

# VISUAL CONNECTIONS

Lauren Robles | MYP Visual Art | Grade 9

KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT
Communication	Visual Culture	Globalization & Sustainability
STATEMENT OF INQUIRY		
Design communicates visually.		
INQUIRY QUESTIONS		
<b>FACTUAL:</b> What elements of design should be considered when creating an infographic?		
<b>FACTUAL:</b> What are the steps of creating a mural?		
<b>CONCEPTUAL:</b> In what ways do the visual arts communicate?		
<b>DEBATABLE:</b> Should murals be collaborative?		
<b>DEBATABLE:</b> Should murals relate to its context?		

## OBJECTIVES

### Criterion A: Knowing and Understanding

- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language
- demonstrate understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

### Criterion B: Developing Skills

- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art.

### Criterion C: Thinking Creatively

- develop a feasible, clear, imaginative, and coherent artistic intention
- demonstrate a range of creative thinking behaviors.
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization

### Criterion D: Responding

- construct meaning and transfer learning to new settings
- create an artistic response that intended to reflect or impact the world around them.
- critique the artwork of self and others.

## SUMMATIVE ASSESSMENTS

**Infographic Planning (Ciii)** – written documentation of research and infographic intentions.

**Infographic (Aiii, Bii)** – final infographic created in Pages.

**Infographic Reflection (Di)** – written reflection of their process and final product.

**Mural Proposal (Aii, Bi, Ci)** – final marker drawing and video reflection of their proposed mural idea.

**Boom Mural (Dii)** – participation in created the Boom Mural during the Grade 9 trip.

**Process Journal (Cii)** – documentation of process throughout the unit.

**Communication Reflection (Ai, Diii)** – written reflection on student experiences throughout the unit.

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## APPROACHES TO LEARNING

**COMMUNICATION (I. Communication Skills)** Use a variety of media to communicate with a range of audiences.

**SELF-MANAGEMENT (V. Reflection Skills)** Keep a journal to record reflections.

**THINKING (VIII. Creative-thinking skills)** Practice visible thinking strategies and techniques.

**THINKING (X. Transfer Skills)** Combine knowledge, understanding, and skills to create products or solutions.

## CONTENT

<b>KNOWLEDGE:</b>	Students will know ideas may be communicated visually. Students will know the Elements of color, shape, and space. Students will know the Principles of unity. Students will know the characteristics of infographics. Students will know how to connect process, planning, and ideas to skills and media.
<b>SKILLS:</b>	Students will use Pages to create an infographic. Students will plan a proposal drawing for the Boom Mural. Students will contribute to the collaborative Boom Mural and lead their fellow students. Students will write a reflection of their experiences. Students will research the art of infographics. Students will critique the work of self and others. Students will write an artist statement on their Mural Plan. Students will document ideas, experimentation, research, reflections, and connections in their process journal. Students will make connections to other disciplines of their choosing. Students will work collaboratively to create the Boom Mural.
<b>UNDERSTANDING:</b>	Students will understand the concepts of communication and visual culture.

## STANDARDS

### **Content Standard #1: Understanding and applying media, techniques, and processes.**

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

### **Content Standard #2: Using knowledge of structures and functions.**

Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art. Students evaluate the effectiveness of artworks in terms of organizational structures and functions. Students create artworks that use organizational principles and functions to solve specific visual arts problems.

### **Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas.**

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

### **Content Standard #4: Understanding the visual arts in relation to history and cultures.**

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places. Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

### **Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.**

Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works. Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

### **Content Standard #6: Making connections between visual arts and other disciplines.**

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis. Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

