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| Unit Title | Bauhaus | | | | |
| Subject group and discipline | Arts: Visual Arts | MYP year | 1 | Unit duration (hrs) | 16 |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context |
|---|-----------------------------|--|
| Change | Innovation Creativity | Fairness and Development Exploration: Authority, Security and Freedom |
| Statement of inquiry | | |
| Freedom can drive change, innovation and creativity. | | |
| Inquiry questions | | |
| <p>Factual – How did the Bauhaus challenge ideas of art and society?</p> <p>Conceptual – To what extent can we see influence from the Bauhaus today?</p> <p>Debatable – Is all development and change positive?</p> | | |
| Objectives | Summative assessment | |

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| <p>A. Knowing and understanding</p> <ul style="list-style-type: none"> I. demonstrate awareness of the art form studied, including the use of appropriate language II. demonstrate awareness of the relationship between the art form and its context III. demonstrate awareness of the links between the knowledge acquired and artwork created <p>D. Responding</p> <ul style="list-style-type: none"> I. identify connections between art forms, art and context, or art and prior learning II. recognize that the world contains inspiration or influence for art III. evaluate certain elements or principles of artwork | <p>Goal: The student will design and create an A3 film poster for a new biographic film about a Bauhaus artist, craftsperson or designer. The student will also write a press release accompanying the film poster, detailing the inspiration for the story.</p> <p>Role: The student is in the role of a graphic designer.</p> <p>Audience: The film poster is aimed at a family audience.</p> <p>Situation: The student has received a brief from the account director at the film’s advertising agency.</p> <p>Purpose: The student needs to effectively communicate the tone and key facts about the film.</p> <p>Standards and criteria (MYP Visual Arts Year 1):</p> <ul style="list-style-type: none"> A. Knowing and Understanding D: Responding | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>By exploring key figures, attitudes and styles of the Bauhaus (arguably the 20th century’s most influential art institution), and developing work in response, students gain a greater awareness of how the freedoms associated with the Bauhaus led to innovative creativity and change throughout the art world. The film poster assessment also affords students the opportunity to focus on often overlooked influential figures in the movement, especially women and those in the LGBTQ+ community.</p> <p>As part of the summative assessment, students will need to produce the following material:</p> <p>Part 1: A finished film poster, with press release.</p> <p>Part 2: A written reflection of completed work.</p> |
| Approaches to learning (ATL) | | |
| <p>Social</p> <ul style="list-style-type: none"> - Collaboration skills <p>Students negotiate ideas and knowledge with peers and teachers.</p> <p>Students must give and receive meaningful feedback.</p> | <p>Thinking</p> <ul style="list-style-type: none"> - Creative thinking skills <p>Students map the creative thought process in their sketchbooks to generate new ideas and questions</p> | <p>Research</p> <ul style="list-style-type: none"> - Information literacy skills <p>Students must research, understand and apply the visual codes and conventions of the Bauhaus and film posters in their developing outcome.</p> |