



End of Unit Assessment

Term - I

Subject : Arts - *Visual Arts*

MYP Year- 2

Unit Title: *Creative Identity*

Key Concept: *Identity* **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: one week

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

Task: Create an art work ‘ My Identity’ considering followings;

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.

1. Choose 2-3 elements of art which will be emphasized the most in your art work.
 Ex. Line, shape, texture
 Or
2. Select a particular artistic style influenced from an art work
 Ex. Van Gogh’s ‘Starry Night’

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
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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.

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 are challenges did I face to identify the environmental issue

What I learned from this activity is

I could improve upon my learning by

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 – 2

Date: /8/18

Duration: 60 Min

Name of the Student:

Criteria: B& C

Description of the Topic: My Creative Identity

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

In 50 words each write down the following:

- Why did you choose the particular medium for each drawing you have submitted?
- Things learnt about oneself as an artist while making the submitted drawing.
- Evaluate the elements of artwork submitted.
- 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.

	perform and/or present art.
5-6	<p>The student;</p> <p>i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.</p>
7-8	<p>The student:</p> <p>i. demonstrates excellent acquisition and development of the skills and</p>

	<p>techniques of the art form studied</p> <p>ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.</p>
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Criterion C: Thinking Creatively

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. identifies a limited artistic intention</p> <p>ii. identifies limited alternatives and perspectives</p> <p>iii. demonstrates limited exploration of ideas.</p>
3-4	<p>The student:</p> <p>i. identifies an adequate artistic intention</p> <p>ii. identifies adequate alternatives and perspectives</p> <p>iii. demonstrates adequate exploration of ideas.</p>
5-6	<p>The student:</p> <p>i. identifies a substantial artistic intention</p> <p>ii. identifies substantial alternatives and perspectives</p> <p>iii. demonstrates substantial exploration of ideas.</p>
7-8	<p>The student:</p> <p>i. identifies an excellent artistic intention</p> <p>ii. identifies excellent alternatives and perspectives</p> <p>iii. demonstrates excellent exploration of ideas.</p>

Reflection

Assessment





Genesis Global School

FORMATIVE ASSESSMENT-IBMYP

UNIT – Creative Identity

TOPIC- My Self

Subject: - Visual Art

MYP Year – 2

Date: September /2018

Duration: 60 Min

Name of the Student:

Criteria: -A & D

Description of the Topic: My Creative Identity

Choose 1 painting from your Process Journal (Sketchbook) that you think best define your artistic style.

Recognize, describe and reflect on how you have used elements/principles of art in your art work.

Additionally, you will explain the intension of your art work how this art work displays your identity.

Tips: Explain about your chosen art work using art vocabularies.

Line, shape, form, texture, color, value, space, balance, unity, rhythm, harmony, proportion, contrast, intension, technique, center of interest

Key Objectives of the Assessment:

- To evaluate the artworks
- To present the work formally.

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 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 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 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 iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

Criterion D: Responding

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 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 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 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 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	Relation between summative task and statement of inquiry

<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>Through this unit, students will explore his/her identity in illustrative or symbolic forms where they can also present their cultural identity and personal experiences as relevant primary sources. During a process of art making, they will realize that one’s identity can be defined by various personal, cultural and social factors.</p>
<p>Approaches to learning (ATL)</p>		

<p>Self-management skill- Keep an organized and logical system of information files/notebooks Select and use technology effectively and productively Practise strategies to overcome distractions, Practise managing self-talk</p> <p>Reflection skills-Identify strengths and weaknesses of personal learning strategies (self-assessment) Keep a journal to record reflections</p> <p>Research skills- Keep a journal to record reflections, Identify primary and secondary sources</p> <p>Thinking skills– layout, idea sketch and self-awareness . during process students are required to Plan, Inquire, Apply knowledge to concept</p> <p>Communication skills- Give and receive meaningful feedback. Use a variety of media to communicate with a range of audiences. Take effective notes in class</p> <p>Collaboration skills- Listen actively to other perspectives and ideas Give and receive meaningful feedback</p>

ACTION

Teaching and Learning through Inquiry

Content	Learning Process
<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</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.

