

Visual Arts

HORIZONTAL AND VERTICAL PLANNER

2024-2025

Duration	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Jan. – Apr.	Unit 4 Apr. – Jun.
ECE A	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Arts help us develop our creativity and build a relationship with others.</p> <p>Key Concepts:</p> <p>Form, Connection, Function</p>	<p>Stand Alone Unit</p> <p>How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea:</p> <p>Color can be used to evoke different responses.</p> <p>Key Concepts:</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Exploring materials allows us to creatively express ourselves.</p> <p>Key Concepts:</p> <p>Function, Causation, Perspective</p> <p>Related Concepts:</p>	<p>Transdisciplinary Unit</p> <p>Sharing the Planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Central Idea:</p> <p>We share our environment with other living things.</p> <p>Key Concepts:</p> <p>Causation, Connection, Responsibility</p>

	<p>Related Concepts: Identity, Relationship, Creativity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring different art forms. 2. Arts connect us with other people. 3. Art nurtures creativity. <p>Learner Profile: Communicator, Open-minded</p> <p>ATLs: SS1.1.1 Listen closely to others. C1.3.1 Express oneself using words and sentences.</p> <p>Learning Outcomes:</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>Change, Connection, Perspective</p> <p>Related Concepts: Creation, Process, Representation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Colors change when they are mixed. 2. Colors are connected to our feelings. 3. Using colors to evoke different responses. <p>Learner Profile Attributes: Risk-taker, Inquirer</p> <p>ATLs: T1.1.2 Consider meaning taken from materials and events. C1.1.1 Listen to information.</p> <p>Learning Outcomes: 22. 1 communicate their ideas about something through the visual arts.</p>	<p>Techniques, Texture, Exploration</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Use of materials. 2. Materials have different textures. 3. We use materials to express ourselves. <p>Learner Profile: Thinker, Reflective</p> <p>ATLs: R1.1.1 Ask or express through play questions that can be researched. SM1.1 Choose and complete tasks independently.</p> <p>Learning Outcomes: 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>Related Concepts: Creation, Habitats, Exploration</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Characteristics and needs of living things. (animals) 2. Habitats of living things. (animals) 3. Impact of our choices on animal's habitats. <p>Learner Profile Attributes: Thinker, Caring</p> <p>ATLs: T1.1.2 Consider meaning taken from materials and events. SM1.12 Take on and complete tasks as agreed.</p> <p>Learning Outcomes: 31.3 Explore different elements of design in visual arts. 20.4 Build three-dimensional structures using a variety of materials and identify the</p>
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	24.4 select and use tools, equipment, and materials to construct things.	2.2 demonstrate a willingness to try new experiences and to adapt to new situations	13.3 select and use materials to carry out their own exploration.	three-dimensional figures their structure contains.
Content link	Art Forms and art techniques (painting, drawing, sculpture, collage)	Colour theory (Primary colour mix), feelings and emotions	Textures, sense of touch, weaving	
ECE B	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Jan. – Apr.	Unit 4 Apr. – Jun.
	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p>	<p>Transdisciplinary Unit</p> <p>How the World Works</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>Stand Alone Unit</p> <p>How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Exploring materials allows us to creatively express ourselves.</p>