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## LEARNING EXPERIENCES & TEACHING STRATEGIES

TIME	LEARNING EXPERIENCES & TEACHING STRATEGIES	VOCAB	RESOURCES
Class #1 90 min	<p><b>Introduction to Communication.</b> The teacher introduces <i>The Garden of Earthly Delights</i> by Heironymous Bosch. Students discuss in small groups – What is Bosch communicating? The teacher gives a short lecture on the context of the painting and connects it to how artists communicate ideas visually. Transition to a Process Journal activity where the students pick an emotion to communicate visually by drawing, showing all the different ways you can communicate that emotion. Students consider the questions – <i>What content do I need to show? What besides content will communicate this emotion?</i> Students share their process journal drawings at the end of class.</p> <p><b>Homework: None.</b></p>	<p>communication content process journal</p> <p>Heironymous Bosch</p>	<p>Unit Presentation Process Journal</p> <p>various 2D media</p>
Class #2 90 min	<p><b>What is Visual Communication?</b> The teacher defines visual communication as any image used to communicate an idea and gives an introduction of Infographics – an image containing graphics and text about a certain subject. The teacher explains how to search for infographics using Pinterest. Students then search for infographics on Pinterest on any topic that interests them. Students print 3 different infographics and reflect on their choices in their process journal by commenting on the content and visuals referencing the “What makes an infographic bad” infographic. The teacher answers questions and give suggestions. At the end of class, the teacher explains their task of creating their own infographic by handing out the Infographic Planning Sheet.</p> <p><b>Homework: Finish infographic exploration page in their process journal, if needed.</b></p>	<p>visual communication infographic</p>	<p>Unit Presentation Process Journal Infographic Planning Sheet Computers</p>
Class #3 90 min	<p><b>Library Research Day</b> By referencing their Infographic Planning Sheet, students will narrow down a subject to research for their own infographic. This includes choosing a subject area, brainstorming a variety of topics, developing a final, specific topic, and researching facts. Students look for book references to use in their research.</p> <p><b>Homework: Finish Infographic Planning Sheet, if needed.</b></p>		<p>Library Reservation Computers</p>
Class #4 90 min	<p><b>Infographic Color Schemes</b> The teacher provides examples of color scheme references (one color, two color, three color, complementary) and gives an explanation of Web Safe Color codes. Students reference the shared Infographics GoogleDoc that includes links to infographic resouces and examples. They then explore color ideas in Pages using Web Safe Color codes and decide on a color scheme for their infographic. They must document all experimentation and process in the process journal.</p> <p><b>Homework: Finish Infographic Planning Sheet, if needed.</b></p>	<p>color scheme complementary Web Safe Colors</p>	<p>Unit Presentation Process Journal Infographics GoogleDoc. Computers</p>
Class #5 45 min	<p style="text-align: center;"><b>SUMMATIVE DUE – Infographic Planning</b></p> <p><b>Infographic Typography.</b> The teacher provides examples of types of fonts and typography and give a brief explanation of Serif and Sans Serif typeface and introduces FontSpace and other websites for downloading fonts. The students reference the Infographics GoogleDoc and explore typography in Pages and download fonts, if necessary. By the end of class they should decide on final typography and document experimentation and process in the process journal.</p> <p><b>Homework: Finish process journal explorations of color schemes and typography, if needed.</b></p>	<p>typography typeface font serif sans serif</p>	<p>Unit Presentation Process Journal Infographics GoogleDoc. Computers</p>
Class #6 90 min	<p><b>Composition.</b> The teacher gives examples of types of infographic compositions. The class also discusses where to source imagery with an introduction to sourcing and plagiarism. Students reference the Infographics GoogleDoc and sketch different composition ideas on A3 paper. They can explore the Icons Google Folder for possible imagery.</p> <p><b>Homework: Finish composition idea, if needed.</b></p>	<p>composition icons plagiarism</p>	<p>Unit Presentation Process Journal Infographics GoogleDoc. Computers A3 Paper</p>