<p>2d imentional medium</p> <p>Self-reflection Select one art work, describe and analyze</p>	<p>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>	
	<p>Formative Assessment Provide opportunities to think and reflect on their art work</p> <p>FA 1 Choose one painting from your art book, describe and analyse -keeping in mind of ‘elements/principles of art’</p> <p>FA 2 Submit 3 paintings form your sketchbook and explain how/why these art pieces are defining your identity? How you have explored skills and techniques to reflect your identity? using art vocabularies.</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</p> <p>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>
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Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching
-Prior knowledge was checked by question and answer in every class,	Successful delivery of concept was depending upon how teacher instruct	-Nature of subject requires various visual references, hence I found it was impossible to

<p>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>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>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)	Janghee Mun	Subject group and discipline	Visual Arts		
Unit title	Application of Art – Public art Artistic choices in a public arts forum	MYP year	2	Unit duration (hrs)	18 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Audience Boundaries	Fairness and development
Statement of inquiry		
Arts communicates with audiences for fairer development of society.		
Inquiry questions		
<p>Factual — what are differences between fine art and applied art? What is the relation between arts and audiences?</p> <p>Conceptual — In what ways can the arts influence or even change a society? What artists can be considered influential in modern time?</p> <p>Debatable — To what extent artists can involve social or political issue fairly?</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 present more than 2 idea sketches on a chosen concept, describe the intension and connection between their ideas and art form studied.</p> <p>Final outcome;</p> <p>The creation of one art work in the style of one from public art form.</p> <p>Demonstrate skills and techniques in 2D or 3 D forms.</p> <p>Ex. Poster design, mural layout, public sculpture public installation and visual performance etc.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry</p> <p>Student will research on public art, explore chosen art form to express their ideas and develop to their final outcome. they will describe how they will represent a concept by symbolically conveying his/her experiences, community and culture. They will make a final piece which expresses this.</p>
<p>Approaches to learning (ATL)</p>		
<p>Social skills</p> <p>Communication skills</p> <p>Self-management skills</p>	<p>Work collaboratively as a team with assigned roles and responsibilities.</p> <p>Listen actively and endorse the views or opinions of others.</p>	
<p>Social: accepting others - including analysing others' ideas, respecting others' points of view, and using ideas critically and will apply the understanding and awareness in their research work for high achievement level.</p> <p>Self-management: Students will organize their art work in orderly manner, organize work station, progress and plan the work in</p>		

advance.

Action: Teaching and learning through inquiry

Content	Learning process
<p>Color theory, advertising, illustration, graphic design creativity</p> <p>1. Research</p> <p>Various forms of Public arts and artist</p> <p>Ex. Keith Haring, Banksy</p> <p>Color Theory,</p> <p>lettering</p> <p>Symbolism</p> <p>Simplification</p> <p>Students will explore the drawing skill through the layouts of any specific public art form with understanding of expression</p> <p>2. Advertising, illustration and graphic arts</p> <p>Students will explore a study of mentioned art forms personally/ in a group expression of style. (B)</p>	<p>Students will be able to understand different form of art , especially ‘Public Art’</p> <p>They will gain an understanding of styles and how they (chosen artist) develop their art forms with chosen methods symbolically. This unit will help them to. identify, compare and contrast works of artists /art forms with similar styles, subjects and techniques. Their Research skills and art vocabulary to express in oral and written form will develop. This knowledge will imbibe sensitivity in the creation of realistic/abstract artworks.</p> <p>Differentiation</p> <ul style="list-style-type: none">• Visual arts at our school involves many open-ended tasks, which are designed to allow students to select and pause on particular stage if they wish to. Such moment can provide a student being mindfulness as well as reflective.• Artistic expression can be vary depending upon different individual. We allow students to choose own mediums 2D, 3D or digital medium.

Resources	
<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=jAEjO2i4OC4 about Kieth Haring • https://www.youtube.com/watch?v=WKXcsg3uRkw about Banksy • https://www.youtube.com/watch?v=magmyeTZ-M8 public art in city • 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 	

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

Prior to teaching the unit	During teaching	After teaching the unit