

IB Subject Group: Arts

Course: Ceramics

Year: 4/5

Unit title	Key concept	Related concept (s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Ceremonial Bowl	Identity	Visual culture	Personal and cultural expression	Personal identity is influenced and expressed by the visual culture in which the artist belongs to.	<p>Criterion A</p> <p>i. demonstrates knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>Criterion B</p> <p>i demonstrates acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates application of skills and techniques to create, perform and/or present art.</p> <p>Criterion C</p>	<p>Thinking:</p> <p>Creative and Critical thinking skills</p> <ul style="list-style-type: none"> Students will use creative skills to apply the Japanese aesthetic concept of wabi sabi to their own clay bowl <p>Communication:</p> <p>Communication Skills</p> <ul style="list-style-type: none"> Listen and endorse the views and opinions of others 	<p>Practicing manipulation of clay to form a vessel and produce various textures using different tools</p> <p>observing and analysing the practices of the Japanese tea ceremony through videos</p> <p>Observing the process of making wabi sabi tea bowl by Japanese masters</p> <p>Drawing in journal various existing wabi sabi-style tea bowl to study features</p>

					iii demonstrates exploration of ideas to shape artistic intention that to a point of realization.		
Ceramic Lanterns	Identity	Style	Personal and Cultural Expression	Lanterns may be created to celebrate an individual's culture and style.	<p>Bi demonstrates acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates application of skills and techniques to create, perform and/or present art.</p> <p>Cii demonstrate a range and depth of creative-thinking behaviors</p> <p>Diii critique the artwork of self and others.</p>	Thinking: Creative and Critical thinking skills Self-Management skills	<ol style="list-style-type: none"> 1. Understanding the purpose of lanterns 2. creative thinking skills: Brainstorming ideas through drawing 3. building paper models and template/stencils of design 4. skill developing and production 5. evaluate their final product
Face Jugs	Change	expression	Orientation in space in time	Artists may change traditions to fit their needs in different places and time	<p>Bi demonstrates acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates application of skills and techniques to create, perform and/or present art.</p>	Thinking: Creative and Critical thinking skills Self-Management skills	<p>Video: 19th century face jugs made by African American slaves in N. Carolina. Compare their style and detail to contemporary ones.</p> <p>Demonstrate how to create a template by cutting the positive shape out to leave the negative</p>

					<p>Ci develop artistic intention that is feasible, clear, imaginative and coherent</p> <p>Diii presents a critique of the artwork of self and others:</p>		<p>shape to be used as a guide for building the jug from clay.</p> <p>Demonstrate the coil building technique; then adding facial features.</p>
Gesture sculpture	communication	interpretation	personal and cultural expression	<p>Artists use body language to communicate their personal interpretation and influence the world around them.</p>	<p>Aiii use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>Bi demonstrates acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates application of skills and techniques to create, perform and/or present art.</p> <p>Ciii demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p>	<p>Thinking: Creative and Critical thinking skills</p> <p>Self-Management skills</p>	<p>Sample of sculptures by: Henry Moore, Elizabeth Catlett, Alan Houser, Niki De Saint Phalle, George Sigal, Michelangelo.</p> <p>several videos on techniques for drawing quick gestures. Teacher demonstrations of wire sculpture and PlasterCraft.</p>

					Di construct meaning and transfer learning to new settings		
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IB Subject Group: Arts

Course: Foundations of Visual Art

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Seeing like an Artist	Communication	Representation, Structure	Personal & Cultural Expression	Artists synthesize observational strategies and drawing techniques to translate the observable world into a drawing.	Criterion A Criterion B	Thinking: <ul style="list-style-type: none"> Creative Thinking Thinking like an artist strategies 	VA:CR.1.1.H1.b. Plan an artwork using a variety of methods and processes. VA:CR.2.1.H1.a. Demonstrate proficiency of skills and concepts through guided experimentation, practice, and persistence. VA:CR.3.1.H1.b. Refine the craftsmanship of artwork through skillful manipulation of tools and materials. VA:CO.10.1.H1.a. Identify how perception, experience, and inquiry are incorporated into the narrative of an artwork.
Contour Line Drawing Portrait	Form	Composition, Presentation	Personal & Cultural Expression - our appreciation of the aesthetic	Students will synthesize observational skills and contour line drawings	Criterion C: All Criterion D: All		