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## LEARNING EXPERIENCES & TEACHING STRATEGIES

Class #7 90 min	<p><b>Introduction to Pages.</b> Members of the Design team collaborate with an explanation of Pages (Choosing A3 size, creating shapes and text boxes, playing with arrangement, masking images, using the drawing tool). The teacher explains the Infographic Rubric with the goals of creating an engaging, cohesive, and innovative infographic. Students begin exploring Pages by mapping out their composition.</p> <p><b>Homework: Work on infographic, if needed.</b></p>	Pages arrangement masking	Unit Presentation Process Journal Infographics GoogleDoc. Computers Pages Software  A3 Paper
Class #8 40 min	<p><b>Infographic Work Day</b> Students continue working on Infographic, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on infographic, if needed.</b></p>		Unit Presentation Process Journal Computers
Class #9 90 min	<p><b>Infographic Work Day</b> Students continue working on Infographic, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on infographic, if needed. Bring in an in-progress A3 print out to the next class.</b></p>		Unit Presentation Process Journal Computers
Class #10 90 min	<p><b>Infographic Work Day</b> The teacher reminds the students of the deadline and the bibliography requirements. Students continue working on Infographic, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on infographic, if needed.</b></p>		Unit Presentation Process Journal Computers
Class #11 45 min	<p style="text-align: center;"><b>SUMMATIVE DUE – Infographic</b> <b>SUMMATIVE IN CLASS – Infographic Reflection</b></p> <p><b>Infographic Reflection.</b> The teacher explains then Infographic Reflection — When people see your infographic, what do you want them to experience? What information do you hope they take away, and what visual imagery should be most engaging? What would you change about your infographic if you could start over or had more time? Be specific and detailed. Students complete the reflection in class. For the last part of class, the class participates in a Post-It Critique where students give each other feedback by writing suggestions, ideas, and feelings about each other's infographics.</p> <p><b>Homework: Make changes to the final infographic based on student feedback for resubmission (optional).</b></p>	reflection critique	Unit Presentation Process Journal Infographic Reflection Rubric  Post its
Class #12 90 min	<p><b>Introduction to Boom Mural.</b> A member of the Experiential Learning team gives an introduction to the Boom Trip and the roles of the art students on the trip. The teacher gives a brief introduction to the history of murals and mural artists, and also reviews of past Boom Murals. The teacher introduces the Mural Proposal Rubric (criterion strands, the tasks, and the steps) and hands out the Elements and Principles print out. Students begin working on their mural proposal.</p> <p><b>Homework: Work on Mural Proposal.</b></p>	mural Altamira Caves Leonardo daVinci Diego Rivera Keith Haring Banksy  Elements of Art Principles of Design	Unit Presentation Process Journal Mural Proposal Rubric Elements & Principles Handout
Class #13 90 min	<p><b>Mural Proposal Work Day.</b> Students continue working on Mural Proposal, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on Mural Proposal.</b></p>		Unit Presentation Process Journal  watercolor paper markers
Class #14 45 min	<p><b>Mural Proposal Work Day.</b> Students continue working on Mural Proposal, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on Mural Proposal.</b></p>		markers
Class #15 90 min	<p><b>Mural Proposal Work Day.</b> Students continue working on Mural Proposal, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on Mural Proposal.</b></p>		markers
Class #16 90 min	<p><b>Mural Proposal Work Day.</b> Students continue working on Mural Proposal, and the teacher answers questions and gives suggestions.</p> <p><b>Homework: Work on Mural Proposal.</b></p>		markers

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## LEARNING EXPERIENCES & TEACHING STRATEGIES

Class #17 45 min	<p align="center"><b>SUMMATIVE DUE – Mural Proposal</b></p> <p><b>Mural Vote.</b> The teacher displays the Boom Mural Drawings and explains the Mural Voting Sheet.— “Why should your mural design be chosen? How does this design successfully connect to Namhae/Dumo? What makes this mural design visually engaging? Why do you think this is a feasible design?” Art students vote for the best in their class, and the Grade 9 class votes for the final design. <b>Homework: None.</b></p>		Unit Presentation Process Journal Mural Proposal Rubric Mural Voting Sheet Final Mural Drawings
Class #18 90 min	<p><b>Mural Planning.</b> Congratulate mural winner! The teacher explains how to grid the mural and transfer it to the large, to-scale mural drawing. Each student has their own square to transfer using pencil onto the large scale drawing. The teacher also describes the process journal rubric and reviews what should be in the process journal. <b>Homework: Finish Process Journal, if needed.</b></p>	scale grid drawing	Unit Presentation Process Journal Mural Drawing Grid Process Journal Rubric  mural size paper pencils
Class #19 50 min	<p align="center"><b>SUMMATIVE DUE – Process Journal</b></p> <p><b>Planning for Boom.</b> The teacher introduces the Mural Criterion Rubric – How will you be a leader on Boom? Go over mural process and materials. The students begin filling in color in oil pastel onto the large drawing. <b>Homework: None.</b></p>		Unit Presentation Process Journal Boom Mural Rubric
<p align="center"><b>SUMMATIVE DUE – Boom Mural</b></p> <p><b>BOOM MURAL WEEK:</b> Week-long trip in Namhae where the Grade 9 class creates the art student mural. <b>Homework: None.</b></p>			
Class #20 90 min	<p><b>Communication Reflection.</b> The teacher explains the reflection and the Criterion Ai and Diiii. Students finish the reflection in class. <b>Homework: Finish Communication Reflection, if necessary.</b></p>		Unit Presentation Process Journal Communication Reflection Rubric
Class #21 90 min	<p><b>SUMMATIVE DUE – Communication Reflection</b></p>		

