

<b>Teacher(s)</b>	<b>Rhyan McReynolds</b>	<b>Subject discipline</b>	<b>group</b>	<b>and</b>	<b>Visual Arts</b>
<b>Unit title</b>	<b>Jen Stark: Is it important that artists be trained in art, history, and terminology to be successful?</b>	<b>MYP year</b>	<b>3</b>	<b>Unit duration (hrs)</b>	<b>3</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Communication through Design- Line, Shape, Space and Color Elements of Art Aesthetics, identity, communication through art and culture.	<b>Representation</b>	<b>Identities and relationships</b>
<b>Statement of inquiry</b>		
How can I communicate what Jen Starks art brings to the communities?		
<b>Inquiry questions</b>		

**Factual**— Is her art Geometric or Organic?

**Conceptual**— Is being a female artist harder than being a male artist? Is she a success?

**Debatable**— Is her art valuable? Are her murals important to the society and environment?

**Objectives**

**Summative assessment**

<p>Strand A Knowledge and Understanding</p> <p>Strand B Application</p> <p>Strand D Responsive</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Strand A- Demonstrate knowledge and understanding of Relief Sculpture (Elements of Line, Shape, Space and Color) and include specialized concepts and processes.</p> <p>Strand B- Apply skills, techniques and processes to create, perform and present art.</p> <p>Strand D- Identifying Connections by reflecting on their own artistic intentions and evaluate artwork.</p> <p>Peer to Peer Evaluation</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The assessment task: Designing and executing their own Jen Stark Relief Sculpture using construction paper.</p> <p>The assessment task provides the student with the tools and opportunity to explore the four elements of art and use them collectively to create an individual and unique paper relief sculpture.</p>
<p><b>Approaches to learning (ATL)</b></p>		

Thinking: Planning and Applying knowledge Communication: Written evaluation of own art and others Reflective: The process of making art

**Action: Teaching and learning through inquiry**

<b>Content</b>	<b>Learning process</b>
<p>Explore and discuss the art of Paper Artists.</p> <p>Discuss what Jen Stark art is and how it impacts our communities.</p> <p>Discuss how and why or why not this art is valuable.</p> <p>Arrange and glue using Line, Shape, Space and Color.</p>	<p><b>Learning experiences and teaching strategies</b></p> <p>Discussion and notes on Jen Stark, Contemporary Paper Artists, videos about the artists.</p> <p>Promethean board presentation on Jen Stark's Art and the basic layout of the project.</p> <p>Show student examples from all levels.</p> <p>Self and Peer evaluation checklists.</p>

	<p><b>Formative assessment</b></p> <p>Comparing written thoughts about what the students piece will look like and craftsmanship.</p> <p>One on one dialogue with students.</p> <p>Observation during the project.</p> <p>Comparing past works to show improvement.</p>
	<p><b>Differentiation</b></p> <p>Provide a safe, supportive, encouraging, creative, and respectful learning environment.</p> <p>Basic art materials and non-traditional art examples.</p> <p>Drawing and media (pencil and shapes)</p> <p>Guidance throughout unit.</p> <p>Bank of reflection questions/prompts.</p> <p>Self and Peer guidance checklist.</p>
<p><b>Resources</b></p>	

Images of Jen Stark art and her murals as well.  
The art of past students.  
Teacher examples and modeling of construction paper art.  
Past student work.

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

Prior to teaching the unit	During teaching	After teaching the unit
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<p>What knowledge do students have about Line, Shape, Space and Color?</p> <p>What knowledge do students have about paper art?</p> <p>School Philosophy: Communicator, Reflective, Risk-Taker, Thinker, Open Minded, Knowledgable</p> <p>Interdisciplinary Links: Social Studies, History, Science</p>	<p>Adaptation and Modification to suit the groups or individual learner.</p> <p>Review inquiry questions.</p> <p>Evaluate pacing and adjust.</p> <p>Have a daily checklist for accomplishments during this unit.</p> <p>Ongoing critique while observing during the project/</p>	<p>This unit is very strong for learning to combine art elements.</p> <p>It seemed the students were not familiar with the art.</p> <p>The pacing was on the whole lesson. Some students struggled with what shapes and the size to start out with.</p> <p>Much time was spent on creating, and planning the idea of the future.</p> <p>The students loved this lesson.</p> <p>The unit is appropriate to the age and skills of visual arts 5-8 grades and is an asset to the MYP programme.</p>
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