

 **Summary**

Element Eight

Subject	Year	Start date	Duration
Arts	Grade 8	Week 1, August	2 weeks

Description

Students learn about movement, repetition, unity, variety and complex colour theory through exercises of looking at and making art.

Objectives: Students will be able to:

1. Use different principles of design with established elements.
2. Explore complex colour theory – split complimentary, tetrad, discord
3. Examine abstract works of art for rhythm, repetition

 **Key and Related Concepts**

Key Concept

Key Concept	Definition
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Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal).

Related Concepts

Expression, Genre

 **Inquiry**

Global Context

Global Context	Explorations to develop
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Identities and relationships
Personal efficacy and agency

Statement of Inquiry

Students use elements and principles to better understand themselves and what they they want to say.

Inquiry Questions

Type	Inquiry Questions	Line of Inquiry
Factual	How are these elements and principles more complex?	Complexity and interdependence of design attributes.
Conceptual	How can I use and break the rules to affect what I want to say?	Personal efficacy and deliberate decisions.
Debatable	Do the rules matter at all?	Structure of how we see and react.

Curriculum

Aims

- Explore the arts across time, cultures and contexts
- Develop the skills necessary to create and to perform art
- Reflect on their own development as young artists

MYP subject group objective(s)

A: Investigating

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry

B: Developing

- i. practically explore ideas to inform development of a final artwork or performance

D: Evaluating

- i. appraise their own artwork or performance

Content

Elements of Art: Colour, shape, line

Principles of Design: Movement, unity, variety, repetition, rhythm

ATL Skills

ATL skills

Description

Communication - Students are expressing ideas visually and they access this by looking at art, practicing with principles of design, and studying the concepts of the principles.

Thinking: Creative thinking using synectics.



Communication

- I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Interpret and use effectively modes of non-verbal communication



Thinking

- IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries



Developing IB Learners

IB Learner Profile



Thinkers



Communicators



Reflective

Description

Communicators: Using images to express ideas.

Reflectors: Examining their development and identifying new areas of knowing.

Thinkers: Drawing conclusions about what we see.



Assessment

Evidence of learning

Students will complete a growth portfolio where they will document their exercises, art, and reflections.

SEP
4

Element eight Process Portfolio

Evidence of Learning

Presentation - verbal (oral or written), graphic (through various media)

0/17 Students



Monday at 3:00 PM

Turn in your Element Eight Process Portfolio which should include: Experiments with rhythm, experiments with rhythm and colour theory together, the headline task, and the See think Wonder task along with the image you=

researched and proper citation. Turn your portfolio in through Google Classroom, or oif you made a physical portfolio, leave a note pom the digital template tell Mr. Allen where to find it.

SEP

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Element eight Process Portfolio


Evidence of Learning Presentation - verbal (oral or written), graphic (through various media)

1/18 Students



Monday at 3:00 PM

Turn in your Element Eight Process Portfolio which should include: Experiments with rhythm, experiments with rhythm and colour theory together, the headline task, and the See think Wonder task along with the image you= researched and proper citation. Turn your portfolio in through Google Classroom, or oif you made a physical portfolio, leave a note pom the digital template tell Mr. Allen where to find it.



Learning Experiences

Learning Experiences and Teaching Strategies

Lesson One – Rhythm and Repetition

Content Objective: I can identify the use of rhythm and repetition in a work of art. I can use these devices in my own experiments.

Language Objective: I can attached a descriptive word to the use of rhythm and repetition.

Culture Objective: I can develop a more complex appreciation of art.

Thinking skill: What criteria do I use to identify the elements that go into making repetition and rhythm?

- Look at three different works of art from different times and styles. Identify elements that are repeated. Describe the order in which our eye moves.
- Listen to music, make an emotional description of the rhythm.
- Choose a combination of 2 – 4 elements (not colour) and experiment with rhythm.

Lesson Two – Colour theory

Content Objective: I can experiment with split complementary, tetrads, and discord.

Language Objective: I can use the terms for colour theory accurately.

Culture Objective: I can use the effects of colour to my own devices.

Thinking Skill: How does colour help communicate my intentions?

- Work with colour wheel and experiment with these colour schemes.
- Use colour to tone in art from previous lesson.
- use Headlines activity after completion of piece.

Lesson Three – Unity and Variety

Content Objective: I can identify how a work of art is unified and what makes it interesting.

Language Objective: I can support the above statement using elements of art and principles of design.

Culture Objective: I can Identify these elements/principles in different works of art.

Thinking Skill: How is the artist using the elements of art in ways are both comfortable and interesting?

- a. Choose one work of art and complete a See-Think-Wonder activity.
- b. With a different work of art Make a statement about impact of work and use elements/principles to defend it.

Reflections

General Reflections

After the unit



Devin Allen Mar 1, 2024 at 2:57 PM

Generally the unit went well. Students were on level overall. The more advanced students found the unit slow but it's important to keep engaged. Sometimes students forget about what we did in this unit, in regards to materials, as the year progresses.