## SUMMATIVE TASK SPECIFIC CLARIFICATIONS

### Infographic Planning

CRITERION Ciii: THINKING CREATIVELY		
Demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		
7-8	iii. The student demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>through to</b> a point of realization.	<ul style="list-style-type: none"> <li>○ Recorded multiple infographic topics related to the subject you chose to focus on.</li> <li>○ Researched accurate facts to include in your infographic.</li> <li>○ Explored a wide variety of color choices, typography, imagery options, and composition ideas.</li> <li>○ Developed a cohesive and informative final plan.</li> </ul>
5-6	iii. The student demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization.	<ul style="list-style-type: none"> <li>○ Recorded infographic topics related to the subject you chose to focus on.</li> <li>○ Researched facts to include in your infographic.</li> <li>○ Explored color choices, imagery options, typography, and composition ideas.</li> <li>○ Developed a cohesive and informative final plan.</li> </ul>
3-4	iii. The student demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization.	<ul style="list-style-type: none"> <li>○ Recorded infographic topics related to the subject you chose to focus on but could have been more thorough and thoughtful.</li> <li>○ Recorded facts to include in your infographic but you could have been more accurate.</li> <li>○ Explored color choices, imagery options, typography, and composition ideas but could have been more thorough and thoughtful.</li> <li>○ Developed a final plan.</li> </ul>
1-2	iii. The student demonstrates <b>limited</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization.	<ul style="list-style-type: none"> <li>○ Did not record infographic topics related to the subject you chose to focus on.</li> <li>○ Did not research and record facts to include in your infographic.</li> <li>○ Did not explore color choices, imagery options, typography, and composition ideas.</li> <li>○ Did not develop a final plan.</li> </ul>

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## SUMMATIVE TASK SPECIFIC CLARIFICATIONS

### Infographic

CRITERION A: KNOWLEDGE AND UNDERSTANDING		
7-8	iii. The student demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The color scheme is exceptionally visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The typography is exceptionally visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The composition is exceptionally well-organized and thoughtfully designed.</li> <li><input type="checkbox"/> The content is exceptionally informative and reputable.</li> </ul>
5-6	iii. The student demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The color scheme is somewhat visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The typography is somewhat visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The composition is somewhat well-organized and thoughtfully designed.</li> <li><input type="checkbox"/> The content is somewhat informative and reputable.</li> </ul>
3-4	iii. The student demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The color scheme is slightly visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The typography is slightly visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The composition is slightly well-organized and thoughtfully designed.</li> <li><input type="checkbox"/> The content is slightly informative and reputable.</li> </ul>
1-2	iii. The student demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The color scheme is not visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The typography is not visually cohesive and thoughtfully chosen.</li> <li><input type="checkbox"/> The composition is not well-organized and thoughtfully designed.</li> <li><input type="checkbox"/> The content is not informative or reputable.</li> </ul>
CRITERION B: DEVELOPING SKILLS		
7-8	ii. The student demonstrates <b>excellent</b> application of skills and techniques to create an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The final infographic is exceptionally visually engaging and enlightening.</li> <li><input type="checkbox"/> The final infographic is exceptionally unified and cohesive.</li> <li><input type="checkbox"/> The final infographic is exceptionally innovative.</li> </ul>
5-6	ii. The student demonstrates <b>substantial</b> application of skills and techniques to create an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The final infographic is somewhat visually engaging and enlightening.</li> <li><input type="checkbox"/> The final infographic is somewhat unified and cohesive.</li> <li><input type="checkbox"/> The final infographic is somewhat innovative.</li> </ul>
3-4	ii. The student demonstrates <b>adequate</b> application of skills and techniques to create an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The final infographic is slightly visually engaging or enlightening.</li> <li><input type="checkbox"/> The final infographic is slightly unified or cohesive.</li> <li><input type="checkbox"/> The final infographic is slightly innovative.</li> </ul>
1-2	ii. The student demonstrates <b>limited</b> application of skills and techniques to create an infographic.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The final infographic is not visually engaging or enlightening.</li> <li><input type="checkbox"/> The final infographic is not unified or cohesive.</li> <li><input type="checkbox"/> The final infographic is not innovative.</li> </ul>

