

## HORIZONTAL AND VERTICAL PLANNER

2023-2024

Duration	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Jan. – Apr.	Unit 4 Apr. – Jun.
ECE A	<b>Stand Alone Unit</b>  <b>Who We Are</b>  <b>Central Idea:</b> Arts help us develop our creativity and build a relationship with others.  <b>Key Concepts:</b> Form, Connection, Function  <b>Related Concepts:</b> Identity, Relationship, Creativity  <b>Lines of Inquiry:</b> Exploring different art forms Arts connect us with other people Art nurtures creativity  <b>Learner Profile:</b> Communicator, Open-minded  <b>ATLs:</b> SS1.1.1 Listen closely to others. C1.3.1 Express oneself using words and sentences.	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b> We use different materials to express feelings, ideas and understanding.  <b>Key Concepts:</b> Function, Causation, Perspective  <b>Related Concepts:</b> Techniques, Texture, Exploration  <b>Lines of inquiry:</b> The use of materials Materials have different textures We use materials to express ourselves  <b>Learner Profile:</b> Thinker, Reflective  <b>ATLs:</b>	<b>Transdisciplinary</b>  <b>How the World Works</b>  <b>Central Idea:</b> Observing our environment helps us understand the world around us.  <b>Key Concepts:</b> unction, causation  <b>Related Concepts:</b> Line, pattern, nature  <b>Lines of Inquiry:</b> Use an artistic eye to discover our environment Communicating our discoveries through artworks  <b>Learner Profile Attributes:</b> Thinker, Caring  <b>ATLs:</b>	<b>Stand Alone Unit</b>  <b>How the World Works</b>  <b>Central Idea:</b> Color can be used to evoke different responses.  <b>Key Concepts:</b> Change, Connection, Perspective  <b>Related Concepts:</b> Creation, Process, Representation  <b>Lines of Inquiry:</b> Colors change when they are mixed Colors are connected to our feelings Using colors to evoke different responses  <b>Learner Profile Attributes:</b> Risk-taker, Inquirer  <b>ATLs:</b>

	<p><b>Learning Outcomes:</b></p> <p>25.3 express their thoughts and share experiences.</p> <p>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form.</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>	<p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>SM1.1 Choose and complete tasks independently.</p> <p><b>Learning Outcomes:</b></p> <p>30.2 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.</p> <p>13.3 select and use materials to carry out their own exploration.</p>	<p>T1.1.2 Consider meaning taken from materials and events.</p> <p>SM1.12 Take on and complete tasks as agreed.</p> <p><b>Learning Outcomes:</b></p> <p>31.3 Explore different elements of design in visual arts.</p> <p>20.4 Build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains.</p>	<p>T1.1.2 Consider meaning taken from materials and events.</p> <p>C1.1.1 Listen to information.</p> <p><b>Learning Outcomes:</b></p> <p>22. 1 communicate their ideas about something through the visual arts.</p> <p>2.2 demonstrate a willingness to try new experiences and to adapt to new situations</p>
<b>Content link</b>	Art Forms and art techniques	Textures, sense of touch	Observational drawing	Color theory (Primary color mix)
<b>ECE B</b>	<p><b>Unit 1</b></p> <p><b>Aug. – Oct.</b></p>	<p><b>Unit 2</b></p> <p><b>Nov. – Jan.</b></p>	<p><b>Unit 3</b></p> <p><b>Jan. – Apr.</b></p>	<p><b>Unit 4</b></p> <p><b>Apr. – Jun.</b></p>
	<p><b>Stand Alone Unit</b></p> <p><b>Who We Are</b></p> <p><b>Central Idea:</b></p> <p>Arts help us develop our creativity and build a relationship with others.</p> <p><b>Key Concepts:</b></p> <p>Form, Connection, Function</p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></p> <p><b>Central Idea:</b></p> <p>We use different materials to express feelings, ideas and understanding.</p> <p><b>Key Concepts:</b></p> <p>Function, Causation, Perspective</p>	<p><b>Stand Alone Unit</b></p> <p><b>How the World Works</b></p> <p><b>Central Idea:</b></p> <p>Color can be used to evoke different responses.</p> <p><b>Key Concepts:</b></p> <p>Change, Connection, Perspective</p>	<p><b>Transdisciplinary</b></p> <p><b>Sharing the Planet</b></p> <p><b>Central Idea:</b></p> <p>Choices we make can affect living things.</p> <p><b>Key Concepts:</b></p> <p>Form, Function, Responsibility</p>

