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| **Subject group and discipline:** | The arts – all disciplines | **Unit duration:** | about 20 hours |
| **Unit name** | Art for a purpose (and not for its own sake) | | |

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| **Global context and specific exploration:** | Scientific and technical innovation: adaptation, ingenuity and progress |
| **Key concept:** | Change |
| **Related concept:** | Audience |
| **Statement of inquiry:** | Artists raise awareness of the implications of change and innovation through their work. |
| **Inquiry questions such as these should be developed by teachers and students:** | |
| **Factual:** | What have we learned about our past world from artists’ work?  What is the role of an artist?  Can art communicate issues of importance? |
| **Conceptual:** | Does art have a role in raising awareness, preventing problems and/or solving issues?  Does art expose truths? |
| **Debatable:** | If technology makes possibilities and design makes solutions, does art ask questions? |

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| **Summative assessment** | | |
| Under the supervision of the teacher the student produces an ePortfolio which includes responses to the four summative assessment tasks.  Please note:   * Evidence for each task could be visual, written and/or recorded within the maximum time and page limits set out within the *Guide to MYP eAssessment*. * A task specific clarification *fo*r eAssessment arts units has been published on the subject page of the OCC 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 presentation, using concepts and subject-specific terminology, of:   * Research into art that creates awareness, promotes change, asks questions and/or records the past or present, or predicts the future. * The role of the selected art in its original context. * The critical analysis of one or two art works related to the research. | | The **presentation** will demonstrate the student’s:   * Knowledge and understanding of how artists ask questions, raise issues, increase awareness, and/or propose solutions. (Ai and Aii) * Ability to critique one or two art works. (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 that identifies the intended audience and purpose for the art work. (Ci) * Demonstrate a range and depth of creative-thinking behaviours related to the creation of the product. (Cii) |
| **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 that creates awareness, promotes change, asks questions and/or records the past or present, or predicts the future. | | The **process** evidence will:   * Demonstrate the acquisition and development of skills and techniques used to realize the student’s artistic intention. (Bi) * Explore artistic ideas to realize the student’s artistic intention. (Ciii)   The **product** evidence:   * Presents the created / performed or realized artwork which demonstrates the application of skills and techniques. (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 his or her 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 creates awareness, promotes change, asks questions and/or records the past or present, or predicts the future. | | The **commentary** will enable students to:   * Use acquired knowledge to purposefully inform his or her artistic decisions. (Aiii) * Construct meaningful connections between the process and product, the statement of inquiry and the global context. (Di) * Demonstrate his or her ability to either reflect on the world or impact the world through their realized artwork. (Dii) * Critically analyse his or her own artwork. (Diii) |

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| **Resources**  The following resources based on the global context/inquiry section of the partially-completed unit planner 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.  STEM to STEAM: What is steam? - <http://stemtosteam.org/> and <http://steam-notstem.com/>  Making Math and Making Dance: A closer look at integration - <http://www.academia.edu/5071842/Making_Math_and_Making_Dance_A_Closer_Look_at_Integration>  Brecht – Life of Galileo <https://en.wikipedia.org/wiki/Life_of_Galileo>  David Auburn – Proof <https://en.wikipedia.org/wiki/Proof_%28play%29>  Plays about scientific innovations/GM foods: <https://books.google.com/books?id=K2bjM_IEoKUC&pg=PA154&lpg=PA154&dq=a+dip+in+the+gene+pool+the+impact+of&source=bl&ots=X1At2eqGUs&sig=GVIDlX-CUM8EVXt1hEac4dTUbZk&hl=en&sa=X&ved=0ahUKEwjzks7bgcbLAhVMMJoKHVTrCvAQ6AEIJjAB#v=onepage&q=a%20dip%20in%20the%20gene%20pool%20the%20impact%20of&f=false>  Seafood served with an iPod: <http://www.dailymail.co.uk/news/article-448840/Seafood-served-ipod-Heston-Blumenthals-latest-recipe.html>  Pilobolus dance & biology: <https://www.youtube.com/watch?v=FOZ6KnVPvIU>  Leonardo da Vinci, Circa 1492: Art in the Age of Exploration - <http://www.livescience.com/20157-anatomy-drawings-leonardo-da-vinci.html>  Jason deCaires Taylor - <http://www.underwatersculpture.com/>  Italian futurism - <http://exhibitions.guggenheim.org/futurism/>  Adolphe Appia, revolutionary (futurist) set designs - <http://socks-studio.com/2013/12/13/a-revolution-in-stage-design-drawings-and-productions-of-adolphe-appia/>  Artificial intelligence: <http://www.imdb.com/title/tt0212720/>  Afrofuturism: <http://afrofuturism.net/2011/04/26/hip-hop-and-afrofuturism-the-seeding-of-the-consciousness-field/>  Image - <http://assets.vice.com/content-images/contentimage/no-slug/683ade5a3edc112d4b2c1119cc9448aa.jpg>  Gawain Hewitt: <http://gawainhewitt.co.uk/projects/> and <http://musichackspace.org/events/gawain-hewitt-artist-talk-at-music-hackspace/>  Isaac Mendes Belisario: Jewish-heritage Jamaican emancipation artist  Sketches of Character, In Illustration of the Habits, Occupation, and Costume of the Negro Population in the Island of Jamaica - <https://nationalgalleryofjamaica.wordpress.com/2010/03/21/isaac-mendes-belisario-1795-1849/>  Johannes Vermeer, The Astronomer - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3322768/>  **K**rzysztof Penderecki, Threnody to the Victims of Hiroshima - <https://www.youtube.com/watch?v=Dp3BlFZWJNA> and Link to notes about the music - <http://culture.pl/en/work/threnody-to-the-victims-of-hiroshima-krzysztof-penderecki>  Notes about Joseph Haydn Symphony No. 45, The Farewell Symphony (Music with purpose) -<http://arts.ucdavis.edu/post/haydn-symphony-no-45-farewell>  Redgum ‘I Was Only 19’  <https://www.youtube.com/watch?v=Urtiyp-G6jY> and Lyrics to ‘I Was Only 19’ - <http://www.lyricsmode.com/lyrics/r/redgum/i_was_only_19.html>  We Are The World – USA for Africa - <https://www.youtube.com/watch?v=M9BNoNFKCBI>  John Maeda ‘How Technology and Design Inform Creative Leaders’ - <https://www.ted.com/talks/john_maeda_how_art_technology_and_design_inform_creative_leaders#t-144543>  Art series ‘Art Through Time – A Global View’ - <http://www.learner.org/courses/globalart/about.html>  Series 3, ‘History and Memory’ - <http://www.darwinendlessforms.org/exhibition-overview/> |