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| **Subject group and discipline:** | The arts – all disciplines | **Unit duration:** | about 20 hours |
| **Unit name** | Shifting perceptions | | |

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| **Global context and specific exploration:** | Orientation in space and time: Natural and human landscapes and resources |
| **Key concept:** | Communication |
| **Related concept:** | Boundaries |
| **Statement of inquiry:** | Art distorts, abstracts and blends space and time |
| **Inquiry questions such as these should be developed by teachers and students:** | |
| **Factual:** | How do artists convey a sense of space and time?  In what ways can art distort space and time?  What role have the arts played in turning points in history? |
| **Conceptual:** | How do artists create alternative perspectives?  How do the arts transcend actual or perceived boundaries? |
| **Debatable:** | To what extent do the arts blend the past, present or future? |

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| **Summative assessment** | | |
| Under the supervision of the teacher the student creates an original or reinterprets an existing art work in order to distort, abstract or blend space and time. The work will be submitted in an ePortfolio in response to the four summative assessment tasks.  **Please note**:   * Natural and human landscapes may include, but should not be limited to, historical, contemporary and/or predicted: physical environments, pivotal points in world history, displaced societies, environmental changes, or culture, genre and style. * Evidence for each task could be visual, written and/or recorded within the maximum time and page limits set out within the *Arts guide*. * A task specific clarification for eAssessment arts units has been published on the subject page of the PRC within the document *Further guidance for Arts.* | | |
| **Objectives:** | All strands of all objectives (A, B, C and D) | |
| **Summative assessment tasks, including assessment criteria:** | | **Relationship between summative assessment tasks and statement of inquiry:** |
| **Task 1 – Presentation (Criteria A and D)**  An individual research presentation using concepts and subject-specific terminology of:   * Art which distorts, abstracts or blends space and time. * The role of the art form in its context. * The critical analysis of one or two examples of this art form. | | The **presentation** will demonstrate the student’s:   * Knowledge and understanding of art which distorts, abstracts or blends space and time, including a thorough analysis and perceptive interpretation of their research. (Ai and Aii) * Ability to present a detailed, insightful critique of the artwork(s) chosen. (Diii) |
| **Task 2 – Proposal (Criterion C)**  A selection of process journal extracts to show:   * The development of the student’s artistic intention. * Demonstration of a range and depth of creative-thinking behaviours. | | The **proposal** will enable students to:   * Demonstrate purposeful exploration leading to a feasible, clear, imaginative and coherent artistic intention *(a detailed explanation of the intended outcome)* which has been guided by the statement of inquiry and the global context (Ci). * Demonstrate a range and depth of creative-thinking behaviours related to the statement of inquiry. (Cii)   *(****Please note****: creative thinking behaviours are listed on page 5 of the Arts guide.)* |
| **Task 3 – Process and Product (Criteria B and C)**  **Process:** A selection of process journal extracts to show:   * A minimum of three examples of skills and techniques acquired and developed to show the progression of work. * The exploration of artistic ideas.   **Product:** The student’s artwork, performed or presented:   * An original or reinterpretation of an existing artwork created in order to distort, abstract or blend space and time. | | The **process** evidence will:   * Demonstrate the acquisition and development of skills and techniques used to realize the student’s artistic intention. (Bi) * Explore ideas to realize the student’s artistic intention. (Ciii)   The **product** evidence will:   * Present the realized artwork which demonstrates the application of skills and techniques acquired. (Bii)   *(****Please note:*** *It may be necessary for some subject disciplines to select a portion of the realized artwork consistent with the page and/or recording limits.)* |