	<p><b>Related Concepts:</b></p> <p>Identity, Relationship, Creativity</p> <p><b>Lines of Inquiry:</b></p> <p>Exploring different art forms</p> <p>Arts connect us with other people</p> <p>Art nurtures creativity</p> <p><b>Learner Profile:</b></p> <p>Communicator, Open-minded</p> <p><b>ATLs:</b> SS1.1.1 Listen closely to others. C1.3.1 Express oneself using words and sentences.</p> <p><b>Learning Outcomes:</b></p> <p>25.3 express their thoughts and share experiences.</p> <p>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form.</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>	<p><b>Related Concepts:</b></p> <p>Techniques, Texture, Exploration</p> <p><b>Lines of inquiry:</b></p> <p>The use of materials</p> <p>Materials have different textures</p> <p>We use materials to express ourselves</p> <p><b>Learner Profile:</b></p> <p>Thinker, Reflective</p> <p><b>ATLs:</b></p> <p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>SM1.1 Choose and complete tasks independently.</p> <p><b>Learning Outcomes:</b></p> <p>30.2 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.</p> <p>13.3 select and use materials to carry out their own exploration.</p>	<p><b>Related Concepts:</b></p> <p>Creation, Process, Representation</p> <p><b>Lines of Inquiry:</b></p> <p>Colors change when they are mixed</p> <p>Colors are connected to our feelings</p> <p>Using colors to evoke different responses</p> <p><b>Learner Profile Attributes:</b></p> <p>Risk-taker, Inquirer</p> <p><b>ATLs:</b></p> <p>T1.1.2 Consider meaning taken from materials and events.</p> <p>C1.1.1 Listen to information.</p> <p><b>Learning Outcomes:</b></p> <p>22. 1 communicate their ideas about something through the visual arts.</p> <p>2.2 demonstrate a willingness to try new experiences and to adapt to new situations</p>	<p><b>Related Concepts:</b></p> <p>Techniques, Creation, Nature</p> <p><b>Lines of Inquiry:</b></p> <p>Needs of plants.</p> <p>The use of plant in art.</p> <p>Our responsibility towards living things. (plants)</p> <p><b>Learner Profile Attributes:</b></p> <p>Caring, Inquirer</p> <p><b>ATLs:</b></p> <p>R1.2.2 Use all senses to observe and notice details.</p> <p>SM1.12 Take on and complete tasks as agreed.</p> <p><b>Learning Outcomes:</b></p> <p>17.3 Investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made.</p> <p>23.4 Communicate their understanding of something by representing their ideas and feelings through the arts.</p>
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<b>Content link</b>	Art Forms and art techniques	Textures, sense of touch	Color theory (Tint and Shade)	Andy Warhol, Bas-relief, watercolour techniques
<b>P1</b>	<b>Unit 1</b> <b>Aug. – Oct.</b>	<b>Unit 2</b> <b>Nov. – Jan.</b>	<b>Unit 3</b> <b>Feb. – Apr.</b>	<b>Unit 4</b> <b>Apr. – Jun.</b>
	<b>Stand Alone Unit</b>  <b>Who We Are</b>  <b>Central Idea:</b>  Personal perspectives influence how people communicate through the arts.  <b>Key Concepts:</b>  Function, Connection, Change  <b>Related Concepts:</b>  Space, Communication, Expression  <b>Lines of Inquiry:</b>  Artworks helps us to understand who we are.	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b>  Emotions and ideas can be communicated through the arts.  <b>Key Concepts:</b>  Function, Connection, Perspective  <b>Related Concepts:</b>  Lines, Shapes, Colors  <b>Lines of Inquiry:</b>  Colors, shapes and lines communicate emotion  The benefits of sharing artwork with peers and public	<b>Stand Alone Unit</b>  <b>How the World Works</b>  <b>Central Idea:</b>  Pattern is closely connected with our lives.  <b>Key Concepts:</b>  Form, Function, Connection  <b>Related Concepts:</b>  Diversity, Pattern, Expression  <b>Lines of Inquiry:</b>  Repeating and growing pattern  Ways to form a pattern  Patterns are everywhere	<b>Transdisciplinary</b>  <b>How We Organise Ourselves</b>  <b>Central Idea:</b>  Many products go through a process of change before they are consumed or used.  <b>Key Concepts:</b>  Change, Function  <b>Related Concepts:</b>  Form, Pattern, Expression  <b>Lines of Inquiry:</b>  Changes products go through  How can we use a process to create a product.