	<p>Arts help us develop our creativity and build a relationship with others.</p> <p>Key Concepts:</p> <p>Form, Connection, Function</p> <p>Related Concepts:</p> <p>Identity, Relationship, Creativity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Exploring different art forms. 2. Arts connect us with other people. 3. Art nurtures creativity. <p>Learner Profile:</p> <p>Communicator, Open-minded</p> <p>ATLs: SS1.1.1 Listen closely to others. C1.3.1 Express oneself using words and sentences.</p> <p>Learning Outcomes:</p>	<p>Central Idea:</p> <p>We have more than 100 languages to express our ideas.</p> <p>Key Concepts:</p> <p>Form, Change, Perspective</p> <p>Related Concepts:</p> <p>Creation, Process, Representation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Expressing ourselves visually. 2. Sharing our personal stories. <p>Learner Profile Attributes:</p> <p>Risk-taker, Open-minded</p> <p>ATLs:</p> <p>T1.1.2 Consider meaning taken from materials and events.</p> <p>C1.1.1 Listen to information.</p>	<p>Central Idea:</p> <p>Color can be used to evoke different responses.</p> <p>Key Concepts:</p> <p>Change, Connection, Perspective</p> <p>Related Concepts:</p> <p>Creation, Process, Representation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Colors change when they are mixed. 2. Colors are connected to our feelings. 3. Using colors to evoke different responses. <p>Learner Profile Attributes:</p> <p>Risk-taker, Inquirer</p> <p>ATLs:</p>	<p>Key Concepts:</p> <p>Function, Causation, Perspective</p> <p>Related Concepts:</p> <p>Techniques, Texture, Exploration</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. The use of materials. 2. Materials have different textures. 3. We use materials to express ourselves <p>Learner Profile:</p> <p>Thinker, Reflective</p> <p>ATLs:</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>Learning Outcomes:</p> <p>30.2 explore a variety of tools, materials, and processes of</p>
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	<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>Learning Outcomes:</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>23.4 Communicate their understanding of something by representing their ideas and feelings through the arts.</p>	<p>T1.1.2 Consider meaning taken from materials and events.</p> <p>C1.1.1 Listen to information.</p> <p>Learning Outcomes:</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>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>
Content link	Art Forms and art techniques (painting, drawing, sculpture, collage)		Colour theory (Tint and Shade)	Textures, sense of touch
P1	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Feb. – Apr.	Unit 4 Apr. – Jun.
	Stand Alone Unit	Stand Alone Unit	Transdisciplinary Unit	Stand Alone Unit

Who We Are	How the World Works	How We Organise Ourselves	How We Express Ourselves
<p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Personal perspectives influence how people communicate through the arts.</p> <p>Key Concepts:</p> <p>Function, Connection, Change</p> <p>Related Concepts:</p> <p>Space, Communication, Expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Artworks helps us to understand who we are. 	<p>An inquiry into natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea:</p> <p>Pattern is closely connected with our lives.</p> <p>Key Concepts:</p> <p>Form, Function, Connection</p> <p>Related Concepts:</p> <p>Diversity, Pattern, Expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Repeating and growing pattern. 2. Ways to form a pattern. 3. Patterns are everywhere. <p>Learner Profile:</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p> <p>Many products go through a process of change before they are consumed or used.</p> <p>Key Concepts:</p> <p>Change, Function</p> <p>Related Concepts:</p> <p>Form, Pattern, Expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1.Changes art products go through 2.Art Products can be created to benefit the community. 	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Emotions and ideas can be communicated through the arts.</p> <p>Key Concepts:</p> <p>Function, Connection, Perspective</p> <p>Related Concepts:</p> <p>Lines, Shapes, Colours</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Colours, shapes and lines communicate emotions. 2. The benefits of sharing artwork with peers and community.

	<p>2. Artists use elements of art to communicate their personality.</p> <p>3. Ways of displaying, sharing and responding to artwork.</p> <p>Learner Profile:</p> <p>Communicator, Open-minded</p> <p>ATLs: 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>Learning Outcomes:</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>Thinker, Reflective</p> <p>ATLs: R1.2.2 Use all senses to observe and notice details. T1.2.1 Organize information.</p> <p>Learning Outcomes:</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>Learner Profile:</p> <p>Inquirer, Caring</p> <p>ATLs:</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>Learning Outcomes:</p> <p>30.1 demonstrate an awareness of personal interests and a sense of accomplishment 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>3. The arts as a means of communication.</p> <p>Learner Profile:</p> <p>Balanced, Principled</p> <p>ATLs: 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>Learning Outcomes:</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>
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	23.2 use problem-solving skills and their imagination to create visual art forms.			
Content link	Paul Klee, Picasso	Yayoi Kusama, animal pattern	Ceramic, Weaving	Kandinsky, Story board
P2	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Feb. – Apr.	Unit 4 Apr. - June
	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Personal perspectives influence how people communicate through the arts.</p> <p>Key Concepts:</p>	<p>Stand Alone Unit</p> <p>How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea:</p> <p>Observing patterns helps us interpret, explain and respond to our environment.</p> <p>Key Concepts:</p>	<p>Transdisciplinary Unit</p> <p>Sharing the Planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Central Idea:</p> <p>Changes in the environment can affect animal growth and survival.</p>	<p>Stand Alone Unit</p> <p>How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea:</p> <p>Artists create artworks to understand and reflect upon the world.</p> <p>Key Concepts:</p>