| **Task 4 – Commentary (Criteria A and D)**  A commentary that includes:   * Evidence of the use of acquired knowledge to inform the development of the student’s artwork. * Evidence of the student’s ability to construct meaning and transfer learning into their artwork. * The artistic response and the way in which it reflects or impacts on the world. * A critique of the student’s own artwork including its ability to distort, abstract or blend space and time. | | The **commentary** will enable students to:   * Explain convincingly how knowledge is used to make artistic decisions. (Aiii) * Construct detailed, meaningful and creative connections between the process and product, the statement of inquiry and the global context. (Di) * Demonstrate their ability to make meaningful, rich and sophisticated connections between their outcome and the world in relation to the statement of inquiry/global context (Dii) * Critically analyse their own artwork including its ability to distort, abstract or blend space and time. (Diii) |

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| **Resources**  The following resources based on the global context are suggestions or starting points which may be used during the teaching of the unit. The list is optional and for information. It is neither prescribed nor exhaustive. Schools should always satisfy themselves that the content of any suggested resource is suitable for their own context.  Intro to general context (podcast on the arts and politics):  [http://download.guardian.co.uk/sys-audio/Arts/Culture/2007/05/22/politics\_vs\_the\_arts.mp3](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdownload.guardian.co.uk%2Fsys-audio%2FArts%2FCulture%2F2007%2F05%2F22%2Fpolitics_vs_the_arts.mp3&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=K%2F%2BOpGHkSBLeEU2Qqyr6Wi9FPSCj8OoeshtKk35336Q%3D&reserved=0)  Akram Khan’s Giselle: [http://giselle.ballet.org.uk/](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fgiselle.ballet.org.uk%2F&data=01%7C01%7Cgill.chudley%40ibo.org%7Cafae9f7d1085407d976408d437130b73%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=b2w85o4QvDUfXuNESiApGkxVMvxJFar5kzpzDmJXo3I%3D&reserved=0)  Modern version of classic text The Servant of Two Masters by Carlo Goldoni: <http://ntlive.nationaltheatre.org.uk/productions/17222-one-man-two-guvnors>  The cost of living projects: <https://www.dv8.co.uk/projects/the-cost-of-living>  Images of cities and beyond: <https://randy-slavin-jh3i.squarespace.com/alternate-perspectives-2/>    Euripides Trojan Women (review): <https://www.theguardian.com/stage/2012/nov/13/the-trojan-women-review>  The Caucasian Chalk Circle, Bertolt Brecht – many online references  Blog (Playwrights should be predicting the future): <http://www.whatsonstage.com/london-theatre/news/playwrights-future-oil-earthquakes-london-blog_42030.html>  Oil (Time-travel play connecting dawn of oil age with the start of female emancipation): <http://www.independent.co.uk/arts-entertainment/theatre-dance/reviews/oil-almeida-theatre-london-review-ella-hickson-anne-marie-duff-a7365496.html>  Modern dress, female Lear: [http://www.oldvictheatre.com/whats-on/2016/king-lear/](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.oldvictheatre.com%2Fwhats-on%2F2016%2Fking-lear%2F&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=hKxeYdQuNKpfevXrnOZ2XtnwE1Wqx4TaTelgmEpYN4E%3D&reserved=0)  Jamaican drumming – African roots and slave time heritage: [http://www.real-jamaica-vacations.com/jamaican-drum.html](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.real-jamaica-vacations.com%2Fjamaican-drum.html&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=7NiFItJrFu63rZn%2FcoXt7S5a9MbM70hcOldBa96iFR0%3D&reserved=0)  Kumina: [https://www.youtube.com/watch?v=Elwz5MGSXfs](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DElwz5MGSXfs&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=xgBuk9uECmOzdguAq%2BfJDhIpkLl%2FD%2Fq9NU2%2FxRz3dTM%3D&reserved=0)  Artist Andy Goldsworthy, dry stone walls [http://collection.stormking.org/artist/andy-goldsworthy/](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcollection.stormking.org%2Fartist%2Fandy-goldsworthy%2F&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=kvfjnb3fzpyskwNemw1d%2FlogFhXffOBmpIMSOhyCyok%3D&reserved=0)  