

NISV

**Navrachana International
School, Vadodara**

Educating - Empowering - Enlightening

MYP SUBJECT GROUP OVERVIEW (SGO) ARTS - VISUAL ARTS



MYP YEAR 1 ARTS – VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
<p>Painting - Study of nature</p> <p>Elements of art- Colour</p> <p>15 sessions @ 40 min.</p>	Aesthetics	Composition	<p>Personal and cultural expression</p> <p>Exploration- Study of nature</p>	Balanced compositions are created with the understanding of aesthetics	<p>A Knowing and understanding.</p> <p>B : Developing Skills</p> <p>C : Thinking creatively</p> <p>D : Responding</p>	<p>ATL Skills: Creative thinking Research Skill</p> <p>Learner Profile- Knowledgeable Thinker Reflective</p>	<p>1. Understanding of colour. Colour wheel- primary, secondary, tertiary, contrast. Activity sheet.</p> <p>2. Inquiry into the works of Georgia O’Keeffe with specific reference to colour (blending, choosing appropriate colours) through research</p> <p>3. Preparatory work - Photographs of different types of flowers (min 5) available to them.</p> <p>4.. Mind-map-Panning- variety and shapes of flowers according to colours (min 5).</p> <p>5. Creating final work painting on paper.</p> <p>6. Reflection- activity sheet, colour wheel</p> <p>Activity sheet- merging colours, Reflection sheet- Georgia O’Keeffe guiding questions</p> <p>Reflection sheet- learning to analyse paintings- guiding questions.</p> <p>Learning experience- guiding questions.</p>

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<p>Landscape/ Urban scape</p> <p>Elements of art – Space</p> <p>25 sessions @ 40 min</p>	<p>Change</p>	<p>Presentation</p>	<p>Globalization and Sustainability Exploration- Arts across the world</p>	<p>“Craftsmanship”, medium and tools must change along with the times to stay relevant in society</p>	<p>A Knowing and understanding. B : Developing Skills C : Thinking creatively D : Responding</p>	<p>ATL Skill: Critical thinking skills</p> <p>Learner Profile- Risk taker, Inquirer</p>	<ol style="list-style-type: none"> 1. Presentation by teacher on existing artworks, exploring urban and country landscape. 2. Make two landscape paintings in two different medium such as oil pastels (paper) and acrylic (taori) 3. Students are expected to Research and write a short essay on Hundertwasser and Japanese landscape with help of guided questions and resources shared using appropriate vocabulary. 4. Students are expected to Outline connections by reflecting on their own artistic intentions and evaluate own artwork and a critique of a peer artwork
<p>Print - Collagraph printmaking</p> <p>Element of art – Texture, repetition</p> <p>25 sessions @ 40 min</p>	<p>Communication</p>	<p>Composition</p>	<p>Personal and cultural expression</p> <p>Exploration: Repetition and representation sports art</p>	<p>Pattern and repetition can communicate motion.</p>	<p>A: Knowing and understanding. B : Developing Skills C : Thinking creatively D : Responding</p>	<p>ATL Skill: Communication skills</p> <p>Learner Profile- Communicator</p>	<ol style="list-style-type: none"> 1. Teacher presentation and demonstration on collagraph printing process. 2. Understanding of texture and pattern making as a primary element of visual art. 3. Students will gather various textured materials from their surroundings. 4. Students will print their first collagraph. 5. Lecture demonstration by PE teacher with respect to different postures in sports.