	<p>Function, Connection, Change</p> <p>Related Concepts:</p> <p>Space, Communication, Expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Artworks helps us to understand who we are. 2. Artists use elements of art to communicate their personality 3. Ways of displaying, sharing and responding to artwork <p>Learner Profile:</p> <p>Communicator, Open-minded</p> <p>ATLs: 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>Form, Function, Change</p> <p>Related Concepts:</p> <p>Diversity, Pattern, Expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Differences between organic and geometric shapes. 2. Shapes can make up other shapes. 3. Patterns are used as surface decoration. <p>Learner Profile:</p> <p>Thinker, Reflective</p> <p>ATLs: SM2.3.1 Take responsibility for one's own actions.</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>Learning Outcomes:</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,</p>	<p>Key Concepts:</p> <p>Change, Causation - Responsibility</p> <p>Related Concepts:</p> <p>Change, survival, growth</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1.Changes in the environment that affect animals. 2. Actions people can take to help animals. <p>Learner Profile:</p> <p>Thinker, Reflective</p> <p>ATLs: R1.2.5 Use all senses to find and notice relevant details.</p> <p>T1.2.1 Organize information.</p> <p>Learning Outcomes:</p> <p>D1.4 Use a variety of materials, tools, and techniques to respond to design challenges</p> <p>D3.1 Demonstrate an awareness of a variety of works of art from diverse</p>	<p>Form, Causation, Responsibility</p> <p>Related Concepts:</p> <p>Exploration, Role, Action</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Using natural forms as inspiration. 2. Artists are inspired by nature. 3. Using natural materials responsibly. <p>Learner Profile:</p> <p>Inquirer, Reflective</p> <p>ATLs: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Learning Outcomes:</p> <p>D1.1 Create two- and three-dimensional works of art that express feelings and ideas</p>
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	<p>Learning Outcomes:</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' artwork.</p> <p>D3.1 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places</p>	<p>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>communities, times, and places.</p>	<p>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>
Content link	Keith Haring, Alexander Carder, Giacometti	Chinese traditional art forms, positive and negative shapes, geometric and organic shapes. Cassion art	Poster, Public Service Ads, Stop-motion	Andy Goldsworthy, Wu Guan Zhong, Yelena James, David Hockney
P3	Unit 1 Aug. – Oct.	Unit 2 Oct. – Dec.	Unit 3 Jan. – Mar.	Unit 4 Mar. – Jun.
	Transdisciplinary	Stand Alone Unit	Stand Alone Unit	Stand Alone Unit

