

2024-25 Visual Arts

Subject Group Overview

Year 1:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Drawing VA1	Key concept Communication Related concept: Representation Style Global context: Personal and cultural expression	Recognized and familiar symbols or pictures express a certain mood or feeling across cultures and time.	Factual—What is a symbol? What symbols and imagery are common in maps? Conceptual- How do objects, places, and design shapes lives and communities? What other factors can you think of that help shape lives and communities? What are similarities and differences among accepted meanings of symbols and imagery on maps? Debatable—How does art communicate?	Affective Skills, transfer skills, creative thinking skills		Criterion B:all strands Criterion C: All strands	6.1.1.5.1 1. Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks.
Unit 2: Color/painting gVA1	Key Concept: Aesthetics Related concept: Interpretation, Form Global context: Scientific and technical innovation	Learning about art affects how we perceive the world.	Factual - How do artists working on a flat surface make the image appear to be three dimensional? How does refining an artwork affect its meaning to the viewer? Conceptual- How do you determine the criteria used to evaluate an artwork?	Affective Skills, transfer skills, creative thinking skills	Color Pencil Dragon's Eye	Criterion B: all strands Criterion C: all strands	6.1.1.5.1 Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks.

			Debatable- What makes an artist successful? What makes my art look good?				6.2.1.5.1 1. Create original two-and-three-dimensional artworks in a variety of artistic contexts.
Unit 3: clay VA1							
Unit 4: Fiber Arts VA1	Key concept: Related concept: Global context:		Factual- What is the process used to get wool for fiber arts? How does this vary globally? Conceptual - What makes fiber art art? Debatable- Are fiber arts and fiber crafts the same things?	Creative Thinking	Summative. Cr A General Quilt Pattern Research Summative. Crt A and Crt C. and Crt D Underground Railroad Summative. Crt C Wet Felting	Criterion A: all strands Criterion C: all strands Criterion D: all strands	
Unit 1: Drawing VA2							
Unit 2: Painting VA2							

Unit 3: Bookmaking /Papermaking/Printmaking 9 VA2	Key concept: Communication Related concept: Expression, Presentation Global context: Personal and cultural expression	Artists can commu nicate creativel y through book art as a medium for personal and cultural expressi on.	Factual:What is the process for creating a book? Conceptual:What techniques do book artists use to create a visual statement? Debatable:Can a personal or cultural statement be made without "words"?	Communic ation	Accordion Book Project	Criterion A: all strands	6.1.3.5.2 2. Analyze the meanings and functions of visual art. 6.2.1.5.3 3. Develop an artistic statement, including how audience and occasion influence creative choices. 6.1.3.5.1 1. Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.
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Unit 4:Clay VA2							
Unit 3: MYP! Clay	Key concept: Related concept: Global context:		Factual: Conceptual: Debatable:				
Unit 1: MYP1 Abstract Portraiture/Dr awing	Key concept: Aesthetics Related concept: Style Global context: Personal and cultural expression	Abstract portrait artists visually express the human form through a simplifie d aestheti c.	Factual:What is abstraction? What are visual qualities of abstract portrait artists' work (Joan Miro, Norval Morisseau, Pablo Picasso, Paul Klee, Francis Souza,)? Conceptual:How do abstract artists use the art elements to create a mood? Debatable:Does art have to "look real" to have value?	Creative-th inking	Abstract Portrait/Oil Pastels, Sgraffito	Criterion B: all strands	6.1.1.5.1 1. Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks. 6.1.1.5.2 2. Analyze how the principles of visual art, such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation of, or response to visual artworks. 6.1.1.5.3