IB Subject Group: Arts

Course: Digital Photography

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Taking a Photo	Systems	Composition, expression	Personal & Cultural Expression	Students will synthesize the systems, language and functions necessary for operating the DSLR camera in order to create compositions that express ideas, feelings, nature, culture, beliefs and values.	Criterion A Criterion B	Social: Collaboration <ul style="list-style-type: none"> Working together to create a photo collage 	VA:CR.2.1.H1.a. Demonstrate proficiency of skills and concepts through guided experimentation, practice, and persistence. VA:CR.2.1.H1.b. Use formal qualities and compositional devices to make aesthetic choices that communicate narrative.
The Elements of Art in Digital Photography	Aesthetics	Composition, Visual Culture, Creativity	Identities and Relationships	Photographs can be more than just snapshots of random images.	Criterion A: I. Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language. Criterion B: ii. Demonstrate the application of skills and techniques to create, perform and /or present art.	Research: Information Literacy Social: Collaboration Communication: Communication	~ Aesthetics of Art <i>Personal, Fine and Applied Art</i> <i>Subject, Composition and Content</i> <i>Art terms</i> <i>Art Criticism</i> ~ 7 Elements of Art <i>Line, Shape, Color, Value, Texture, Form, Space</i>

IB Subject Group: Arts

Course: Beginning Band/Symphony Orchestra

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Concert Preparation and Performance	Identity	Structure; Boundaries	Identities and Relationships	Artistic identity is often constructed through the understanding of structure and boundaries	Criterion A (all) Criterion B (all)	Social: Collaboration Self-management: Organization Thinking: Transfer thinking	Care, maintenance, and safety of a music classroom Fundamentals Breathing Rhythms Scales Development of Melodic Performance Development of Harmonic Intonation
Scales, modes, and harmony	Form-The shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.	Composition, Structure, innovation, boundaries, interpretation	personal and cultural expression	The harmonic form and structure will determine the interpretation for the performance and expression of a composition or piece of musical work.	Criterion A: Using Knowledge ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	Communication Listen Actively and endorse the views and opinions of others Thinking Creative Thinking: Map the creative thought process in the arts process journal to	Students will learn Minor Scales from their previous knowledge or Major scales. Anchor Standard 7: Perceive and analyze artistic work

					<p>Criterion D: Responding</p> <p>i. construct meaning and transfer learning to new settings</p> <p>ii. critique the artwork of self and others.</p>	generate new ideas and questions	
Pop Song Composition	Creativity	Structure, Boundaries	Identities and Relationships	<p><i>Most songs on the radio follow a similar and relatively simple structure and boundaries using playable chords and melodies based on the composer's creativity forming tonal identities and relationships.</i></p>	<p>Criterion C: Knowing and Understanding</p> <p>i. Develop a feasible, clear, imaginative and coherent artistic intention.</p> <p>ii. Demonstrate a range and depth of creative-thinking behaviours</p> <p>iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>Criterion B:</p> <p>i. Demonstrate the application of skills and techniques to create perform and/or present art</p>	<p>Social</p> <p>Small group playing, peer assessment, ensemble performance.</p> <p>Self Management</p> <p>Organization, preparation, Self-evaluation of performance techniques</p> <p>Thinking</p> <p>Transfer of information: scales to melodic, scales to harmonic passage.</p>	<p>Care, Maintenance and Safety of Music Classroom</p> <p>Fundamentals</p> <p>Breathing</p> <p>Rhythms</p> <p>Scales</p> <p>Development of Melodic Performance</p> <p>Development of Harmonic Intonation</p>
Song Presentations	Form	Presentation, Interpretation	Identities and Relationships	<p><i>Form and interpretation of music will lead to developing</i></p>	<p>Criterion D: Responding</p> <p>iii. Critique the artwork of self and others</p>	Social	<p>Care, Maintenance and Safety of Music Classroom</p> <p>Fundamentals</p>

				<i>identities and relationships between the music, the learner, and the audience when performed.</i>	Criterion B: i. Demonstrate the application of skills and techniques to create perform and/or present art	Small group playing, peer assessment, ensemble performance. Self Management Organization, preparation, Self-evaluation of performance techniques Thinking Transfer of information: scales to melodic, scales to harmonic passage.	Breathing Rhythms Scales Development of Melodic Performance Development of Harmonic Intonation
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IB Subject Group: Arts **Course: Chorus** **Year: 4/5**

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Vocal Skills	Development	Structure	Personal and Cultural Expression	Through a structured practice routine, singers develop vocal skills needed for successful musical performances and expression.			