	<p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</p> <p>Central Idea:</p> <p>Money is a human-made system that allows economies to function.</p> <p>Key Concepts:</p> <p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p>	<p>How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>The elements of art help artists communicate ideas and feelings.</p> <p>Key Concepts:</p> <p>Form</p> <p>Connection</p> <p>Perspective</p> <p>Related Concepts:</p> <p>Line, Shape, Colour, Interpretation</p> <p>Lines of Inquiry:</p> <p>1. The elements of art.</p>	<p>How the World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea:</p> <p>Artworks can represent the visual elements and unique characteristics of a city.</p> <p>Key Concepts:</p> <p>Form, perspective, function.</p> <p>Related Concepts:</p> <p>Expression, 3D, Patterns</p> <p>Lines of Inquiry:</p> <p>1. The appearance and elements of a city.</p> <p>2. Using perspective to represent buildings.</p>	<p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Images and ideas from our imagination can be expressed in many ways.</p> <p>Key Concepts:</p> <p>Connection, perspective, function</p> <p>Related Concepts:</p> <p>Surrealism, Dream, Fantasy</p> <p>Lines of Inquiry:</p> <p>1. The role of imagination in creating art.</p> <p>2. Differences in individual perception.</p> <p>3. Use of storytelling and symbolism in imaginative art</p>
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	<p>Systems, Value, Money</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Global Currencies. 2. Different ways to earn money. 3. Ways to use money wisely. <p>Learner Profile:</p> <p>Risk Taker</p> <p>Principled</p> <p>ATL:</p> <p>SS1.1.5 Be respectful to others.</p> <p>SM2.3.1 Take responsibility for one’s own actions.</p> <p>R1.2.6 Record observations by drawing, note taking, charting, tallying, writing</p>	<ol style="list-style-type: none"> 2. Ideas and feelings are conveyed through different styles of art. 3. Artwork can be interpreted by different audiences. <p>Learner Profile:</p> <p>Thinker, Communicator</p> <p>ATLs:</p> <p>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>Learning Outcomes:</p> <p>D1.3 use elements of (Art) design in art works to communicate ideas, messages, and understandings.</p> <p>D2.2 explain how elements and principles of design are used to communicate meaning</p>	<ol style="list-style-type: none"> 3. Combing different buildings into a city view. <p>Learner Profile:</p> <p>Open-minded, Risk-taker</p> <p>ATLs:</p> <p>Research Skills: R1.1.4: Outline a plan for necessary information.</p> <p>Self-management: SM1.1: Choose and complete tasks independently.</p> <p>Learning Outcomes:</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>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p> <p>D2.4 identify and document their strengths, their interests,</p>	<p>Learner Profile:</p> <p>Communicator, Reflective</p> <p>ATLs:</p> <p>Thinking Skills: T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Communication Skills: C1.1.5 Listen actively to other perspectives and ideas.</p> <p>Learning Outcomes:</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>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 works of art.</p>
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	<p>statements, annotating images.</p> <p>Learning Outcomes:</p> <p>D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in 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>D3.1 Identify and describe a variety of visual art forms they see in their home , at school, in their community and in visual arts experience.</p>	<p>or understanding in their own and others' artwork.</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p>	<p>and areas for improvement as creators of art.</p>	
Content link		One-point perspective	Architecture, Frank Gerry, James Razzi, perspective drawing	Surrealism, Rene Margarite, Salvador Dali, Marc Chagall

P4	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan.	Unit 3 Jan. – Apr.	Unit 4 Apr. – Jun.
	Transdisciplinary	Stand Alone Unit	Stand Alone Unit	Stand Alone Unit

	<p style="text-align: center;">Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> <p>Central Idea:</p> <p>Rights & Responsibilities -</p> <p>Children worldwide have rights and responsibilities that should be protected.</p> <p>Key Concepts:</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>Rights, Responsibilities, Equality</p>	<p style="text-align: center;">How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>The elements of art help artists communicate ideas and feelings.</p> <p>Key Concepts:</p> <p>Perspective – What are the points of view?</p> <p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Related Concepts:</p> <p>Interpretation, Texture, Form (Line, Shape, Emphasis)</p> <p>Lines of Inquiry:</p>	<p style="text-align: center;">How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Images and ideas from our imagination can be expressed in many ways.</p> <p>Key Concepts:</p> <p>Connection – How is it linked to other things?</p> <p>Function – How does it work?</p> <p>Change - How is it transforming?</p> <p>Related Concepts:</p> <p>Surrealism, Technique, Transformation</p> <p>Lines of Inquiry:</p> <p>1. The role of imagination in creating art.</p>	<p style="text-align: center;">Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Artists can combine ideas and emotions from their experiences to visually express who they are.</p> <p>Key Concepts:</p> <p>Connection - How is it linked to other things?</p> <p>Function - How does it work?</p> <p>Perspective - What are the points of view?</p> <p>Related Concepts:</p> <p>Identity, Representation, Culture</p> <p>Lines of Inquiry:</p>
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	<p>Related Concepts:</p> <ol style="list-style-type: none"> 1. Rights and responsibilities of children. 2. Children's roles in their community. 3. How we protect ourselves. <p>Learner Profile:</p> <p>Caring, Open minded</p> <p>ATL:</p> <p>SS1.1.5 Be respectful to others.</p> <p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>C1.1.6 Listen actively and respectfully while others speak.</p> <p>Learning Outcomes:</p> <p>A3.1 describe some of their own roles, relationships, and responsibilities</p>	<ol style="list-style-type: none"> 1. How artwork can be interpreted by different audiences. 2. The basic Elements of Art. 3. Ideas and feelings are conveyed through different styles of art. <p>Learner Profile:</p> <p>Thinker, Communicator</p> <p>ATLs:</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>Learning Outcomes:</p> <p>D1.3 use elements of (Art) design in art works to communicate ideas,</p>	<ol style="list-style-type: none"> 2. Use of techniques and symbolism in imaginative art. 3. Our imagination can change the reality. <p>Learner Profile:</p> <p>Reflective, Communicator</p> <p>ATLs:</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>Learning Outcomes:</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>D3.1 describe how visual art forms and styles represent various messages and</p>	<ol style="list-style-type: none"> 1. Cultural and life experiences. 2. Expressing ideas and emotions visually. 3. Developing our artistic identity. <p>Learner Profile:</p> <p>Open-minded, Reflective Thinker</p> <p>ATLs:</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>Learning Outcomes:</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>
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	<p>A3.4 identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice</p> <p>A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</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>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>	<p>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 understanding in their own or others' artwork.</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.</p>	<p>contexts in the past and present.</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>D2.3 Demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>
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Content link	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
P5	Unit 1 Aug. – Oct.	Unit 2 Nov. – Jan. October 14 – November 22 Transdisciplinary Unit	Unit 3 Jan. – Apr.	Unit 4 Apr. – Jun.
	<p align="center">Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Artists can combine ideas and emotions from their experiences to visually express who they are.</p> <p>Key Concepts:</p>	<p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Media Literacy- Media can influence thinking and behavior.</p> <p>Key Concepts:</p> <p>Causation – Why is it like it is? Perspective – What are the points of view?</p>	<p align="center">Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>The natural world inspires and challenges artistic development.</p> <p>Key Concepts:</p> <p>Connection – How is it linked to other things?</p>	<p align="center">Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>People express ideas through the visual arts across cultures.</p> <p>Key Concepts:</p>

