



Year 9 PBL Course Overview

Arts and Innovation

Semester 1 and 2

Welcome to the Year 9 Collaborative Arts and Design PBL Course. This year, **Visual Arts** is engaged in a strand known as an **Arts and Innovation** programme, a school-developed syllabus integrating Visual Arts with Product Design. This strand is part of the school's Arts and Innovation Programme, which uses Problem-Based Learning (PBL) approaches. The second strand is where Visual Arts will integrate with English, Individuals Society and Sciences at key points throughout the school year to enrich learning experiences.

Arts & Innovation: Project-Based Learning

This is an interdisciplinary course where Arts & Design, English, Individualism and Societies, and Science join forces to deliver content and challenges so learners can gain knowledge and skills by working for an extended period. They aim to engage learners to investigate and respond to authentic, complex questions, problems or challenges. Learners demonstrate their knowledge and skills by creating a public product or presentation for a real audience. Through this method, teachers make learning come alive, and learners will develop deep content knowledge and critical, collaborative, creative and communication skills.

Our interdisciplinary units of study include the following:

Unit 1: **'Becoming Me'**: A preliminary course exploring personal empowerment. Learners will devise a video/graphic to showcase an animated story using Procreate in a way that communicates 'empowerment' to the rest of the audience.

Unit 2: **'Embracing Change'**: Investigating how to use our time, energy, and strengths to cultivate sustainable change. The learning will express aspects of change in our local context through illustrations and mixed media to become a part of a larger creative final showcase.

Unit 3: **'What if?'**: An inquiry into inclusive environments that enhance inter-generational well-being. Students design/construct a future city and transform local spaces for the greater good. Students think globally and act locally, connecting their studies to sustainable cities and our relationships with them.

Unit 1: Becoming Me

- **Visual Arts & English will collaborate closely on this study.**
- We will work in an interdisciplinary manner on the brief and create individual responses.
- Explore symbolism and concepts through investigation, observation and design using primary/secondary sources.
- Employing relevant art elements and principles in the story and animated design.
- Communicate 2D/digital animation skills in either technical or expressive contexts.

Unit 2: Embracing Change

- **Visual Arts will integrate with Design and InSo.**
- Working in an interdisciplinary manner on a real-world problem
Explore concepts through investigation and observation using primary/secondary sources relating to themes of preservation to create motifs and patterns.
- Employing relevant and considered art elements and principles to the design brief through reflection and outcome (illustration adaptations for both a production and a zine).
- Communicate 2D, 3D and digital skills, as appropriate, in either technical or expressive contexts.
- Analysis of graphics, visuals and designs in a context appropriate to the brief
- The ongoing use of Process Journal involves using design thinking strategies to find solutions and communicate ideas for the design brief.

Unit 3: What If?

- Visual Art will focus on future cities whilst integrating with Design, along with English and Science, to visually envision future cities.
- Explore aspects related to other disciplines in relation to urbanisation, landscape, future imagined cities, and architecture through investigation and observation using primary and secondary sources.
- Identifying and employing elements and principles of art
- 3D/Digital skills using a range of techniques and styles to create final products
- Analysis of urban designers and styles in the selected context.
- Introduction to documentation, elevation, model making, plans, interviews and ongoing use of digital process journal.

Y9 MYP Arts Criteria

Assessment will be in conjunction with the Arts: Theatre course.

Criterion A	Investigating	Maximum 8	25%
Criterion B	Developing	Maximum 8	25%
Criterion C	Creating/Performing	Maximum 8	25%
Criterion D	Evaluating	Maximum 8	25%

Interdisciplinary aspects with Inso, Science, and English involve the following elements.

Disciplinary Grounding	Communicating
Synthesising	Reflecting

Learning Skills apply to all courses.

The following set of skills is designed to empower students to succeed in meeting the learning objectives of this subject and prepare them for future success in their academic programme.

- Self Management
- Communication
- Social Skills (collaboration)
- Thinking Skills
- Research

Academic Integrity

This course follows Chinese International School's Academic Integrity Policy, which can be found at this link and in the Student and Parent Handbook. [Academic Integrity Policy](#)

Teacher of PBL Visual Arts

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