							<p>6.Students will use appropriate material for sports based collagraph.</p> <p>7.Students will create appropriate sketches in reflection book.</p> <p>8.Create collagraph prints.</p> <p>9. Demonstrate the relationship of their art work with the research on printing process.</p> <p>10. Reflecting on the whole process of interdisciplinary learning through guided questions.</p>
<p>Toy making</p> <p>Element of art – 3D form</p> <p>25 sessions @ 40 min</p>	Identity	Innovation	<p>Identities and relationship.</p> <p>Exploration: Free expression</p>	The process of artistic creation can lead to self-discovery.	<p>A Knowing and understanding.</p> <p>B : Developing Skills</p> <p>C : Thinking creatively</p> <p>D : Responding</p>	<p>ATL Skill: Communication</p> <p>Learner Profile: Communicator</p>	<ol style="list-style-type: none"> 1. Presentation and demonstration by teacher on the basic techniques of using clay. 2.PPT presentation on indigenous art forms during Indus Valley period. 3. Exploring the above ideas students will also learn how to mind-map. <p>Mind-map 1 basic techniques Mind-map 2. Styles of toy making from different cultures. Mind-map 3 students own ideas based on shapes from Indus valley.</p> <ol style="list-style-type: none"> 4.Students will be able to make min 2 simple toys with the use of clay. 5. Reflecting on the whole process through different stages with guiding questions.

MYP YEAR 2 ARTS – VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
Taori Elements of art-Colour 15 sessions @ 40 min.	Communication	Composition	Personal and cultural Expression Exploration: Movement in art	Creating balanced composition establishes good communication	A Knowing and understanding . B : Developing Skills C : Thinking creatively D : Responding	ATL Skill: Communication skills: Learner Profile- Communicator	Colour – 1. Understanding of colour as an important element with reference to artists- 2. Activity sheet about various colour applications to bring out expressive possibilities- brush strokes, colour properties- cool and warm colours etc. 3. Evaluating artworks with help of guiding questions. 4. Understanding the compositional elements using colour. 5. Creating artwork on paper using acrylic paint on paper 6. Creating artwork on Taori using acrylic paints. 7. Reflecting on your own process of work using guiding questions.
Perspective Elements of art – space 25 sessions @ 40 min	Identity	Visual culture	Scientific and technical innovation Exploration- Popularisation of art	Developments in technology can manipulate artists' identity	A Knowing and understanding . B : Developing Skills C : Thinking creatively	ATL skills Critical Thinking skills Learner Profile- Thinker	1. Understanding and to draw 1,2 and 3 point perspective through presentations. 2. Activity sheets to draw I, 2 and 3 point perspectives. 3. Students are expected to explore indoor to understand

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					D : Responding		perspective. 4. 3 final artworks one for each- 1,2 and 3 point perspective. 5. Reflection on the process using guiding questions.
<p>Lino print</p> <p>Elements of art – Pattern making repetition</p> <p>25 session @ 40 min</p>	Aesthetics	Audience	Orientation in space and time Exploration: Design	Symbols and conventions used to convey meaning to audiences are influenced by time and space.	A Knowing and understanding . B : Developing Skills C : Thinking creatively D : Responding	ATL Skill: Critical Thinking skills Learner Profile- Thinker	Presentation on different printing processes. Students will look at different organic shapes and create mind-maps using min 4 different shapes. Create their own black and white composition with the understanding of positive and negative shapes. Trial strips to try different tools and patterns will be given to the students. Final linocut printing will be done cloth. Reflecting on their process using guiding questions.
<p>2D Terracotta slab work.</p> <p>Elements of art - Form</p> <p>25 session @ 40min</p>	Change	Presentation	Globalization and sustainability Exploration: Exploration of various arts medium and materials	“Craftsmanship”, medium and tools must change along with the times to stay relevant in society.	A Knowing and understanding . B : Developing Skills C : Thinking creatively D : Responding	ATL Skill: Critical Thinking skills Learner Profile - Thinker	1. PPT presentation and demonstration of terracotta relief work. 2. Activity sheet for understanding the different techniques 3. Mind- mapping on different endangered animal species 4. Create simplified drawings suitable for clay work. 5. Transfer the image on Terracotta slabs