	<p>Artists use elements of art to communicate their personality</p> <p>Ways of displaying, sharing and responding to artwork</p> <p><b>Learner Profile:</b></p> <p>Communicator, Open-minded</p> <p><b>ATLs:</b> C1.1.4 Listen to, and follow the information and directions of others.</p> <p>R1.2.3 Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images, and so on.</p> <p><b>Learning Outcomes:</b></p> <p>30.2 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.</p> <p>23.2 use problem-solving skills and their imagination to create visual art forms.</p>	<p>The arts as a means of communication</p> <p><b>Learner Profile:</b></p> <p>Balanced, Principled</p> <p><b>ATLs:</b> C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p>SM2.1.1 Take responsibility for own well-being.</p> <p><b>Learning Outcomes:</b></p> <p>25.3 express their thoughts and share experiences</p> <p>22. 1 communicate their ideas about something through the visual arts.</p> <p>23.4 communicate their understanding of something by representing their ideas and feelings through the arts.</p>	<p><b>Learner Profile:</b></p> <p>Thinker, Reflective</p> <p><b>ATLs:</b></p> <p>R1.2.2 Use all senses to observe and notice details. T1.2.1 Organize information.</p> <p><b>Learning Outcomes:</b></p> <p>18.2 explore and extend patterns using a variety of materials</p> <p>14.3 recognize, explore, describe, and compare patterns in the natural and built environment.</p>	<p><b>Learner Profile:</b></p> <p>Inquirer, Principled</p> <p><b>ATLs:</b></p> <p>SM2.1.1 Take responsibility for own well-being.</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p><b>Learning Outcomes:</b></p> <p>30.1 demonstrate an awareness of personal interests and a sense of accomplishment in visual arts.</p> <p>12.2 communicate their ideas, verbally and non- verbally, about a variety of media materials.</p>
<b>Content link</b>	Paul Klee, Picasso	Kandinsky, Story board	Yayoi Kusama, animal pattern	Ceramic, clay, silk printing

P2	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Feb. – Apr.	Unit 4 Apr. - June
	<b>Transdisciplinary</b>  <b>Who We Are</b>  <b>Central Idea:</b> The functioning of a community depends on people’s actions.  <b>Key Concepts:</b> Function, Connection, Responsibility  <b>Related Concepts:</b> Portrait, Proportion, Balance  <b>Lines of Inquiry:</b> How a community function  The responsibilities of community members  How the actions of people affect a community  <b>Learner Profile:</b> Balance,  Principle  <b>ATLs:</b> R1.2.5 Use all senses to find and notice relevant details. T1.2.1 Organize information.  <b>Learning Outcomes:</b>	<b>Stand Alone Unit</b>  <b>Who We Are</b>  <b>Central Idea:</b> Personal perspectives influence how people communicate through the arts.  <b>Key Concepts:</b> Function, Connection, Change  <b>Related Concepts:</b> Space, Communication, Expression  <b>Lines of Inquiry:</b> Artworks helps us to understand who we are.  Artists use elements of art to communicate their personality  Ways of displaying, sharing and responding to artwork  <b>Learner Profile:</b> Communicator, Open-minded	<b>Stand Alone Unit</b>  <b>How the World Works</b>  <b>Central Idea:</b> Noticing and analyzing patterns helps us interpret, explain and respond to our environment.  <b>Key Concepts:</b> Form, Function, Change <b>Related Concepts:</b> Diversity, Pattern, Expression  <b>Lines of Inquiry:</b> Differences between organic and geometric shapes.  Shapes can make up other shapes  Patterns are used as surface decoration  <b>Learner Profile:</b> Thinker, Reflective  <b>ATLs:</b> SM2.3.1 Take responsibility for one’s own actions.	<b>Stand Alone Unit</b>  <b>Sharing the Planet</b>  <b>Central Idea:</b> Artists create artworks to understand and reflect upon the world.  <b>Key Concepts:</b> Form, Causation, Responsibility  <b>Related Concepts:</b> Exploration, Role, Action  <b>Lines of Inquiry:</b> Using natural forms as inspiration  Artists are inspired by nature  Using materials responsibly  <b>Learner Profile:</b> Inquirer, Reflective  <b>ATLs:</b> C1.2.2 Understand the ways in which images and language interact to convey ideas. T2.1.3 Make unexpected or unusual connections between objects and/or ideas.

