

<b>Unit Title</b>	Day of the Dead				
<b>Subject group and discipline</b>	Arts: Visual Arts	<b>MYP year</b>	1	<b>Unit duration (hrs)</b>	18

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<p>Aesthetics</p> <p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</p> <p>In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.</p>	<p>Visual Culture</p> <p>Boundaries</p>	<p>Personal and Cultural Expression</p> <p>Exploration: Ritual and Play</p>
<b>Statement of inquiry</b>		
<p>The boundaries of visual culture can be identified by the aesthetics of ritual and play.</p>		
<b>Inquiry questions</b>		
<p>Factual – What role do skulls play in the Day of the Dead festival?</p> <p>Conceptual – To what extent can masks protect, inspire and identify us?</p> <p>Debatable – Do images of a passed loved one have power?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

<p>B. Developing skills</p> <ul style="list-style-type: none"> <li>I. demonstrate the acquisition and development of the skills and techniques of the art form studied</li> <li>II. demonstrate the application of skills and techniques to create, perform and/or present art</li> </ul> <p>C. Thinking creatively</p> <ul style="list-style-type: none"> <li>I. identify an artistic intention</li> <li>II. identify alternatives and perspectives</li> <li>III. demonstrate the exploration of ideas</li> </ul>	<p><b>G</b>oal: The student will create a prop for a stage version of Pixar's CoCo.</p> <p><b>R</b>ole: The student is in the role of a prop assistant.</p> <p><b>A</b>udience: The prop is aimed at the audience who would come along to see the stage production.</p> <p><b>S</b>ituation: The student has been asked by the set designer to develop a stage dressing prop for key scenes in the production.</p> <p><b>P</b>urpose: The student needs to match the aesthetics of the Day of the Dead festival in order to enhance the overall festival atmosphere.</p> <p><b>S</b>tandards and criteria (MYP Visual Arts Year 1):</p> <ul style="list-style-type: none"> <li>B. Developing skills</li> <li>C. Thinking creatively</li> </ul>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>In order to create an effective prop for the stage production, student's must be able to accurately identify and understand the aesthetics of the playful rituals that make up Day of the Dead.</p> <p>As part of this summative assessment, students will need to produce the following material in order to demonstrate the methods undertaken:</p> <p>Part 1: A series of documented 3D media experiments.</p> <p>Part 2: A set of initial prop design ideas.</p> <p>Part 3: A completed 3D prop.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>Thinking</p> <ul style="list-style-type: none"> <li>- Critical thinking skills</li> </ul> <p>Students must reflect on their developing ideas, evaluating their strengths and weaknesses as they move towards a final prop.</p> <p>Students must make a final decision for the design of their final prop, which may even be a synthesis of previously explored ideas.</p> <ul style="list-style-type: none"> <li>- Creative thinking skills</li> </ul> <p>Students creatively interpret and draw inspiration from examples of existing practice.</p> <p>Students develop a range of original ideas as they move towards a final response.</p>	<p>Self-management</p> <ul style="list-style-type: none"> <li>- Organisation skills</li> </ul> <p>Students must effectively utilise lesson time to complete the different stages of their developing idea.</p> <p>Students must regulate their opinions and be constructive when discussing their own work or the work of others.</p>	