### Infographic Reflection

CRITERION D: RESPONDING		
7-8	i. The student constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You described a genuine and thoughtful imagined experience of your viewer.</li> <li><input type="checkbox"/> You described innovative and specific changes you would make to your infographic experience.</li> <li><input type="checkbox"/> All answers are thorough, detailed, and reflective.</li> </ul>
5-6	i. The student constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You described a somewhat genuine and thoughtful imagined experience of your viewer.</li> <li><input type="checkbox"/> You described somewhat innovative and specific changes you would make to your infographic experience.</li> <li><input type="checkbox"/> Some answers are thorough, detailed, and reflective.</li> </ul>
3-4	i. The student constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You described an imagined experience of your viewer.</li> <li><input type="checkbox"/> You described changes you would make to your infographic experience.</li> <li><input type="checkbox"/> Few answers are thorough, detailed, or reflective.</li> </ul>
1-2	i. The student constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You barely described an imagined experience of your viewer.</li> <li><input type="checkbox"/> You barely described changes you would make to their infographic experience.</li> <li><input type="checkbox"/> No answers are thorough, detailed, or reflective.</li> </ul>

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## SUMMATIVE TASK SPECIFIC CLARIFICATIONS

### Mural Proposal

CRITERION Aii: KNOWING AND UNDERSTANDING		
7-8	ii. The student demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts.	<ul style="list-style-type: none"> <li>The mural proposal has an obvious connection to Namhae and/or kayaking.</li> <li>The mural proposal has a meaningful connection to Namhae and/or kayaking.</li> </ul>
5-6	ii. The student demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts.	<ul style="list-style-type: none"> <li>The mural proposal has a somewhat obvious connection to Namhae and/or kayaking.</li> <li>The mural proposal has a somewhat meaningful connection to Namhae and/or kayaking.</li> </ul>
3-4	ii. The student demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts.	<ul style="list-style-type: none"> <li>The mural proposal has no obvious connection to Namhae and/or kayaking.</li> <li>The mural proposal has a slightly meaningful connection to Namhae and/or kayaking.</li> </ul>
1-2	ii. The student demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts.	<ul style="list-style-type: none"> <li>The mural proposal has no obvious connection to Namhae and/or kayaking.</li> <li>The mural proposal has no meaningful connection to Namhae and/or kayaking.</li> </ul>

CRITERION Bi: DEVELOPING SKILLS		
7-8	i. The student demonstrates <b>excellent</b> acquisition and development of the skills and techniques of creating a mural.	<ul style="list-style-type: none"> <li>The mural proposal is exceptionally visually engaging.</li> <li>You thoughtfully and purposefully referenced the Elements and Principles to create a successful composition.</li> </ul>
5-6	i. The student demonstrates <b>substantial</b> acquisition and development of the skills and techniques of creating a mural.	<ul style="list-style-type: none"> <li>The mural proposal is somewhat visually engaging.</li> <li>You referenced the Elements and Principles to create a successful composition.</li> </ul>
3-4	i. The student demonstrates <b>adequate</b> acquisition and development of the skills and techniques of creating a mural.	<ul style="list-style-type: none"> <li>The mural proposal is slightly visually engaging.</li> <li>You attempted to reference the Elements and Principles to create a composition, but you could have been more successful.</li> </ul>
1-2	i. The student demonstrates <b>limited</b> acquisition and development of the skills and techniques of creating a mural.	<ul style="list-style-type: none"> <li>The mural proposal is not visually engaging.</li> <li>You did not reference the Elements and Principles to create a successful composition.</li> </ul>

CRITERION Ci: THINKING CREATIVELY		
7-8	i. The student demonstrates <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative, and coherent.	<ul style="list-style-type: none"> <li>You described exceptionally clear and detailed steps necessary to create your mural proposal.</li> <li>The mural proposal is feasible to create within the limits of the Boom trip.</li> </ul>
5-6	i. The student demonstrates <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative, and coherent.	<ul style="list-style-type: none"> <li>You described somewhat clear and detailed steps necessary to create your mural proposal.</li> <li>The mural proposal is somewhat feasible to create within the limits of the Boom trip.</li> </ul>
3-4	i. The student demonstrates <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative, and coherent.	<ul style="list-style-type: none"> <li>You described slightly clear and detailed steps necessary to create your mural proposal.</li> <li>The mural proposal is slightly feasible to create within the limits of the Boom trip.</li> </ul>
1-2	i. The student demonstrates <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative, and coherent.	<ul style="list-style-type: none"> <li>You described no clear and detailed steps necessary to create your mural proposal.</li> <li>The mural proposal is not feasible to create within the limits of the Boom trip.</li> </ul>