							3. Describe characteristics of Western and non- Western styles, movements and genres in art.
Unit 1 MYP4: Drawing	Key concept Communication Related concept: Representation Style Global context: Personal and cultural expression	Recognized and familiar symbols or pictures express a certain mood or feeling across cultures and time.	Factual—What is a symbol? What symbols and imagery are common in maps? Conceptual—How do objects, places, and design shapes lives and communities? What other factors can you think of that help shape lives and communities? What are similarities and differences among accepted meanings of symbols and imagery on maps? Debatable—How does art communicate?	Affective Skills; transfer skills; creative thinking skills	Creative Map	Criterion B: all strands Criterion C: All strands	6.1.1.5.1 1. Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks.
Unit 2: MYP4 Drawing- Color	Key Concept: Aesthetics Related concept: Interpretation, Form Global context: Scientific and technical innovation	Learning about art affects how we perceive the world.	Factual – How do artists working on a flat surface make the image appear to be three dimensional? How does refining an artwork affect its meaning to the viewer? Conceptual – How do you determine the criteria used to evaluate an artwork?	Affective Skills; transfer skills; creative thinking skills	Color Pencil Dragon's Eye	Criterion B: all strands Criterion C: all strands	6.1.1.5.1 Analyze how the elements of visual art including color, line, shape, value, form, texture and space are used in the creation of, presentation of, or response to visual artworks.

			Debatable: What makes an artist successful? What makes my art look good?				6.2.1.5.1 1. Create original two- and three-dimensional artworks in a variety of artistic contexts.
Unit 3: MYP1 iPad Landscape	Key concept: Change Related concept: Genre, Innovation Global context: Scientific and technical innovation	Technology has changed the way artists create and transformed use of traditional mediums and processes. Drawings.	Factual: What are artists creating using their iPads as a medium? Who is David Hockney? How has the iPad changed his artwork? Conceptual: What are components of a landscape artwork? What tools can be used on an iPad to create a landscape artwork? Debatable: Does artwork made with technology have more or less value than artwork using traditional methods? Is "time" important to artwork and creating a visual aesthetic?	Media literacy	iPad Art Landscape	Criterion C: all strands	6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria. 6.2.1.5.1 1. Create original two- and three-dimensional artworks in a variety of artistic contexts.

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Unit 4: MYP1 Fiber Arts	Key concept: Related concept: Global context:		Factual- What is the process used to get wool for fiber arts? How does this vary globally? Conceptual - What makes fiber art art? Debatable- Are fiber arts and fiber crafts the same things?	Creative Thinking	Summative, Cr A General Quilt Pattern Research Summative, Crt A and Crt C, and Crt D Underground Railroad Summative, Crt C Wet Felting	Criterion A: all strands Criterion C: all strands Criterion D: all strands	

Years 2 and 3:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: 2 Point Perspective	Key concept: Development Related concept: Presentation Global context: Scientific and technical innovation	Development of process creates successful presentation.	Factual:What process can an artist take to add the illusion of depth to a drawing? Conceptual:How does perspective change how we "see"? Debatable:When is process more important than product?	Transfer	2 Point Perspective Cityscape	Criterion A: All Strands	6.1.2.5.1 1. Demonstrate the characteristics of the tools, materials and techniques of various two-and-three dimensional media for intentional effects in original artworks. 6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria.
Unit 2: Surrealism	Key Concept: Aesthetics Related Concept: Narrative, Composition, Representation Global Context: Personal and cultural expression	Cultural values, artistic traditions, and social issues give rise to new traditions and artistic expression.	Factual—How do artists from different eras present similar themes? Conceptual—What makes art modern? Debatable—How is art a reflection of its time? How does art change over time?	Research, Self-management, and Communication skills	Exquisite Corpse Ink drawing	Criterion B and C	MN State Standards 6.1.2.5.1 1. Demonstrate the characteristics of the tools, materials and techniques of various two-and-three dimensional media for intentional effects in original artworks. 6.4.1.5.1 1. Analyze and interpret a

