



End of Unit Assessment

Term - I

Subject : *Visual Arts*

MYP Year- 1

Unit Title: *Creative Identity*

Key Concept: *Form* **Global Context:** *Personal and Cultural expression*

Related Concept: *Expression*

Statement of Inquiry: *The process of artistic expression can lead to self-discovery.*

Assessment Date:

Duration:

Achievement Level: Criteria A – Knowing and Understanding

Criteria B – Developing Skills

Criteria C – Thinking Creatively

Criteria D - Responding

Purpose: Students are able to
 identify an artistic intension
 identify alternatives and perspectives
 demonstrate the acquisition and development of skills and techniques
 demonstrate artistic response inspired by the world around them

This unit was involved in 'How I present my identity in visual arts?' You have produced more than 3 art works related to this unit, these works are the basic idea for your final art work. These pre-produced works will be assessed along with your final art work.

Task: Create an art work ' My Identity' considering followings;

1. Choose 2 element of art and 2 Principle of arts which will be emphasized the most in your art work.

Or

2. Create an art work influenced from particular art style or art work.
 Medium: pencil, chosen color medium (pencil color, water color, sketch pen etc. on paper
 Size: A3

Assessment Criteria: A**Maximum:8**

iii. Demonstrate awareness of the links between knowledge acquired and art work created.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.
3–4	The student: iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.
5–6	The student: iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.
7–8	The student: iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

Assessment Criteria: B**Maximum:8**

i. Demonstrate the acquisition and development of the skills and techniques of the art form studied

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates limited acquisition and development of the skills and techniques of the art form studied
3–4	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied
5–6	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied
7–8	The student: i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied

Assessment Criteria: C**Maximum:8**

i. identify an artistic intention

ii. identify alternatives and perspectives

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.

1–2	The student: i. identifies a limited artistic intention ii. identifies limited alternatives and perspectives
3–4	The student: i. identifies an adequate artistic intention ii. identifies adequate alternatives and perspectives
5–6	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives
7–8	The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives

Assessment Criteria: D**Maximum:8**

iii. evaluate certain elements or principles of artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: iii. presents a limited evaluation of certain elements of artwork.
3–4	The student: iii. presents an adequate evaluation of certain elements of artwork.
5–6	The student: iii. presents a substantial evaluation of certain elements of artwork.
7–8	The student: iii. presents an excellent evaluation of certain elements or principles of artwork.

Prepared by:

Name:

Signature:

Command Terms

Term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.

Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Use	Apply knowledge or rules to put theory into practice.

Name of the Student :-

Student's Reflection:

What I learned from this unit is

I could improve upon my learning by

I have the following remaining questions about

Teacher's Reflection:



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Assessment Criteria: B**Maximum:8**

i. Demonstrate the acquisition and development of the skills and techniques of the art form studied

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5–6	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied
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Assessment Criteria: C**Maximum:8**

i. identify an artistic intention

ii. identify alternatives and perspectives

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Name of the Student :-

Student's Reflection:

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I have the following remaining questions about

Teacher's Reflection:



Genesis Global School

FORMATIVE ASSESSMENT-IBMYP

UNIT – Creative Identity

TOPIC- My Self

Subject: - Visual Art

MYP Year – I

Date: /8/18

Duration: 60 Min

Name of the Student:

Criteria: -A & D

Description of the Topic: My Creative Identity

Submit 3 drawings from your Process Journal (Sketchbook) that you think best define your artistic style in ppt format. Mention the materials used and the size of the drawing.

In 50 words each write down the following:

- J Why did you choose the particular medium for each drawing you have submitted?
- J Things learnt about oneself as an artist while making the submitted drawing.
- J Evaluate the elements of artwork submitted.
- J Recognize and mention the features of drawing that make them as your original style.

Key Objectives of the Assessment:

- To document the process journal.
- To evaluate the artworks
- To present the work formally.
- To communicate artistic intention clearly.
- To organize information to communicate the process of making artworks
- To consolidate the learning so far.

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates limited awareness of the art form studied, including limited use of appropriate language ii. demonstrates limited awareness of the relationship between the art form and its context iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.
3–4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language ii. demonstrates adequate awareness of the relationship between the art form and its context

	iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.
5–6	i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language ii. demonstrates substantial awareness of the relationship between the art form and its context iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.
7–8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

Criterion D:

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies limited connections between art forms, art and context, or art and prior learning ii. demonstrates limited recognition that the world contains inspiration or influence for art iii. presents a limited evaluation of certain elements of artwork.
3–4	The student: i. identifies adequate connections between art forms, art and context, or art and prior learning ii. demonstrates adequate recognition that the world contains inspiration or influence for art iii. presents an adequate evaluation of certain elements of artwork.
5–6	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning ii. demonstrates substantial recognition that the world contains inspiration or influence for art iii. presents a substantial evaluation of certain elements of artwork.
7–8	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.

