

<b>Unit 4 Title</b>	Moving Images				
<b>Subject group and discipline</b>	Arts: Visual Arts	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	16

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Communication	Audience Narrative	Globalization and sustainability Exploration: Commonality, diversity and interconnection
<b>Statement of inquiry</b>		
Communication in an interconnected world allows diverse audiences to share powerful narratives.		
<b>Inquiry questions</b>		
<p><b>Factual</b></p> <p>How do common narratives change for diverse audiences?</p> <p>How is visual propaganda constructed to communicate powerful narrative?</p> <p><b>Conceptual</b></p> <p>How can narrative be clearly communicated to my audience?</p> <p><b>Debatable</b></p> <p>Can cameras lie in an interconnected world?</p>		

Objectives		Summative assessment
<p><b>B. Developing</b></p> <p>I. practically explore ideas to inform development of a final artwork or performance</p> <p>II. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p><b>D. Evaluating</b></p> <p>I. appraise their own artwork or performance</p> <p>II. reflect on their development as an artist.</p>	<p><b>G</b>oal: The student will produce a <b>narrative</b> storyboard for a scene of a short film, which raises awareness on an issue.</p> <p><b>R</b>ole: The student is a social activist film-maker working with a group of passionate peers.</p> <p><b>A</b>udience: The student is aiming their video towards a <b>diverse</b> international <b>audience</b> to gain the most impact.</p> <p><b>S</b>ituation: If the film produced is effective, it will be shown at international festivals and conventions helping to <b>communicate</b> their message further.</p> <p><b>P</b>urpose: The student needs to effectively <b>communicate</b> their chosen <b>narrative</b> in their storyboard scenes in an engaging manner.</p> <p><b>S</b>tandards and criteria (MYP Visual Arts Year 3):</p> <p>B. Developing (i and ii)</p> <p>D. Evaluating (i and ii)</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will need to carefully consider how to <b>communicate</b> the chosen message in their short film, so that their <b>narrative</b> is understandable to <b>diverse audiences</b>.</p> <p>Summative assessment of this unit will be based on a portfolio of the students work from across the unit, including core assessment tasks introduced at the end of the unit.</p> <p><b>Core assessment task part 1:</b> A set of preparatory material, including mind maps, thumbnails and mood boards</p> <p><b>Core assessment task part 2:</b> A completed storyboard</p> <p><b>Core assessment task part 3:</b> Evaluation</p>
Approaches to learning (ATL)		
Skill Category	Skill Cluster	Skill Indicator and Description
Communication	Communication	In order for students to make effective environmental awareness posters. They will need to use a variety of media to communicate with a range of audiences. <b>Explicitly taught and practised skill strategy:</b> Selection of appropriate media to communicate a message.
Thinking	Creative Thinking	In order for students to make effective environmental awareness posters. They will need to create original works and ideas; use existing works and ideas in new ways. <b>Explicitly taught and practised skill strategy:</b> Using three or more collage elements in their own original work.
Thinking	Creative Thinking	In order for students to practically explore ideas to inform development of a final artwork or performance (B.I) They will need to use brainstorming and visual diagrams to generate new ideas and inquiries. <b>Explicitly taught and practised skill strategy:</b> Organising mind maps with appropriate sub-groupings.