							variety of visual artworks using established criteria.
Unit 1: Drawing	Key Concept: Identity Related concept: Narrative, Composition, Representation Global context: Personal and cultural expression, orientation in time and space	Pictures, imagery, and symbols used in artwork, including public media, reflect when, where, and why the artwork was created.	Factual—What are the elements and principles of art? Conceptual—How do I, as an artist, use the elements and principles to create effective artwork? Debatable—What can artworks tell us about a culture or society?	Media Literacy Skills Creative Thinking Skills	Currency Design	Criterion A: Criterion B; Criterion C:	6.1.2.5.1 1. Demonstrate the characteristics of the tools, materials and techniques of various two-and-three dimensional media for intentional effects in original artworks. 6.1.3.5.2 Analyze the meanings and functions of visual art.
Unit 2: Printmaking	Key concept: Aesthetics Related concept: Audience Global context: Orientation in space and time	Symbols used to convey meaning to audiences are influenced by time and space.	Factual:What is the process and tools that printmakers use? Conceptual:Does time change the printmaking process? Debatable:Does creativity develop over time? Can symbols define who we are in time and space?	Creative-thinking	Reduction Print	Criterion C: All Strands	6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria. 6.3.1.5.3 3. Develop an artistic intent, including how audience and occasion impact presentation choices.

Unit 3: Coil Pottery	Key concept: Change Related concept: Development Global context: Globalization and sustainability	Craft allows personal and cultural expression through change.	Factual: What is the process and tools used in handbuilt pottery? Conceptual: Who assigns value to an artwork? Debatable: What is the value of a piece of art? Does art have a purpose?	Critical-thinking	Coil Pot	Criterion B: All Strands	6.1.3.5.1 1. Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria.

Years 4 and 5:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Year 4 Unit 1: Sculpture	Key concept: Identity Related concepts: Composition, Representation, Style Global context:	Diverse sculptural traditions convey meaning and reflect cultural values.	Factual: What types of sculptures do different cultures make as art? Conceptual: Why do different cultures make sculptures? Debatable: To what extent is sculpture considered an art form; and when is it considered something else?	Communication, Research	Alebriges Paper Mache Sculptures Critique	Criterion A: Knowing and Understanding Criterion C: Thinking Creatively	5.9.2.2.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose.

	Personal and Cultural Expression						5.9.5.9.1 1. Synthesize knowledge of social, cultural, historical and personal life with art making approaches to create meaningful works of art. 5.9.2.4.1. Engage in constructive critique with peers, then reflect on, revise and refine works of art to improve one's original artistic intent.
Year 4 Unit 2: Landscape	Key Concept: Aesthetics Related concepts: Composition, Style Global context: Personal and cultural expression	Landscape art can reflect perceptions, values, and relationships with nature.	Factual: What is the definition of a landscape in the context of art? Conceptual: To what extent is portrayal of landscape about capturing physical scenery or conveying emotion? Debatable: How does the interpretation of landscape vary between different cultures and historical periods?	Creativity, Reflection	1. Landscape in Artistic Movement style. 2. Critique	Criterion B: Developing Skills Criterion D: Responding	5.2.2.3.1 1. Create art that represents natural and constructed environments. 5.9.2.4.1. 1. Engage in constructive critique with peers, then reflect on, revise

							and refine works of art to improve one's original artistic intent
Year 4 Unit 3: Printmaking	Key Concept: Aesthetics Related concepts: Composition, Style Global context: Personal and cultural expression	Printmaking communicates cultural narratives and personal identity through repetition.	Factual: What materials are commonly used in relief printmaking techniques? Conceptual: How does the choice of printmaking technique influence the aesthetic and conceptual qualities of the artwork? Debatable: To what extent does the mass reproduction potential of printmaking enhance or diminish the value and originality of an artwork?	Communication, Technical Skills	6 Relief prints in a series - Critique	Criterion C: Thinking Creatively Criterion D: Responding	5.9.2.3.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose. 5.9.2.4.1 Engage in constructive critique with peers, then reflect on, revise and refine works of art to improve one's original artistic intent.
Year 4 Unit 4: Ceramic Relief Tiles	Key Concept: Aesthetics Related concepts: Form, Culture Global context: Identities and Relationships	Ceramic relief tiles communicate cultural expression, history, and tradition through the manipulation of clay.	Factual: What tools and techniques are commonly used in relief tile work? Conceptual: How does the manipulation of clay enable artists to explore positive and negative space? Debatable: To what extent does the incorporation of symbolism contribute to the preservation of cultural identity and heritage?	Fine motor skills, Communication	2-Ceramic relief tiles - Critique	Criterion A: Knowing and Understanding Criterion B: Developing Skills	5.9.2.2.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose. 5.9.5.9.1 5.9.5.9.1 Synthesize knowledge of social, cultural, historical and personal life with art making approaches to