	<p>D1.4 Use a variety of materials, tools, and techniques to respond to design challenges</p> <p>D2.1 Express their feelings and ideas about art works and art experiences.</p> <p>D3.2 Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences.</p>	<p><b>ATLs:</b> C1.1.4 Listen to, and follow the information and directions of others.</p> <p>R1.2.3 Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images, and so on.</p> <p><b>Learning Outcomes:</b></p> <p>D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences.</p> <p>D2.2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work.</p> <p>D3.1 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places</p>	<p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p><b>Learning Outcomes:</b></p> <p>D1.4 Use a variety of materials, tools, and techniques to respond to design challenges.</p> <p>D2.3 Identify and document their strengths, their interests, and areas for improvement as creators of art.</p> <p>D3.1 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places.</p>	<p><b>Learning Outcomes:</b></p> <p>D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences.</p> <p>D2.1 Express their feelings and ideas about art works and art experiences.</p> <p>D3.2 Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences.</p>
<b>Content link</b>	Keith Haring, Alexander Carder, Giacometti	Chinese traditional art forms, positive and negative shapes, geometric and organic shapes.	Andy Goldsworthy, Wu Guan Zhong, Yelena James.	
<b>P3</b>	<p><b>Unit 1</b></p> <p><b>Aug. – Oct.</b></p>	<p><b>Unit 2</b></p> <p><b>Oct. – Dec.</b></p>	<p><b>Unit 3</b></p> <p><b>Jan. – Mar.</b></p>	<p><b>Unit 4</b></p> <p><b>Mar. – Jun.</b></p>
	<p><b>Transdisciplinary</b></p> <p><b>How We Organize Ourselves</b></p> <p><b>Central Idea:</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></p> <p><b>Central Idea:</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></p> <p><b>Central Idea:</b></p>	<p><b>Stand Alone Unit</b></p> <p><b>How We Express Ourselves</b></p> <p><b>Central Idea:</b></p>

<p>Money is a human-made system that allows economies to function.</p> <p><b>Key Concepts:</b></p> <p>Form, Function, Perspective</p> <p><b>Related Concepts:</b></p> <p>Unity, Symbol, Pattern</p> <p><b>Lines of Inquiry:</b></p> <p>Global Currencies.</p> <p>Different ways to earn money.</p> <p>Ways to use money wisely.</p> <p><b>Learner Profile:</b></p> <p>Thinker,</p> <p>Risk-taker</p> <p><b>ATLs:</b> T3.1 Make connections <b>between</b> units of inquiry SM1.6 Set goals that are challenging and realistic.</p> <p><b>Learning Outcomes:</b></p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p> <p>D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art</p> <p>D3.1 Identify and describe a variety of visual art forms they see in their home, at school, in their community and in</p>	<p>The elements of art help artists communicate ideas and feelings.</p> <p><b>Key Concepts:</b></p> <p>Perspective, Form, Connection</p> <p><b>Related Concepts:</b></p> <p>Line, Shape, Color, Interpretation</p> <p><b>Lines of Inquiry:</b></p> <p>The elements of art</p> <p>Ideas and feelings are conveyed through different styles of art.</p> <p>Artwork can be interpreted by different audiences</p> <p><b>Learner Profile:</b></p> <p>Thinker,</p> <p>Communicator</p> <p><b>ATLs:</b> Communication Skills C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>Thinking skills T2.2.6 Apply existing knowledge to design new products processes, media and technologies.</p> <p><b>Learning Outcomes:</b></p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings.</p>	<p>Artworks can represent the visual elements and unique characteristics of a city.</p> <p><b>Key Concepts:</b></p> <p>Form, perspective, function</p> <p><b>Related Concepts:</b></p> <p>Expression, 3D, patterns</p> <p><b>Lines of Inquiry:</b></p> <p>The appearance and elements of a city.</p> <p>Using perspective to represent buildings.</p> <p>Combining different buildings into a city view.</p> <p><b>Learner Profile:</b></p> <p>Open-minded,</p> <p>Risk-taker</p> <p><b>ATLs:</b> R1.1.4 Outline a plan for necessary information.