

OTR SCHOOL – Visual Arts

Teacher : Carole Wilmet | Grade : 6 (MYP Year 1)

Unit title and teaching hours	Key Concept	Related concepts	Global context	Statement of Inquiry	Objectives/ Strand(s) assessed	ATL Skills (thinking, social, communication, self-management, research)	Brief description of content
1: Drawing People, Animals and Places	Aesthetics	Representation, Style	Personal and cultural expression; Social constructions of reality; philosophies and ways of life; belief systems; ritual and play	Art is influenced by the artist's knowledge of what he/she represents and the choices he/she makes.	A i, Aii B i, B ii D i, D iii	Self-management - Develop new skills, techniques and strategies for effective learning	<ul style="list-style-type: none"> - studying the representation of the human figure in art history - reflecting on the influence of the XXst century on the art of today - studying the human figure (faces, proportions, anatomy), animals and perspective, practicing in class - creating a personal Halloween garland (bones) - self-evaluation and group-evaluation
2: Heraldry Cushion (with Régine)	Identity	Form, composition, style	Identities and relationships (Physical, psychological and social development; transitions; health and well-being; lifestyle choices)	Creating unique objects helps the expression of our individuality and personality in a mass-production world.	A iii, B ii, C i	<p>Social - Manage and resolve conflict, and work collaboratively in teams</p> <p>Communication - Interpret and use effectively</p>	<ul style="list-style-type: none"> - studying heraldry history - in their process journal, research on how to represent the class as a team AND themselves visually with heraldry symbols - creation of a unique pattern on pre-used

						modes of non-verbal communication	cotton sheets to make a pillow
3: Led Greeting Card (with Régine)	Communication	Audience, Visual culture, Narrative	Personal and cultural expression (Artistry, craft, creation, beauty)	Combining technology and artistic reflexion allows you to express a message in a modern and contemporary way.	B i, Bii C i, C iii	Self-management - Consider ethical, cultural and environmental implications	<ul style="list-style-type: none"> - reflecting on what makes them who they are: what is their best holiday season memory? - studying classical Greeting cards imagery throughout history - tell their best memory on a original, personal et visual way on a Greeting Card that will be illuminated with a LED in Design class
4: Book Cover (with Régine and Joanne)	Communication	Genre, Presentation, Narrative, Style	Personal and cultural expression (Products, systems and institutions)	Working the codes of a book cover, a constructed point of view can give you the possibility to visually interpret a story in a unique and personal way.	B i, B ii C i, Cii, Ciii D i, D iii	<p>Research - Seek a range of perspectives from multiple and varied sources</p> <p>Thinking - Consider multiple alternatives, including those that might be unlikely or impossible</p>	<ul style="list-style-type: none"> - studying the rules and the practical aspects of a book cover template - reflecting on their own perception of the story - research on how to express their feeling towards the story visually - creation of an illustration for a book cover, to be coloured with Régine in Design

5: Working with colour in the light of the great XXth century art movements	Aesthetics	Genre, Style, Visual culture	Orientation in space and time (Epochs, eras, turning points and “big history”)	The way artists use colours has evolved with time and place and influenced their style.	A i, A ii, A iii B i, B ii C i, C ii, C iii D i, D ii, D iii	<p>Reflection - Focus on the process of creating by imitating the work of others</p> <p>Self-management - Understand and use sensory learning preferences (learning styles)</p> <p>Thinking - Make connections between subjects groups and disciplines</p> <p>Thinking - Create original works and ideas ; use existing works and ideas in new ways</p>	<p>- each week, we study in class an art form based on colour</p> <p>- then the students will be asked to interpret each movement in their own way with a given theme</p>
6. Weaving	Change	Boundaries, Innovation	Globalization and sustainability (Human impact on the environment)	The human impact on the planet is a disaster, but inspiration sometimes comes from the darkest places...	A i, A ii, A iii, B i, B ii	<p>Reflection - Consider ethical, cultural and environmental implications</p> <p>Communication - Use and interpret a range</p>	<p>- reflection on the human impact on the planet</p> <p>- studying the art of weaving</p> <p>- research of used material to recycle in an artistic creation (garbage, old plastic,</p>

						of discipline-specific terms and symbols	old clothes...) - research on colours and textures and how to create an interesting weaving that express their feeling towards the human behaviour towards the environment
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