							create meaningful works of art.
(Year 5) Unit 1: Color Theory + Word Art	Key concept: Communication Related concepts: Audience, Expression Global context: Personal and Cultural Expression	Art is used as a tool for communication across various art media.	Factual: What is word or text art? Conceptual: Why do artists use words in art? Debatable: To what extent does using text in art change the audience's perception of the piece?	Critical-thinking	Color pencil composition that includes name + multiple uses of color theory and blending techniques.	Criterion A:: Knowing and Understanding Criterion B: Developing Skills	5.9.2.3.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose. 5.9.2.2.2 Explore and plan themes, ideas, concepts or styles in preparation for an artwork
Unit 2: Ceramics	Key concept: Identity Related concepts: Genre, Narrative, Style, Representation Global context: Globalization and Sustainability, Personal and Cultural Expression	Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics.	Factual: What are different ways artists use ceramics as a means of artistic expression? Conceptual: Why do different cultures employ different artistic methods using the same medium? Debatable: To what extent does culture play a role in artistic expression?	Communication Skills; Self- management	Mishima/ Wabi Sabi Cup; Watercolor palette	Criterion C: Thinking Creatively Criterion D: Responding	5.8.2.2.2 Innovate and take risks with ideas, form and content, or methods to shape intent for an artwork. 9.3.1.5.2 Revise presentation based on artistic intent and using multiple sources of critique and feedback.

Unit 3: Watercolor	Key concept: Aesthetics Related concept: Composition Global context: Personal and cultural expression	Artists consider the beauty of nature to be the cornerstone of aesthetics.	Factual: What are ways to create various effects using watercolor? Conceptual: How do artists create feelings with color? Debatable: Can an artist evoke a viewer's emotions through artwork?	Adaptability, Reflection	Watercolor painting; Critique	Criterion B: Developing Skills Criterion C: Thinking Creatively	9.1.1.5.1 Analyze how the elements of visual art including color, line, shape, value, form, texture and space; and principles such as repetition, pattern, emphasis, contrast and balance are combined to communicate meaning in the creation of, presentation of, or response to visual artworks. 9.1.1.5.2 Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation of, presentation of, or response to visual artworks.
Year 5 Unit 4: Portraiture	Key concept: Identity Related concept: Composition Global context: Personal and cultural expression	Portraiture can investigate identity, representation and perception.	Factual: What are the fundamental techniques used in creating a portrait? Conceptual: How does the portrayal of facial expression and body language convey the subject's personality and social identity?	Transfer skills, Representation	1. Self Portrait 2. Critique	Criterion A: Knowing and Understanding Criterion D: Responding	9.1.1.5.1 Analyze how the elements of visual art including color, line, shape, value, form, texture and space; and principles such as repetition, pattern, emphasis, contrast and balance are combined to

			Debatable: To what extent does the style and interpretation of a portrait reflect the artist's subjective perspective and biases, and how does this impact the viewer's interpretation and understanding of subject.				communicate meaning in the creation of, presentation of, or response to visual artworks. 5.9.2.4.1 Engage in constructive critique with peers, then reflect on, revise and refine works of art to improve one's original artistic intent.
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