



Merici College Year 7 & 8 Outline MYP 3 (M)

Subject	Visual Art	Year	2023
Unit Title	My Story	Semester	1
Year Level	8	MYP Subject Group	Group 6 Arts

Teachers	Ms. April Crofts & Ms. Carly Johnson
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Middle Years Programme

Key Concept	Related Concepts	Global Context
Aesthetics	Narrative Expression	Orientation in space and time
		Exploration
		People

Statement of Inquiry

We express our personal narratives in an aesthetically pleasing and accessible manner.

ATL

Thinking Skills: 8D Ask questions to facilitate understanding

Description of Unit Learning

In Year 8 Visual Art students develop their visual literacy skills through the contextual study of the work of famous artists, art movements cultures. Students are introduced to the Elements of Art and how they are used in the development and construction of different types of art works. Students use their existing and newfound knowledge and understanding to inform the creation of their personal response to creative challenges.

In the first term, students explore how the Media Arts depict narratives. Students respond to this through the development of their own Claymation short films. During the second term we explore how art is used as a form of storytelling through the lens of our First Nations People. Students respond to this in creating their own Hermannsburg pot using symbols to represent themselves and person narrative.

Students will document their investigation, experiments and development of their ideas in their visual arts process diaries (VAPD) through OneNote.

Assessment

Unit Objectives	At the end of MYP Year 3 In order to reach the aims of arts, students should be able to: Objective A: Investigating i. Describe a movement or genre in their chosen art discipline, related to the statement of inquiry. ii. Describe an artwork from the chosen movement or genre. Objective B: Developing i. Practically explore ideas to inform development of a final artwork or performance. ii. Show artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing i. Create or perform an artwork. Objective D: Evaluating i. Reflect their own artwork or performance. ii. Reflect on their development as an artist.
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Summative Assessment Tasks MYP Year 3 Criteria				
No.	Description of Task	MYP Criteria Assessed (A/B/C/D)	Strands (i, ii, iii, iv)	Due Date
1	Claymation Short: Students will unpack how media artists express their emotions through a Claymation short. Taking inspiration from Inside Out students will explore their personal experiences and emotions to develop a short in groups of 2 or 3. Through this they will be able to demonstrate their ability to tell a narrative through media arts which is accessible to all viewers. Throughout the art making process students will document their practical and conceptual thoughts in the Digital VAPD.	A	i, ii	Friday 24 th March Week 8
		B	i, ii	
		C	i	
		D	i, ii	

2	Hermannsburg Pot: Student's personal response to a creative challenge, exploring the concepts behind expression in the development of their own Hermannsburg pot which demonstrates their personal narrative. Students will explore how the potters of Hermannsburg express their experiences and how painting allows them to aesthetically present their personal narratives to the audience. Throughout the art making process students will document their practical and conceptual thoughts in the Digital VAPD.	A	i, ii	Friday 26 th May Week 15
		B	i, ii	
		C	i	
		D	i, ii	

Extensions	- Extension requests must be made via the link available on SEQTA. - Extension requests cannot be made within 48 hours of the published date except for unforeseen circumstances such as illness or misadventure. Technology issues and general workload are not acceptable reasons for extension requests. - Students should request either <i>Multiple</i> or <i>Single</i> subject when completing the online form. Extensions for a single subject will be forwarded to the class teacher for approval, and if granted, the teacher will confirm in writing to the student and parent. Extensions for multiple subjects should select in the form the relevant House Coordinator and the Academic Coordinator so they can assist in managing and mapping assessment.
Late Submission of Assessment Work	- Teachers assess students on performance against ACARA achievement standards and IB MYP criteria and this is based on evidence. To develop students work ethic and ensure evidence is obtained by teachers in a timely manner, the following procedure will be applied where assessment items are not submitted by the due date. - All assessment items are expected to be submitted by the published deadline. Parents/Carers will be notified if their daughter has failed to meet an assessment deadline by the classroom teacher. Where students do not meet deadlines for assessment items, they have one week to submit the work and have it considered for their end of semester reports. This late submission will be reflected in the learning behaviour component of the report, but not the actual grade. Work submitted after one week, will not be marked by teachers and will not be considered for the end of semester report grades and students are at risk of being awarded a grade that is lower than they could have achieved. - All assessment items must be submitted by 4pm on the specified due date.
Drafts	For non-tests, where drafts are applicable, they must be submitted 7 calendar days prior to the deadline. For students who have an approved extension, the 7 days applies prior to the approved renegotiated deadline.
Absences	Absence on the day an assessment task is due (Test / Assignment / Oral) requires a parent note, addressed to the teacher concerned, stating that the parent was aware that assessment was due that day (if no arrangements were made before the date). If the task was to be submitted, it must be given to the teacher the <u>first day the student returns to school</u>, even if there is no class for that subject. If the task was to be completed at school, e.g., oral presentation or test, students are expected to complete the same task in <u>the next lesson for that subject</u>.

Outcomes of a Review of Assessment	- In summative assessment tasks set by Merici College, students or their family may request a review of assessment grades. Students and others involved in a review should understand that there are three possible outcomes for a review against marks, grades, or scores: - a higher mark, grade or score awarded - no change - a lower mark, grade or score awarded - The decision must be based on the evidence presented in the summative assessment task/s in question.
Conciseness – Word Count and Time Limits	- It is the student's responsibility to ensure that the submitted assessment task meets the requirements for word count, size, and time limits. - Content that goes significantly beyond the limit of the task (more than 10% over the word limit or 10% over the time/size limit) will not be considered part of the submission for grading and marking purposes. - Once the teacher has identified the response does not meet requirements for word count/time limit, students will be offered an opportunity to edit the assessment item in line with these requirements and resubmit for full credit to be awarded within a 48-hour window from the initial time the student and their parents/caregiver was notified. Resubmissions must be emailed directly to the teacher. Oral presentations completed in person, will be stopped at the conclusion of 10% over the time stated in the task. This applies to responses that are beyond the limits stated in the task. - Students must check the task sheet for explicit information about what is counted in the word limit. Bibliography and or reference lists will not be counted in the word limit.
Dishonesty	- Penalty will be applied if a student is found to be cheating. This also applies if a student allows another to cheat from her. Unless specifically stated in the assessment task students must not work together on a task. - Dishonesty includes plagiarism. Students must write in their own words and include a reference list of all their sources. - Students, parents and staff should be familiar with the Merici College Academic Integrity Policy
Moderation	To ensure that teachers maintain common assessment standards, cross marking, moderation and discussions with Studies Coordinators and other teachers are standard procedures.
Signature of Studies Coordinator	

The teacher may alter this outline only after consultation with the classes involved and the Studies Coordinator. This outline is available on the SEQTA class page