Command Terms

Artistic processes	The infinite number of ways that art is made and presented.
Recognise	The ability to identify through patterns or features
The elements of Art	Line, shape, space, form, colour, texture and value.

Reflection



MYP Unit plan - Visual Arts (Year 2)

Teacher(s)	Jang Hee Mun	Subject Group and Discipline	Arts- Visual Arts		
Unit Title	Creative Identity	Unit Duration	16 weeks	20 hours	

Key Concept	Related Concepts	Global Context
Identity	Expression	Personal and cultural expression
Statement of inquiry		
The process of artistic expression can lead to self-discovery.		
Inquiry Questions		
<p>Factual: What are the forms and ways artist express their identity through art work? Which artists use popular media as a means of expressing their identity?</p> <p>Conceptual: How can different people have different perspective on same artwork? How does the identity of the artist impact upon the artwork?</p> <p>Debatable: Do artists always have the right to express their opinions through art- even if they contradict other opinions?</p>		
Objectives All strands of A,B,C and D	Summative Assessment Preparatory study	

<p>A. Knowing and understanding iii. Demonstrate awareness of the links between knowledge acquired and art work created.</p> <p>B . Developing skill i. Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C. thinking creatively i. identify an artistic intention ii. identify alternatives and perspectives</p> <p>D. Responding iii. evaluate certain elements or principles of artwork.</p>	<p>(Optional) A presentation of 5 slides about ‘who I am?’ combination of context and images (Compulsory) Create minimum 3 original artworks on given topic.</p> <p>‘My Creative Identity’ Instruction This unit was involved in ‘How I present my identity in visual arts?’ You have produced more than 3 art works related to this unit, these works are the basic ideas for your final art work. These pre- produced works will be assessed along with your final art work.</p> <p><u>Task: Practical</u> Create an art work ‘ My Identity’ considering followings; 1.Choose 2 Principle of art which will be emphasized the most in your art work. Your previously produced art works will be used as references.</p> <p style="text-align: center;">Or</p> <p>2.Select a particular artistic style influenced from an art work, art movement of particular time.</p>	<p>Relationship of Summative Assessment with Statement of Inquiry</p>
<p>Approaches to learning (ATL)</p> <p>Self-management skill- artistic process and arranging their sketchbook and mediums in controlled manner. Present their art work in relevant and orderly manner. Thinking – layout, idea sketch and self-awareness . during process students are required to Plan, Inquire, Apply knowledge to concept</p>		

ACTION

Teaching and Learning through Inquiry

<p>Content</p>	<p>Learning Process</p>	
<p>Personal expression Visual Language</p> <p>Keeping Sketchbook/ journal Students are guided to maintain their sketchbook and journal in orderly manner</p> <p>Elements /principle of art Line, shape, form, color, texture, value and space Balance, unity, rhythm, variety, movement, proportion, contrast and emphasis</p> <p>Method and Process students are allowed to choose and explore 2dimensional medium</p> <p>Self-reflection Select one art work, describe and analyze</p>	<p>Learning Experiences and teaching Strategies</p> <p>Ask students to think about all of the different works of presenting one’s identity and ask students to create minimum three art works , in styles as different as possible from each other. (Students can pick the subjects of their portraits but ideally they will not be self-portraits, so they can have practice with a subject. Teacher will guide students to visualize one’s identity using different kinds of media or style. When presenting the finished works, ask students to compare and contrast them (and potentially think about what categories they might fall into) in order to continue to use the various terminology of the lesson and more broadly, to help the students continue to think critically about the images.</p> <ol style="list-style-type: none"> 1) Designing the cover page of the sketchbook with student’s name 2) Describing oneself using drawings. 3) Composition ‘things I would like to change about myself’ 4) Making an artwork using one’s favorite art element 5) Create a painting while emphasizing 2 aspects of ‘principal of art ‘ 	
	<p>Formative Assessment Provide opportunities to think and reflect on their art work</p> <p>FA 1 Choose one painting from their art book, describe and analyse -keeping in mind of ‘element of art’</p> <p>FA 2 Choose 2 or more attribute from Principles of art and create a composition</p>	<p>Assessment Criteria</p> <p>A-Knowing and understanding D- Responding</p> <p>B . Developing skill C. Thinking creatively</p>