</p> <p>SM1.1 Choose and complete tasks independently.</p> <p><b>Learning Outcomes:</b></p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p>	<p>Images and ideas from our imagination can be expressed in many ways.</p> <p><b>Key Concepts:</b></p> <p>Connection, perspective, function</p> <p><b>Related Concepts:</b></p> <p>Surrealism, dream, fantasy</p> <p><b>Lines of Inquiry:</b></p> <p>The role of imagination in creating art</p> <p>Differences in individual perception</p> <p>Use of storytelling and symbolism in imaginative art</p> <p><b>Learner Profile:</b></p> <p>Communicator,</p> <p>Reflective</p> <p><b>ATLs:</b> Thinking Skills: T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Communication Skills: C1.1.5</p> <p>Listen actively to other perspectives and ideas</p> <p><b>Learning Outcomes:</b></p> <p>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p>
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	visual arts experience.	D1.4 use a variety of materials, tools, and techniques to respond to design challenges.  D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work .	D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art.  D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places.	D2.1 express their feelings and ideas about works of art.  D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places.
<b>Content link</b>	Coin design	One-point perspective	Architecture, Frank Gerry, James Razzi	Surrealism, Rene Margarite, Salvador Dali, Marc Chagall

<b>P4</b>	<b>Unit 1</b> <b>Aug. – Oct.</b>	<b>Unit 2</b> <b>Nov. – Jan.</b>	<b>Unit 3</b> <b>Jan. – Apr.</b>	<b>Unit 4</b> <b>Apr. – Jun.</b>
	<b>Stand Alone Unit</b>  <b>How We Express Ourselves Central Idea:</b>  The elements of art help artists communicate ideas and feelings.  <b>Key Concepts:</b>  Form – What is it like? Connection – How is t linked to other things? Perspective – What are the points of view?  <b>Related Concepts:</b>  Interpretation, texture, form (Line, shape, emphasis)	<b>Stand Alone Unit</b>  <b>How We Express Ourselves Central Idea:</b>  Artists can combine ideas and emotions from their experiences to visually express who they are <b>Key Concepts:</b>  Connection - How is it linked to other things? Function - How does it work? Perspective - What are the points of view?  <b>Related Concepts:</b>  Identity, representation, culture  <b>Lines of Inquiry:</b>	<b>Stand Alone Unit</b>  <b>How We Express Ourselves Central Idea:</b>  Images and ideas from our imagination can be expressed in many ways.  <b>Key Concepts:</b>  Connection – How is it linked to other things? Function – How does it work? Perspective – What are the points of view?  <b>Related Concepts:</b>  Surrealism, technique, transformation  <b>Lines of Inquiry:</b>	<b>Transdisciplinary</b>  <b>Sharing The Planet Central Idea:</b>  Plants and animals have specific adaptations to help them survive in their environment  <b>Key Concepts:</b>  Causation - Why is it like it is? Change - How is it transforming? Connection - How is it linked to other things?  <b>Related Concepts:</b>  Characteristics, needs, living things  <b>Lines of Inquiry:</b>

<p><b>Lines of Inquiry:</b></p> <p>How artwork can be interpreted by different audiences (perspective)</p> <p>The basic Elements of Art (form)</p> <p>Ideas and feelings are conveyed through different styles of art (connection)</p> <p><b>Learner Profile:</b></p> <p>Thinker, communicator</p> <p><b>ATLs:</b></p> <p>Communication Skills: C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p>Thinking Skills - T2.2.6 Apply existing knowledge to design new products processes, media and technologies.</p> <p><b>Learning Outcomes:</b></p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p>D2.2 Explain how elements and principles of design are used to communicate meaning or</p>	<p>Cultural and life experiences (connection)</p> <p>Expressing ideas and emotions visually (function)</p> <p>Developing our artistic identity (perspective)</p> <p><b>Learner Profile:</b></p> <p>Open-minded, reflective, thinker</p> <p><b>ATLs:</b></p> <p>Thinking skills : T4.2 Identify strengths and areas for improvement.