

Unit 5 Title	Artist Exploration				
Subject group and discipline	Arts: Visual Arts	MYP year	2	Unit duration (hrs)	16

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Presentation Interpretation	Fairness and development Exploration: Human capability and development
Statement of inquiry		
We have the capacity to change and develop as artists by interpreting and understanding the presented work of others.		
Inquiry questions		
<p>Factual What are the elements of art and principles of design?</p> <p>Conceptual How can I develop my interpretation of an artists work? How does copying an artist's work develop and change my own practice?</p> <p>Debatable Why should we look at work presented by other artists?</p>		

Objectives		Summative assessment
<p>A. Investigating</p> <p>I. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry</p> <p>II. analyse an artwork or performance from the chosen movement or genre</p> <p>C. Creating/Performing</p> <p>I. create or perform an artwork</p>	<p>Goal: The student will research, gather and present written and visual material focussed on one or more artists work for use in an upcoming magazine feature.</p> <p>Role: The student is a researcher and contributor to a popular art magazine.</p> <p>Audience: The audience is the editor of the art magazine, as well as the target audience of art enthusiasts who read the magazine.</p> <p>Situation: The magazine features different artists each month, with information about how their life and work might be interpreted to develop the reader's own art work.</p> <p>Purpose: The student needs to gather and communicate key information about how the work of their chosen artist can change the development of an individual's work.</p> <p>Standards and criteria (MYP Visual Arts Year 3):</p> <p>A. Investigating (i and ii)</p> <p>C. Creating/Performing (i)</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will need to carefully research the development of the artists' life and work, and demonstrate how their interpretation of the work has changed the material they present.</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>Core assessment task part 1: Written information and reflections on the artist's work.</p> <p>Core assessment task part 2: Two complete artist copies (sections) of the artist's work.</p> <p>Core assessment task part 3: A small original response piece completed in the style of the artist.</p>
Approaches to learning (ATL)		
Skill Category	Skill Cluster	Skill Indicator and Description
Communication	Communication Skills	In order for students to effectively understand, interpret and analyse a given piece of work. They will need to interpret and use effectively modes of non-verbal communication. Explicitly taught and practised skill strategy: Guided interpretation of colour-use in presented work.
Communication	Communication Skills	In order for students to undertake a simple analysis of an artwork. They will need to use and interpret a range of discipline-specific terms and symbols. Explicitly taught and practised skill strategy: Using 10 or more discipline-specific terms with guidance.
Self-Management	Affective Skills	In order for students to complete the core assessment tasks, focusing on one artist across 8 lessons. They will need to demonstrate persistence and perseverance. Explicitly taught and practised skill strategy: Scaffolding lesson sequences to break up extended projects.