		<p>Differentiation Minimum requirements are set for written and research task and room to extend or elaborate is allowed.</p>

<p>Resources https://www.artsy.net/article/theartgenomeproject-lesson-plan-number-1-the-portrait https://study.com/academy/lesson/the-relationship-between-elements-principles-in-art.html</p>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching
<p>-Prior knowledge was checked by question and answer in every class, brainstorm their focused area. also to foster their engagement, I have shown some demonstration how to use particular medium effectively.</p> <p>Students are gaining ideas of relevant concepts. Bright students are reflecting on inquiry question critically. Students have responded better while provide relevant visual images.</p>	<p>Successful delivery of concept was depending upon how teacher instruct students in first 10 minutes. Best result can be achieved when teacher has indicated expectations of next lesson.</p> <p>-sitting arrangement should be meticulously planned before the lesson starts. Also assistance to procure and prepare class materials would be mandatory.</p>	<p>-Nature of subject requires various visual references, hence I found it was impossible to provide students viewing relevant images and videos due to uneasy access of projector during lesson.</p> <p>- more than 25 students are attending art lesson, expecting multiple movements and arrangements are not allowing effective learning. I would suggest coordinator to split the class or accommodate some students towards performing art would be recommended.</p> <p>- prefixed sitting arrangement and workable station space should be provided to each student.</p>

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Teacher(s)	Haninder	Subject group and discipline	Visual Arts		
Unit title	Art- Methods and materials Basic Techniques of Art Making	MYP year	1	Unit duration (hrs)	18 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Systems	Expression,	Orientation in Space and Time
Statement of inquiry		
Understanding of methods and materials can facilitate proficient expression.		
Inquiry questions		
<p>Factual — What are the different stages in making an artwork? How have the materials used for making art change through time? What is meant by the exploration in art-making process?</p> <p>Conceptual — In what ways can the process of artmaking effect the expression? What is the difference between sketching and drawing?</p> <p>Debatable – How does the art making process change with change in the material used through time?</p>		
Objectives	Summative assessment	

<p>A, B,C,D</p> <p>A: Knowing and understanding</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</p> <p>iii. demonstrate awareness of the links between the knowledge acquired and artwork created.</p> <p>B: developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>C: thinking creatively</p> <p>ii. identify alternatives and perspectives</p> <p>iii. demonstrate the exploration of ideas.</p> <p>D: responding</p> <p>i. identify connections between art forms, art and context, or art and prior learning</p> <p>ii. recognize that the world contains inspiration or influence for art</p>	<p>Duration: 1 week</p> <p>Preparatory study;</p> <p>Students will get acquainted with sketching and explore its role in artmaking process.</p> <p>The creation of one art work and record the process of resolving it.</p> <p>Demonstrate understanding of the process followed by them.</p> <p>Ex. Drawing, Collage, Painting, clay modelling sculpture.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry</p> <p>Student will use the methods and materials discussed in class to develop an artwork.</p> <p>(show clear link of EoUA with SoI)</p>
<p>Approaches to learning (ATL) (need description)</p>		
<p>Communication skills Listen actively and endorse the views or opinions of others.</p> <p>Self-management skills Managing time and tasks effectively</p>		

Action: Teaching and learning through inquiry

Content	Learning process
<p>Art Making Process:</p> <ol style="list-style-type: none"> 1. Evolution of artmaking processes through time. (history) 2. Sketching Students will explore the drawing skill through the layouts of any specific public art form with understanding of expression 3. Lay-outing/ Exploration of ideas. 4. Pre-production 5. Production 	<p>Student will sketch as a way of research and then, using the preliminary sketches, develop their ideas by proposing multiple lay outs for their artwork. Based on the lay outs, the students will then develop a final outcome. Following this process will enable the students to use their skills more efficiently and develop their work methodology.</p> <hr/> <p>Differentiation</p> <ul style="list-style-type: none">) Students will be free to select a theme or subject which is suitable for their skill sets/ levels.) Students can choose the medium used to make the final artworks.
<p>Resources</p>	
<ul style="list-style-type: none">) Library books and internet research will be valuable resources) https://www.campaignlive.co.uk/campaign50) http://www.bbc.com/culture/story/20130731-public-art-what-is-it-for) Teacher supplied examples and support material for learning techniques 	

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