Beyonce and Tofo Tofo – dance: [https://www.youtube.com/watch?v=RbbBKq1CrOI](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DRbbBKq1CrOI&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=IwZOUGSgKwMlUvpb%2Ff4tTTIhwZZmTbT0ZYiUwXaE07U%3D&reserved=0)  Eugene Ionescu - Rhinoceros: [https://www.youtube.com/watch?v=tYgR1Pb-lk4](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DtYgR1Pb-lk4&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=BjKKheQUYBQ%2FfH4ylbywU1bokpjyUADVpTIjEHPuXcg%3D&reserved=0)  Billy Holiday Strange Fruit: [https://www.youtube.com/watch?v=Web007rzSOI](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DWeb007rzSOI&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=gRjBpGIFDWrGEznMnK%2FQWAfLfag7dsJQwvsz5chkYWc%3D&reserved=0) -  Highly fictionalised account of the lives of Mozart and Salieri: [https://www.nationaltheatre.org.uk/shows/amadeus](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nationaltheatre.org.uk%2Fshows%2Famadeus&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=WBNssOmkvNj7zvzDM14%2BCFf7EswL7a7ysSlJIctalM4%3D&reserved=0) -  Composite set design: [https://www.stjamestheatre.co.uk/theatre/my-mother-said-i-never-should/](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.stjamestheatre.co.uk%2Ftheatre%2Fmy-mother-said-i-never-should%2F&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=uEMwdjC5JxDPoT1ec6Rj%2Bg7BOyNnqXce7YprHKYkRfU%3D&reserved=0)  Baz Luhrman’s Romeo and Juliet film: [https://www.youtube.com/watch?v=4VBsi0VxiLg](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D4VBsi0VxiLg&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=3T65dY4wkR5ynGBnAFIWR46Cpg09GgmAFcV8Ws93dhg%3D&reserved=0)  Bride and Predjudice: [http://www.imdb.com/title/tt0361411/](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.imdb.com%2Ftitle%2Ftt0361411%2F&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=IHlyXnHBW9XOyvlgSuW2%2B9kZQLh6Mh7h68DZJhy10So%3D&reserved=0)  Invisible theatre: [http://beautifultrouble.org/tactic/invisible-theater/](https://apac01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fbeautifultrouble.org%2Ftactic%2Finvisible-theater%2F&data=01%7C01%7Cgill.chudley%40ibo.org%7C02464b82a534424114c108d43711169d%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=zU6ODHRZTHVQCuka2WpvqtG0FU1btRkkcrorLoSc5Gk%3D&reserved=0)  Hamilton, The Musical. The past, retold : Many references online, including: <http://www.slate.com/articles/arts/culturebox/2015/11/how_lin_manuel_miranda_used_real_history_in_writing_hamilton.html>  Adele’s Hello by Walk Off The Earth (Tap dance cover): [https://www.youtube.com/watch?v=LT7MOirwZdM](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DLT7MOirwZdM&data=01%7C01%7Cgill.chudley%40ibo.org%7C81e7a0ae8d7642df4cde08d4370f9d65%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=L8LxjMXeS8iNMsxVVg7%2F3jHkrfxO1ZAttFkWEa%2BxqL8%3D&reserved=0)  Aretha Franklin ‘Respect’: <https://www.youtube.com/watch?v=6FOUqQt3Kg0>  The Piano Guys: Many links online, such as <https://www.youtube.com/watch?v=7pvci1hwAx8>  A Cappella (styles re-invented in Glee): Many links online, such as <https://www.youtube.com/watch?v=EVrkjKLFNsA> or <https://www.youtube.com/watch?v=1NFOMWxT7RI>  Kronos Quartet: Many links online, such as <https://www.youtube.com/watch?v=4dE65iTuG4Y> or <https://www.youtube.com/watch?v=yJdb-bNZokA>  Rent, The Musical: <http://rentontour.net/>  Real Russia: <http://www.artmovements.co.uk/expressionism.htm>  Peter Bench, mash up of style: [https://www.youtube.com/watch?annotation\_id=annotation\_984400633&feature=iv&src\_vid=Z7HeNqe9Ins&v=t5ot-DO-18I](https://apac01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fannotation_id%3Dannotation_984400633%26feature%3Div%26src_vid%3DZ7HeNqe9Ins%26v%3Dt5ot-DO-18I&data=01%7C01%7Cgill.chudley%40ibo.org%7Ceb3cad8f871b424a1da208d4370bab63%7C68b2d50a57dd4bd585bba249b0b19ddf%7C0&sdata=xCOovp%2FnZjKd3u17E%2FuQRW4fz96zrhPcg%2BVuxTiC83c%3D&reserved=0)  New York Times article: <http://www.nytimes.com/1984/02/24/arts/stage-two-actors-in-woza-albert.html>  Carnival Messiah: <https://www.youtube.com/watch?v=nxsW6WWXdgo>  YoYo Ma Silk Road Ensemble: <https://www.youtube.com/watch?v=fZpEjrdf56k&list=PLCF62ABDB8461ADE6>  Fruit: <http://www.giuseppe-arcimboldo.org/> |