

**Unit 6: Balance & Movement****MYP Unit 6: Balance & Movement**

**Duration:** 1 Week, 15 hours  
**Unit dates:** 6th May 2024 - 17th May 2024  
**Subjects:** Art  
**Grades:** Year 4

**Inquiry & action****Reflection: Prior to teaching the unit****Ongoing reflection**

**JENNIFER BARIBEAU** • 11:26 am, 1st Feb 2024

Students may be unfamiliar with various lines and balance used in Art.

Vocabulary of various balance and lines need to be built on their understanding of the ways that elements in art can be used to create certain effects in their design.

**JENNIFER NUNEZ** • 9:47 am, 30th Jan 2024

Students should be able to:

1. Identify different types of lines and shapes
2. Define Principle of Design: Balance

**Key concept****Arts key concepts:**

Aesthetics, Identity

**Key concepts from other subject groups:**

Connections, Creativity, Culture

**Related concepts**

Expression, Visual culture, Interpretation, Composition

**Global context**

Personal and cultural expression

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**Focus exploration(s)**

- Artistry, craft, creation, beauty
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**Statement of inquiry**

Mandalas can be created to serve both personal and cultural forms of expression, while also maintaining a beautiful aesthetic that looks at both balance, movement, rhythm & pattern, and composition.

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

- What elements of nature are found in the elements and principles of art?
- What elements of Art can be focused on through the use of line?
- How does movement, pattern, balance and symmetry influence the artwork

**Conceptual questions**

- What is the importance of creating a strong composition?

**Debatable questions**

- To what extent does the identity of the artist impact the artwork?
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**Learner profile attributes**

- Reflective
- Thinkers

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

## Objective B: Developing

- use their knowledge of existing visual art practice(s) to influence and shape their artwork
- use and recognize balance, movement, rhythm and patterns in everyday life, including the natural world, art and architecture, clothing, etc.

## Objective C: Creating

## Students will:

- create an original artwork
  - create original artwork about self using subjects, symbols, and ideas from society, cultures, and the natural world.
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- Produce/explore works of art based on their environment - personal experiences.

#### Objective D: Evaluating

Students will:

- 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

- i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry

##### Objective B: Developing

- i. practically explore ideas to inform development of a final artwork or performance

##### Objective C: Creating/Performing

- i. create or perform an artwork.

##### Objective D: Evaluating

- ii. reflect on their development as an artist.



### Approaches to learning

#### Reflection skills

Consider ethical, cultural and environmental implications

#### Critical-thinking skills

Consider ideas from multiple perspectives

Identify obstacles and challenges

#### Creative-thinking skills

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

#### Teaching the ATL skills

##### Critical Thinking Skills

- Consider ideas from multiple perspectives
- Identify obstacles and challenges

##### Creative Thinking Skills

- Create multiple sketches and consider multiple ideas before working on the final.

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- Use brainstorming and visual diagrams to generate new ideas and inquiries
  - Create original works and ideas; use existing works and ideas in new ways Use existing art knowledge to create an original work of art.
  - Map the creative process using balance and movement worksheet and students' own library.
  - Students have many activities in which they have to synthesize ideas to create something new.
  - This culminates in the library of designs and their final project with a personal symbol

#### Reflective Skills

- Consider ethical, cultural and environmental implications

#### Self-Management Skills

- Plan the time needed to create the library of design and images that use balance, movement, and rhythm & patterns
- Brainstorm ideas for the personal symbol



### Service learning

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

Direct service

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

Work collaboratively with others, Undertake challenges that develop new skills



### Summative assessment

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

- Personal Symbol brainstorm and research
- Students will be assessed on their ability to present an awareness of the history and function of this craft.
- Students will be assessed on their acquisition of skills and techniques to create their design
- Students will be assessed how well they identify alternatives and perspectives when developing composition
- Students will recognize that the world contains inspiration or influence for art in a presentation given to their peers

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### Evidence of learning:

- Lines, balance, and movement practice and/or rough draft

### How and when will students get feedback

- Teacher guided practice
- Class Critique

### Project Ideas:

- Dream Catcher
  - Mandala
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## Content

- Art as a symbol and metaphor
  - Art can represent an idea, identity, symbol and feelings.
  - Principles of Art: Balance, Movement, Rhythm & Pattern
  - Elements of Art: Line, Shape
  - Demonstrate a deeper awareness of how nature is interpreted and represented in Indigenous art.
  - Display creative thinking skills in developing ideas around how they will create their piece of art through sketches and use
  - Develop skills in critiquing others using art specific terminology.
  - Use of Sharpie, Ink, and/or Colored Pencils
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## Subject standards

### Creating

#### Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/ or empowers people's lives *(Adv.VA:Cr2.3)*

#### Anchor Standard 3: Refine and Complete Artistic Work

Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision *(Acc.VA:Cr3)*

### Connecting

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

Describe how knowledge of culture, traditions, and history may influence personal responses to art. (Prof.VA:Cn1  
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### Learning experiences and teaching strategies

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1. The teacher will introduce the lesson with a pre-made example and will state the objectives.
2. Discuss and share examples of creative image
3. Mindfulness, a way of stress relief, and free flow creativity.
4. Discuss the Principles and Elements of Art: line, rhythm & pattern, balance, and Movement
5. Brainstorm a personal symbol: show various cultures and how Symbols are the basis of culture and how the most common cultural symbols is language.
6. Students will use a worksheets to get them started on their library which they will reference when making their final project
7. Library of designs will have movement and balance on a sheet of paper.
8. After students decide on their personal symbol, they will design their project. Students have the option of starting the final in pencil and then go over with a sharpie, ink, or color pencil

Introduce the lesson with a pre-made example and will state the objectives.

Discuss the types of balance in art and how to create their design

Check-list, Criteria, and/or Rubric

The key concept of Identity will be an explicit activity. Encouraging students to articulate how to identify their own identity through art.

There is new terminology for students to understand, so reinforce the new words in the unit so that students become familiar with them and are able to use them in their discussions and design.

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### Formative assessments

## Formative assessments

During the class critique, students will explain how they created an interesting composition.

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## Differentiation

Some students need extra time.

Visual examples are posted in class.

Step-by-step directions verbal and written