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							<p>6. Students will work on collective mural with reference to Bengal terracotta relief work and works of contemporary artist K.G Subramaniam</p> <p>7. Reflecting on your own process of work through guiding questions.</p>
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MYP YEAR 3 ARTS – VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
Poster Elements of art – All 20 sessions @ 40 min	Identity	Visual culture	Scientific and technical innovation Exploration: Popularisation of art	Developments in technology can manipulate artists' identity	A Knowing and understanding. B : Developing Skills C: Thinking creatively D: Responding	ATL Skill: Creative thinking skills Learner Profile- Thinker	1-What are the different elements of art? 2-Using different lettering styles the elements of art will be understood. 3-A small work of art for each element of art will be created. 4-Realization of final work- A2 size paper-Create a poster having all the elements of art arranged according to the student's creativity. 5- The poster will be digitally edited for a final outcome with creative fonts for each element. 6- Interpreting and responding to the poster as they create and record this process.
Identity silhouette Elements of art- Line and Shape 25 sessions @ 40 min	Identity	Innovation	Identities and Relationships Exploration: Free expression	The process of artistic creation can lead to self-discovery	A Knowing and understanding. B : Developing Skills C : Thinking creatively D : Responding	ATL Skill: Research skills Learner Profile- Thinker Communicator	1-Zentangle patterns. 2-Notan Art black and white shapes along with zentangle designs. Positive negative spaces. 3.Creating a mind-map of their interests and qualities. 4-Artist research 5.Task- Students will draw their silhouette and compose their interests and their characteristics in the

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							A2 size drawing. 6. They will record their reflection as they go about creating this work of art.
<p>Neurographica</p> <p>Element of art - Colour</p> <p>25 sessions @ 40 min</p>	Change	Presentation	Globalisation and Sustainability Exploration: Exploration of various arts medium and materials	“Craftsmanship”, medium and tools must change along with the times to stay relevant in society	<p>A Knowing and understanding.</p> <p>B : Developing Skills</p> <p>C : Thinking creatively</p> <p>D : Responding</p>	<p>ATL Skill: Creative thinking skills</p> <p>Learner Profile – Thinker, Balanced</p>	<p>1. Understanding the importance of medium in painting, what role the choice of medium plays in the expressive quality in a work of art. Neurographics mindfulness exercise.</p> <p>2. Inquiry into the works of other artists with specific reference to medium and surface treatment through research.</p> <p>3. Preparatory work and planning for the final work. Click photographs of flowers, leaves with a background.</p> <p>4. Realization of final work- A2 size final work using mixed media – realistic artwork.</p> <p>5. Trace the outline from photographs and create a neurographica artwork as well using watercolours.</p> <p>6. Write a reflection about the process, evaluate works of self and peers will be done in this unit.</p>
<p>Mosaic art</p> <p>Element of art - Shape</p> <p>20 sessions</p>	Communication	Representation	Orientation in space and time Exploration: Imagery	Iconic representations express a recurring sentiment through time	<p>A Knowing and understanding.</p> <p>B : Developing Skills</p>	<p>ATL Skill: Communication Skills</p> <p>Learner Profile- Communicator</p>	<p>Byzantine mosaics -Pietra Dure mosaics marble inlay work.</p> <p>1. Students will work on underwater life sketches and create suitable drawings for a</p>

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@ 40 min			icons in visual art and media	and space.	C : Thinking creatively D : Responding		mosaic work. 2. Inquiry into the works of other artists with specific reference to medium and surface treatment through research. 3. Preparatory work and planning for the final work. On 8 inch X 8 inch plywood squares they will create the mosaic using glass tiles. 4. Write a reflection about the process, evaluate works of self and peers will be done in this unit.
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MYP YEAR 4 ARTS – VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
An insider's view 16 sessions @ 80 min	Aesthetics	Representation	personal and cultural Expression	Powerful representation is created through balance and harmony.	A Knowing and understanding B : Developing Skills C : Thinking creatively	Communication L.P- communicator	Students will learn: 1. Basic knowledge of drawing human figures. 2. How to create composition and simplify it suitable to the medium. Research – 3. Works of contemporary artists based on gestures of the human figure. 4. Maintain a regular log of process 5. Learn to use mind mapping as a possible methodology for idea exploration. 6. Sketch regularly to interpret /explore themes in diverse manner.
landscape: Time for a change 24 sessions @ 80 min	Landscape: Time for Change	Presentation	Globalisation and sustainability	“Craftsmanship”, medium and tools must change along with the times to stay relevant in society.	A Knowing and understanding. B:Developing Skills C:Thinking creatively D:Responding	Communication LP - Thinker	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the <ul style="list-style-type: none"> • human impact on the environment • consumption, conservation,