<p>Connection – How is it linked to other things?</p> <p>Function – How does it work?</p> <p>Perspective – What are the points of view?</p> <p>Related Concepts:</p> <p>Identity, Representation, Culture</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Cultural and life experiences. 2. Expressing ideas and emotions visually. 3. Artistic identity. <p>Learner Profile:</p> <p>Open-minded, Reflective, Thinker</p> <p>ATLs:</p> <p>Thinking Skills: T3.7 Combine knowledge, conceptual understandings, and skills to create products.</p>	<p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>Media, Information, Influence</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Media can be used to persuade, inform or entertain. 2. Making safe choices while using media. 3. Media can have an influence on others. <p>Learner's Profile:</p> <p>Risk-Taker Communicator</p> <p>ATLs:</p> <p>R2.8 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p>C3.1 Understand the impact of media representations and modes of presentation.</p>	<p>Form _ What is it like?</p> <p>Function – How does it work?</p> <p>Related Concepts:</p> <p>Art styles, Expression, Inspiration, Surrealism, Technique, Transformation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How different cultures show nature in their art. 2. Using observation to visually record what we see. 3. Using different styles of art (realism, abstraction, naïve) <p>Learner Profile:</p> <p>Reflective, Principled</p> <p>ATLs:</p> <p>Research Skills: R1.2.5 Use all senses to find and notice relevant details.</p>	<p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Causation – Why is it like it is?</p> <p>Change – How is it transforming?</p> <p>Related Concepts:</p> <p>Style, Creativity, Interpretation.</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Art across cultures. 2. How location and culture affect art. 3. How art has changed over time. <p>Learner Profile:</p> <p>Knowledgeable, Open-minded</p> <p>ATLs:</p> <p>Communication Skills: C1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.</p>
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	<p>Thinking Skills T4.4: Record thinking and reflection processes.</p> <p>Learning Outcomes:</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 (art) design in art works to communicate ideas, messages, and understandings.</p> <p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p>	<p>C3.2 Make informed choices about modes of communication based on audience.</p> <p>Learning Outcomes:</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 determine solutions to design challenges.</p> <p>D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art.</p>	<p>Self-management: SM2.4.1 Practice positive thinking and language that reinforces self-motivation.</p> <p>Learning Outcomes:</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>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>	<p>Communication skills: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>Learning Outcomes:</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>D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made.</p>
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<p>Content link</p>	<p>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.</p>		<p>Molas, Insects in art, collaborative Landscape</p>	<p>Weaving, Monochromatic painting of an animal, creature, or symbol from a culture</p>
<p>P6</p>	<p>Unit 1 Aug. – Oct.</p>	<p>Unit 2 Nov. – Jan.</p>	<p>Unit 3 Jan. – Apr.</p>	<p>Unit 4 Apr. – Jun.</p>
	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Artists manipulate elements of art to create illusions of depth or movement.</p> <p>Key Concepts:</p> <p>Form – What is it like?</p>	<p>Sep 26 – Nov 11 Interdisciplinary</p> <p>Central Idea: Ecosystem Biodiversity relies on maintaining the balance of living organisms within ecosystems.</p> <p>Key Concepts:</p> <p>Form - What is it like? Change How is it transforming? Connection - How is it linked to other things?</p> <p>Related Concepts:</p> <p>Interdependence, Habitat, Sustainability</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p> <p>Artists can combine ideas and emotions from their experiences to visually express who they are.</p> <p>Key Concepts:</p>	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>People express ideas through the visual arts over time and across cultures.</p> <p>Key Concepts:</p>