</p> <p>Communication skills: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p><b>Learning Outcomes:</b></p> <p>D1.1 Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p> <p>D2.3 Demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art</p>	<p>The role of imagination in creating art (<b>connection</b>)</p> <p>Differences in individual perception (<b>perspective</b>)</p> <p>Use of techniques and symbolism in imaginative art (<b>function</b>)</p> <p><b>Learner Profile:</b></p> <p>Reflective, communicators</p> <p><b>ATLs:</b></p> <p>Thinking Skills T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Social Skills SS1.1.12 Take on a variety of roles in group learning.</p> <p><b>Learning Outcomes:</b></p> <p>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic</p> <p>D2.1 express their feelings and ideas about works of art</p> <p>D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>	<p>Adaptations of plants and animals</p> <p>How animals and plants adapt to suit their environment</p> <p>What can be done to help plants and animals survive.</p> <p><b>Learner Profile:</b></p> <p>Inquirer, Risk-taker</p> <p><b>ATLs:</b></p> <p>Thinking Skills:</p> <p>T3.6 Transfer conceptual understandings across transdisciplinary themes and subjects.</p> <p>Research Skills</p> <p>R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>Evaluating &amp; Communicating</p> <p>R1.4.4 Draw conclusions from relationships and patterns that emerge from data.</p> <p><b>Learning Outcomes:</b></p> <p>D1.1 create two-and three-dimensional works of art that expresses personal feelings and ideas inspired by the environment or</p>
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	understanding in their own or others' artwork			that have the community as their subject.  D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork  D2.1 express personal feelings and ideas about art experiences and images.
<b>Content link</b>	Abstract art - using line/shape/color/texture/form to create abstract paper sculpture art that reflects personality (Frank Stella)	Personal symbols landscape painting - iconography - monochromatic painting - mixing tints and shades	Surrealism (Dali, Magritte), Matisse (window), James de Rosso – <i>form</i> ,	Poster, endangered animals
<b>P5</b>	<b>Unit 1</b> <b>Aug. – Oct.</b>	<b>Unit 2</b> <b>Nov. – Jan.</b>	<b>Unit 3</b> <b>Jan. – Apr.</b>	<b>Unit 4</b> <b>Apr. – Jun.</b>
	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b>  Artists can combine ideas and emotions from their experiences to visually express who they are.  <b>Key Concepts:</b>  Function – How does it work? Perspective – What are the points of view? Connection – How is it linked to other things?  <b>Related Concepts:</b>	<b>Transdisciplinary</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b>  Media has the power to influence thinking and behavior.  <b>Key Concepts:</b>  Causation - Why is it as it is? Perspective - What are the points of view? Responsibility - What are our obligations?  <b>Related Concepts:</b>	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b>  The natural world inspires and challenges artistic development.  <b>Key Concepts:</b>  Form _ What is it like? Function – How does it work? Connection – How is it linked to other things?  <b>Related Concepts:</b>  Art styles, expression, inspiration	<b>Stand Alone Unit</b>  <b>Sharing The Planet</b>  <b>Central Idea:</b>  People express ideas through the visual arts across cultures..  <b>Key Concepts:</b>  Form – What is it like? Causation – Why is it as it is? Connection – How is it linked to other things? Change – How is it transforming?  <b>Related Concepts:</b>

