

## Unit 5: Proportion &amp; Space



## MYP Unit 5: Proportion & Space

**Duration:** 6 Weeks, 20 hours  
**Unit dates:** 22nd Jan 2024 - 4th Mar 2024  
**Subjects:** Art  
**Grades:** Year 4

### Inquiry & action



#### Reflection: Prior to teaching the unit

#### Ongoing reflection

**JENNIFER NUNEZ** • 8:22 am, 22nd Aug 2023

Prior to teaching this lessons:

1. Students will need to review geometric shapes and forms.  
-This can be done through class discussions.
2. Students will need to review the difference in directional lines (horizontal, vertical, and diagonal).  
-Can be practiced as they begin to create their first forms using the one-point perspective drawing techniques.
3. Need to be able to read a ruler and understand basic measurements.  
-Guided Demo: Practice worksheet to clarify measurements and practice measuring geometric shapes.



#### Key concept

#### Arts key concepts:

Identity

#### Key concepts from other subject groups:

Culture



#### Related concepts

Representation, Structure, Boundaries, Composition



#### Global context

Orientation in space and time

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**Focus exploration(s)**

- Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
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**Statement of inquiry**

**Living spaces can be designed to tell the story of individuals' personal and cultural experiences.**

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**Inquiry questions****Factual questions**

- How have living spaces changed over the last 50 years?
- What building materials were accessible for your ancestors 100 years ago that differ from the materials accessible to you today?

**Conceptual questions**

- What elements are in a living space?
- What household objects would represent your identity and culture? How would you apply those ideas into a interior design?

**Debatable questions**

- How does your socioeconomic culture affect design choices?
  - How does cultural history impact your home design?
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**Learner profile attributes**

- Thinkers
- Inquirers
- Knowledgeable

**Development of the learner profile attribute(s)**

Students will become knowledgeable thinkers as they complete the brainstorming process; the brainstorming process requires students to research the similarities and differences between their ancestor's living spaces [from 100 years] ago to their own living space in present day. Students become inquirers as they develop their understanding of space and proportions (one-point perspective), and how these skills can be used to create a scene which portrays aspects of their identities and cultures.

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## 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
- ii. reflect on their development as an artist.



## Approaches to learning

### Organization skills

Plan short- and long-term assignments; meet deadlines

Set goals that are challenging and realistic

Bring necessary equipment and supplies to class

Select and use technology effectively and productively

### Reflection skills

Identify strengths and weaknesses of personal learning strategies (self-assessment)

Consider personal learning strategies

Consider ethical, cultural and environmental implications

### Information literacy skills

Make connections between various sources of information

### Creative-thinking skills

Use brainstorming and visual diagrams to generate new ideas and inquiries

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

**OrganizationSkills:** Teach students to know what is needed ahead of time for the lesson through discussion, and examples.

**Informational Skills:** Teach students the concept of perspective through demonstration. Teach students to research references in order to make connections through the use of technology.

### Creative-Thinking Skills:

Teach students how to exploring new ideas and concepts.

Guide students on how to push their boundaries, "thinking outside-the-box."

Creative-Thinking is guiding and teaching students to

- Leave their comfort zone
- Brainstorming
- Force themselves to overcome a creative block
- Unplugging mentally after they have begun working on a project
- Thinking about the big picture through steps

### Reflection Skills:

Reflections often are a way to ask ourselves to take a look at the big picture; A way to step back from ourselves and think critically about our artwork and accomplishments so far; It helps us adjust our perspective and see what we have done so far and where we still need to go.

Teach students how to identify what they need to learn to improve the quality of their work through

- Rough drafts
- Peer and teacher feedback
- Peer and self reflections
- Gallery walks
- Artist Statements



### Service learning

**What service learning opportunities will this unit provide?**

Research

**What service learning outcomes will you address in this unit?**

Persevere in action, Undertake challenges that develop new skills, Become more aware of your own strengths and areas for growth

### Description

**Become more aware of your own strengths and areas of growth** - Students will critique and reflect on their own work. This will include, for example, checking for consistency of converging rays/lines to common vanishing points.

**Undertake Challenges that develop new skills** - Students will be challenged to develop a sense of three dimensional space using a two dimension medium. This will include understanding the concepts of vanishing points and eye level/horizon line.

Students need to

- Keep an open mind
- Be mindful of their strengths and weaknesses

- Stay focused
- Set goals
- Practice self-discipline and persistence

### **Perseverance in action...**

Perseverance is the opposite of giving up. It's necessary for students as artists on so many different levels.

- Students need to be persistent when learning new skills and/or a new medium.
- If students give up too soon, they will only have a partial understanding of the research, new skills, and medium and how to use it.
- Students need to be persistent in building a body of quality work; They persist in creating each piece within their work.



### **Summative assessment**

- Students will produce a one point perspective interior design project.
- Furniture is proportionate to other objects in the room and the room itself.
- Furniture is accurately drawn to one-point perspective.
- Space (Element of Art) is used well; there are not any big empty spaces where nothing is happening.
- The drawing is shaded or colored with a range of value, with a clear light source using pencil or color pencil; there is a wide range of value (Element of Art)
- The drawing reflects their culture and/or identity
- Students research and apply objects that reflect their culture and/or identity



### **Content**

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Knowledge and skills that will be used to enable students to respond to inquiry questions include: research on their culture or community

IB learner profile: Reflective, knowledgeable, communicators



### **Learning experiences and teaching strategies**

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Students will know what is expected of them through the following:

- Unit outline/ task sheet
- Work examples and teacher demonstrations
- Formative assessment criteria/rubric posted in classroom/on-line
- Summative assessment criteria/rubric posted in class/on-line
- Ongoing verbal and written feedback from teachers
- Student support and feedback



## Formative assessments

### Formative assessments

#### Formative Assessment

Practice Sheet of 3-D forms using one-point perspective

- Teacher will instruct on the guidelines and steps to make one of the forms.
- Students will complete the other 3D forms by themselves.

Visual Research Journal

- Students will collect/draw reference images of items from:
  - different cultures and communities.
  - They will explain what aspects they like about their examples within their journal that they might incorporate into their composition.
- Teacher lead formative assessment:
  - Teacher will lead students in a series of lessons where students will follow along as the teacher demonstrated how to draw aspects of 1 point perspective (i.e. windows, doors, signs, etc.)
  - Students will then spend the second half of class practicing on their own as the teacher wanders the room helping students individually.



## Differentiation

### Differentiation

Advanced:

- Have them research a monument/historical building that is in the city that they chose. In their visual research journal they will include a bio/background on the architect of that buildings (interior or exterior spaces).
- Practice 1 point perspective techniques for more complex 3D forms (i.e. letters, windows, doors, pyramids, etc.).





#### Developing Skills:

Students will be expected to have the general concept of the interior and exterior spaces drawn in one-point but will have less detail and be more simplified.

- Practice alternative 1 point perspective techniques (less detailed).
- Students may focus on creating only/mostly "solid" 3D forms (rather than creating interior lines of forms).



#### Resources

-  [MYP Planner Unit 5 Line Form Space Perspective](#)
-  [MYP Planner Unit 5 Line Form Space Perspective](#)
-  [MYP Perspective Rubric](#)
-  [Inquiry Questions](#)