	<p>Connection – How is it linked to other things? Causation– Why is it as it is?</p> <p>Related Concepts:</p> <p>Illusion, Depth, Value, Movement</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Creating illusion in art. 2. Interconnectedness of art and math. 3. Relationship between formal qualities of art and the illusion of depth or movement. <p>Learner Profile:</p> <p>Reflective, Risk-takers, Principled</p> <p>ATLs:</p> <p>Thinking Skills: T1.1.7 Take knowledge or ideas apart by separating them into component parts.</p>	<p>Lines of Inquiry:</p> <p>Elements of ecosystems Factors that affect the balance of ecosystems. Our responsibility in sustaining our ecosystems.</p> <p>Inquirer Communicator</p> <p>Learner Profile:</p> <p>What are the things that you relate to when you think of interdependence? (factual) How do environmental changes affect you? (Conceptual) What effects does human development have on environment? (Debatable)</p> <p>ATLs:</p> <p>C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p>R3.2 Differentiate reliable from unreliable resources.</p>	<p>Connection – How is it linked to other things?</p> <p>Function – How does it work?</p> <p>Perspective – What are the points of view?</p> <p>Related Concepts:</p> <p>Identity, Representation, Culture, Self portrait</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Cultural and life experiences. 2. Expressing ideas and emotions visually. 3. Artistic identity. <p>Learner Profile:</p> <p>Reflective, Thinker, Balanced</p> <p>ATLs:</p> <p>Thinking Skills: T2.2.10 Generate metaphors and analogies.</p>	<p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Causation – Why is it as it is?</p> <p>Change – How is it transforming?</p> <p>Related Concepts:</p> <p>Style, Creativity, Interpretation.</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Art across cultures. 2. How location and culture affect art. 3. How art has changed over time. <p>Learner Profile:</p> <p>Knowledgeable, Open-minded</p> <p>ATLs:</p> <p>Research Skills: R1.2.6 Record observations by drawing, note taking, charting,</p>
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	<p>Self-management: SM1.12 Take on and complete tasks as agreed.</p> <p>Learning Outcomes:</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>D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.2 Explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p> <p>D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.</p>	<p>T3.7 Combine knowledge, conceptual understandings, and skills to create products or solutions.</p> <p>Learning Outcomes:</p> <p>3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat</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 determine solutions to design challenges.</p> <p>D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.</p>	<p>Communication Skills: C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p>Learning Outcomes:</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.</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings.</p> <p>D2.1 Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p>	<p>tallying, writing statements, annotating images.</p> <p>Communication Skills: C1.2.4 Be aware of cultural differences when providing and interpreting communication.</p> <p>Learning Outcomes:</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.</p> <p>D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.</p> <p>D3.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present.</p> <p>D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of</p>
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				peoples and of people in different times and places.
Content link	Gradations of depth (value), line to show perspective (space)		Self-portrait - Frida Kahlo	Ceramic arts of China and Korea Print-making, Bohemia carpet