will be explicitly taught creative-thinking skills by using ideas in their brainstorming sheets and rough sketches to visualize, rework, and solidify ideas.



Service learning

What service learning opportunities will this unit provide?

Research

What service learning outcomes will you address in this unit?

Become more aware of your own strengths and areas for growth

Description

Students will become aware of the learning style and strategies that best suit them as learners. Multiple techniques, styles, and materials will be available to them for experimentation and students will ultimately decide which techniques, styles, and materials are most helpful to them as learners.



Summative assessment

Students will complete a self-portrait drawing that:

- Has proportional and accurate facial feature placements.
- Include at least 5 ranges of value [can be in color] for dimension.

Optional:

- includes symbolic imagery which represent aspects of their identity
 - completed in one of following styles: cubism, surrealism, realism.
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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 in a chosen art form. (Acc.VA:Cr2.1)

Responding

Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. (Prof.VA:Re8)

Connecting

Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Document the process of idea development, from early-stage ideas to fully elaborated ideas. (Prof.VA:Cn10)



Learning experiences and teaching strategies

Students will use multiple different strategies and techniques to acquire the skills required, such as using grids, visual step-by-step sheets, written step-by-step worksheets, visual and audio step-by-step videos, etc.

Students will also practice different shading techniques such as: smudging/gradient, hatching, cross hatching, and stippling to acquire the skills required.



Formative assessments

Formative assessments

Students will use a variety of methods to practice drawing each facial feature. Each day, students will focus on one specific facial feature and use the 2 strategies they feel are most helpful for them as learners. Video demonstrations are provided for each strategy, and if the student would like to follow along with instructor in the video, they are able to do so. Instructor will demonstrate how to draw the facial features students struggle with the most during class; this ensure all students are capturing the "key" steps needed to create that facial feature. Students will turn in their work everyday so instructor can manage progress.






Differentiation

Students with different abilities will be offered option of tackling their portraits using different art movement styles [i.e. cubism, surrealism, etc.] rather than completing portrait representationally.

Students will also have the option of incorporating different materials, such as color pencils, pencil, charcoal, oil pastel to complete their portrait.



Resources

-  [MYP Unit 3 Shape Proportion Value Portraiture](#)
-  [MYP Portrait Rubric](#)
-  [MYP Portrait Rubric](#)