	<p>Identity, representation, culture (proportion, culture, repetition)</p> <p><b>Lines of Inquiry:</b></p> <p>Cultural and life experiences (connection)</p> <p>Expressing ideas and emotions visually (function)</p> <p>Artistic identity (perspective)</p> <p><b>Learner Profile:</b></p> <p>Open-minded, reflective, thinkers</p> <p><b>ATLs:</b></p> <p>Thinking Skills: T3.7 Combine knowledge, conceptual understandings and skills to create products</p> <p>T4.4 Record thinking and reflection processes.</p> <p><b>Learning Outcomes:</b></p> <p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p> <p>D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art</p>	<p>Identity, representation, culture</p> <p><b>Lines of Inquiry:</b></p> <p>Media can persuade, inform or entertain (causation)</p> <p>Making safe choices when using media (perspective)</p> <p>Media can be used to have a positive impact on others</p> <p><b>Learner Profile:</b></p> <p>Communicators, Risk-takers</p> <p><b>ATLs:</b></p> <p>Thinking skills : T4.2 Identify strengths and areas for improvement.</p> <p>Communication skills: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p><b>Learning Outcomes:</b></p> <p>D1.4 Use a variety of materials, tools and techniques to determine solutions to design challengesD2.1 express their feelings and ideas about works of art</p> <p>D2.1 Interpret a variety of artworks and identify the feelings, issues, themes, and social concerns they convey.</p> <p>D3.2 demonstrate an awareness of a</p>	<p>Surrealism, technique, transformation</p> <p><b>Lines of Inquiry:</b></p> <p>How different cultures show nature in their art (<b>connection</b>)</p> <p>Using observation to visually record what we see (<b>form</b>)</p> <p>Using different styles of art (realism, abstraction, naïve) (<b>function</b>)</p> <p><b>Learner Profile:</b></p> <p>Thinkers, Reflective</p> <p><b>ATLs:</b></p> <p>Research Skills: R1.2.5 Use all senses to find and notice relevant details.</p> <p>Self-management: SM2.4.1 Practice positive thinking and language that reinforces self-motivation..</p> <p><b>Learning Outcomes:</b></p> <p>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art</p>	<p>style, creativity, interpretation</p> <p><b>Lines of Inquiry:</b></p> <p>Art across cultures (<b>form, connection</b>)</p> <p>How location and culture affect art (<b>causation</b>)</p> <p>How art has changed over time (<b>form, change</b>)</p> <p><b>Learner Profile:</b></p> <p>Knowledgeable, open-minded</p> <p><b>ATLs:</b></p> <p>Communication Skills: C1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.</p> <p>Research skills: R1.4.4 Draw conclusions from relationships and patterns that emerge from data.</p> <p><b>Learning Outcomes:</b></p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p> <p>D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art</p> <p>D3.1 describe how visual art forms and styles represent various</p>
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		variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made		messages and contexts in the past and present
<b>Content link</b>	Personal Symbols landscape/still life. Students create space in their artwork by overlapping and changing the size of their personal symbols - monochromatic painting p- mixing tints and shades.	Graphic design / photography	Molas, Insects in art, collaborative Landscape	Weaving, Monochromatic painting of an animal, creature, or symbol from a culture
<b>P6</b>	<b>Unit 1</b> <b>Aug. – Oct.</b>	<b>Unit 2</b> <b>Nov. – Jan.</b>	<b>Unit 3</b> <b>Jan. – Apr.</b>	<b>Unit 4</b> <b>Apr. – Jun.</b>
	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b>  Artists manipulate art elements to create illusions of depth or movement.  <b>Key Concepts:</b>  Change – How is it linked to other things? Perspective – What are the points of view? Connection – How is it linked to other things? Form – What is it like?  <b>Related Concepts:</b>  Illusion, Point of View, Depth (Depth, value, movement)  Identity, representation, culture (proportion, culture, repetition)	<b>Transdisciplinary</b>  <b>Sharing the Planet</b>  <b>Central Idea:</b>  Biodiversity relies on maintaining the balance of living organisms within ecosystems  <b>Key Concepts:</b>  Change – How is it transforming? Form – What is it like? Connection - How is it linked to other things?  <b>Related Concepts:</b>  Interdependence, Habitat, Sustainability  <b>Lines of Inquiry:</b>  Elements of Ecosystems elements of ecosystems Factors that affect the balance of ecosystems Representing balance	<b>Stand Alone Unit</b>  <b>How We Express Ourselves</b>  <b>Central Idea:</b>  Artists can combine ideas and emotions from their experiences to visually express who they are.  <b>Key Concepts:</b>  Function – How does it work? Perspective – What are the points of view? Connection – How is it linked to other things?  <b>Related Concepts:</b>  Identity, representation, culture  <b>Lines of Inquiry:</b>  Cultural and life experiences ( <b>connection</b> ) Expressing ideas and emotions visually ( <b>function</b> )	<b>Stand Alone Unit</b>  <b>Sharing The Planet</b>  <b>Central Idea:</b>  People express ideas through the visual arts over time and across cultures.  <b>Key Concepts:</b>  Form – What is it like? Causation – Why is it as it is? Connection – How is it linked to other things? Change – How is it transforming?  <b>Related Concepts:</b>  style, creativity, interpretation  <b>Lines of Inquiry:</b>  Art across cultures ( <b>form, connection</b> ) How location and culture affect art ( <b>causation</b> )

	<p><b>Lines of Inquiry:</b></p> <p>Creating illusions (change, form) Interconnectedness of art and math (connection) Changing one's point of view affects the way an object is drawn. (perspective, change)</p> <p><b>Learner Profile:</b></p> <p>Reflective, Risk-takers, Knowledgeable</p> <p><b>ATLs:</b></p> <p>Thinking Skills : T1.1.7 Take knowledge or ideas apart by separating them into component parts.</p> <p>Self management:</p> <p>SM1.12 Take on and complete tasks as agreed.</p> <p><b>Learning Outcomes:</b></p> <p>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges D2.2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding</p> <p>D2.4 identify and explain their strengths, their interests, and areas for</p>	<p>and imbalance in ecosystems Our responsibility in sustaining our ecosystems Environmental art as a vehicle for sustaining our ecosystems</p> <p><b>Learner Profile:</b></p> <p>Inquirer, Communicator</p> <p><b>ATLs:</b></p> <p>Thinking Skills T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Research Skills R3.2 Differentiate reliable from unreliable resources.</p> <p><b>Learning Outcomes:</b></p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges D2.4 identify and explain their strengths, interests, and areas for improvement as creators, interpreters, and viewers of art</p>	<p>Artistic identity (<b>perspective</b>)</p> <p><b>Learner Profile:</b></p> <p>Open-minded, Reflective, Thinker</p> <p><b>ATLs:</b></p> <p>Thinking Skills- T2.2.10 Generate metaphors and analogies.</p> <p>Communication Skills- C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p><b>Learning Outcomes:</b></p> <p>D1.1 Create two- and three-dimensional art works that express their feelings and ideas inspired by their own and others' points of view D1.3 use elements of design in art works to communicate ideas, messages, and understandings D2.1 Interpret a variety of art works and identify the feelings, issues, themes and social concerns that they convey</p>	<p>How art has changed over time (<b>form, change</b>)</p> <p><b>Learner Profile:</b></p> <p>Knowledgeable, Open-minded</p> <p><b>ATLs:</b></p> <p>Research Skills- R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>Communication Skills- C1.2.4 Be aware of cultural differences when providing and interpreting communication.</p> <p><b>Learning Outcomes:</b></p> <p>D1.1 create two-and three-dimensional art works that express their feelings and ideas inspired by their own and others' points of view D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places</p>
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	improvement as creators, interpreters, and viewers of art			
<b>Content link</b>	Gradations of depth (value), line to show perspective (space)	Land Art - Andy Goldsworthy Sustainable Art - Found object/Assemblage Sculpture - Louise Nevelson	Self-portrait - Frida Kahlo	Ceramic arts of China and Korea  Print-making, Bohemia carpet