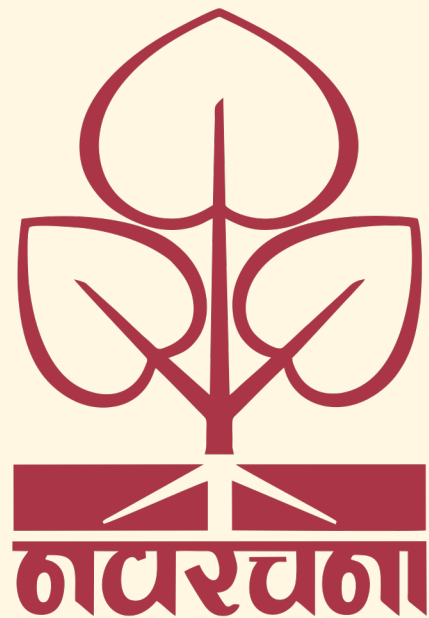
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							natural opportunities and tensions provided by world-Interconnectedness; the impact of decision-making on humankind and the environment.
Who am I 20 sessions @ 80 min	Identity	Interpretation	Identities and Relationships	The process of artistic creation can lead to self-discovery	A Knowing and understanding. B : Developing Skills C : Thinking creatively D : Responding	Thinking skills Creative L.P open minded	Students will explore the concept of identity and culture. They will probe into reference materials shared to them for more insight and understanding. They will write creatively and critically about their experience. Students will select objects from their own environment which they consider being representative to their culture. They will explore how the same object can be considered as a metaphor for their own culture. Students will learn how to create portraits. They will make self portraits combining with objects which communicate their identity.

MYP YEAR 5 ARTS – VISUAL ARTS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
Travel Poster 16 sessions @ 80 min	Change	Boundaries	Fairness and development Exploration: Social messaging	Social media has the potential for global influence and can be a vehicle for change.	A: Knowing and understanding. B: Developing Skills C: Thinking creatively D: Responding	ATL Skill: Creative thinking skills Learner Profile - Thinker, communicator	Social awareness poster for tourism. Students will work on mind-map on awareness creation objectives. They will create drawings for the poster. Final artwork will be a poster painting depicting awareness to tourists about different tourist destinations. They will reflect on their process throughout the task.
Identity Linocut 24 sessions @ 80 in.	Identity	Innovation	Identities and relationships Exploration: Free expression	The process of artistic creation can lead to self-discovery	A: Knowing and understanding. B : Developing Skills C: Thinking creatively D: Responding	ATL Skill: Critical Thinking skills Learner Profile - Thinker	Based on expression metaphors human figures will be drawn. Students will explore various metaphors and create illustrations. They will work with black and white illustrations. Final work will be linocut printing. Students will research on relevant artists and record their process throughout the exploration
Nature Cyanotype Shape Texture	Identity	Visual culture	Scientific and technical innovation	Developments in technology can manipulate artists' identity.	A: Knowing and understanding. B: Developing	ATL Skill: Research skills	Students will work on nature compositions working with cyanotype. They will experiment with

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20 sessions @ 80 min.			Exploration: Popularisation of art		Skills C: Thinking creatively D: Responding	Learner Profile – Inquirer	various materials and different exposure timings to get various effects. They will record their observations as they go about their explorations. The emphasis will be on shape and texture for this unit.
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The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential