

## OTR SCHOOL – Visual Arts

Teacher : Carole Wilmet | Grade : 8-9 (MYP Years 3 and 4)

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: The Human body from Leonardo da Vinci to Egon Schiele	Change	Representation, Interpretation	Personal and cultural expression (Social constructions of reality; philosophies and ways of life; belief systems; ritual and play)	Art is influenced by the knowledge of a society at a given place and time and by the way the artist chooses to picture the world he/she lives in.	A i, Aii, A iii B i, B ii C i, C iii D i, D iii	Reflection - Keep a journal to record reflections  Research - Make connections between various sources of information	- presentation of Leonardo da Vinci and Egon Schiele's works and historical context - discussion - drawing theory and exercises (faces, proportions, perspective, anatomy) - summ assmnt: essay on Leonardo da Vinci's work - studying watercolour techniques - research in process journal on how to express a personal feeling or emotion through a self-portrait - self-evaluation, peer-evaluation
2: Superpower? Illustration!	Communication	Audience, Style, Narrative	Personal and cultural expression (Products, systems and institutions)	Illustration can allow artists to create a unique universe from imagination and express a personal vision of the world to an audience.	A i, A ii, A iii B i, B ii, C i, C ii, C iii D i, D ii, D iii	Communication - Use intercultural understanding to interpret communication  Communication	- studying the history of comic books and their origins (USA/Europe) - research in process journal: mind-maps and stroyboards - character design:

						<ul style="list-style-type: none"> <li>- Organize and depict information logically</li> </ul> <p>Thinking - Gather and organize relevant information to formulate an argument</p>	<ul style="list-style-type: none"> <li>define their characters</li> <li>- following the steps of a classical comic book design (sketching, inking, colouring), drawing a comic book cover and a complete interior page</li> <li>- presentation in front of the class and peer-feedback</li> </ul>
3: Pattern Design (with Régine)	Identity	Style, Composition	Personal and cultural expression (Artistry, craft, creation, beauty)	An object can be both beautiful and functional, but it always needs to have an intention to be interesting.	A i, A ii, A iii B i, B ii, C i, C ii, C iii	<p>Thinking - Use brainstorming and visual diagrams to generate new ideas and inquiries</p> <p>Communication - Create original works and ideas; use existing works and ideas in new ways</p>	<ul style="list-style-type: none"> <li>- presentation of pattern design history and meaning, and of the work of artists working with pattern (Claude Viallat, Yayoi Kusama)</li> <li>- research in process journal on how to express something personal with a pattern (mind-map) for their totebag</li> <li>- carving blocks into stamps to print their pattern</li> </ul>
4: Let's get abstract	Aesthetics	Expression, Interpretation	Personal and cultural expression (Metacognition and abstract thinking)	There are multiple ways to represent the same thing: an artist can depict what he/she sees in a realistic way, or what he/she feels in a more abstract way.	A i, A ii, A iii B i, B ii, C i, C ii, C iii	<p>Communication - Listen actively to other perspectives and ideas</p> <p>Communication - Apply existing knowledge to</p>	<ul style="list-style-type: none"> <li>- studying the history of landscape painting</li> <li>- studying the history of abstract painting and the work of Willem de Kooning</li> <li>- walk outside the school: the students will be asked to find a</li> </ul>

						generate new ideas, products or processes	landscape that touches them and paint it (what they see) - back in class, the students will be asked to produce an abstract artwork of the same landscape based on what they felt
5: Welcome to the third dimension (ceramics)	Aesthetics	Expression, Visual culture, Form	Orientation in space and time (Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange)	One of the oldest art form can still today allow artists to express themselves in a personal and original way.	A i, Aii, A iii B i, B ii C i, C ii, C iii D i, D ii, D iii	Self-management - Plan strategies and take action to achieve personal and academic goals  Self-management - Practise « failing well »  Self-management - Practise dealing with disappointment and unmet expectations	- studying history of ceramics - presentation of different building techniques (slabs, pinching, coil building) - research in process journal on how to express something through a 3D form - original interpretation of an everyday object, probably one of the first made by men (bowl) - presentation in front of the class room