### Boom Mural

CRITERION Dii: RESPONDING		
7-8	ii. The student creates an <b>excellent</b> artistic response that intends to <b>effectively</b> reflect or impact on the world around him or her.	<ul style="list-style-type: none"> <li>You thoughtfully and considerately engaged in the process of creating the Boom Mural.</li> <li>You successfully guided other students on the process of mural painting.</li> </ul>
5-6	ii. The student creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her.	<ul style="list-style-type: none"> <li>You engaged in the process of creating the Boom Mural.</li> <li>You guided other students on the process of mural painting.</li> </ul>
3-4	ii. The student creates an <b>adequate</b> artistic response that intends to reflect or impact on the world around him or her.	<ul style="list-style-type: none"> <li>You attempted to engage in the process of creating the Boom Mural, but you could have been more thoughtful and considerate.</li> <li>You attempted to guide other students on the process of mural painting, but you could have been more successful.</li> </ul>
1-2	ii. The student creates a <b>limited</b> artistic response that <b>may</b> intend to reflect or impact on the world around him or her	<ul style="list-style-type: none"> <li>You did not fully engage in the process of creating the Boom Mural. You were distracted or disinterested.</li> <li>You did not guide other students on the process of mural painting.</li> </ul>

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## SUMMATIVE TASK SPECIFIC CLARIFICATIONS

### Process Journal

CRITERION Cii: THINKING CREATIVELY		
7-8	ii. The student demonstrates an <b>excellent</b> range of creative-thinking behaviors.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You successfully fulfilled all the process journal tasks throughout the unit.</li> <li><input type="checkbox"/> You demonstrated original ideas, experimentations, and opinions.</li> <li><input type="checkbox"/> You thought of creative and imaginative solutions to questions, tasks, or problems.</li> <li><input type="checkbox"/> The process journal is well crafted and organized.</li> </ul>
5-6	ii. The student demonstrates a <b>substantial</b> range of creative-thinking behaviors.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You fulfilled all the process journal tasks throughout the unit.</li> <li><input type="checkbox"/> You demonstrated some original ideas, experimentations, and opinions.</li> <li><input type="checkbox"/> You thought of some creative and imaginative solutions to questions, tasks, or problems.</li> </ul>
3-4	ii. The student demonstrates an <b>adequate</b> range of creative-thinking behaviors.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You fulfilled most of the process journal tasks throughout the unit, but a few are missing.</li> <li><input type="checkbox"/> You demonstrated few ideas, experimentations, and opinions.</li> <li><input type="checkbox"/> You thought of few solutions to questions, tasks, or problems.</li> </ul>
1-2	ii. ii. The student demonstrates a <b>limited</b> range of creative-thinking behaviors.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You attempted to fulfill the process journal tasks throughout the unit, but many are missing.</li> <li><input type="checkbox"/> The process journal is not well crafted and organized.</li> </ul>

### Communication Reflection

CRITERION Ai: KNOWING & UNDERSTANDING		
7-8	i. The student demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject specific terminology.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You used all correct subject specific terminology.</li> <li><input type="checkbox"/> You gave a detailed and reflective description of multiple challenges of creating an infographic.</li> <li><input type="checkbox"/> You gave a detailed and reflective description of multiple challenges of creating a mural.</li> <li><input type="checkbox"/> You gave a multiple thoughtful and reflective opinion on the concept of visual communication</li> </ul>
5-6	i. The student demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject specific terminology.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You used some correct subject specific terminology.</li> <li><input type="checkbox"/> You gave a description of the challenges of creating an infographic.</li> <li><input type="checkbox"/> You gave a description of the challenges of creating a mural.</li> <li><input type="checkbox"/> You gave an opinion on the concept of visual communication</li> </ul>
3-4	i. The student demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject specific terminology.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You used few correct subject specific terminology.</li> <li><input type="checkbox"/> You gave a weak description of the challenges of creating an infographic.</li> <li><input type="checkbox"/> You gave a weak description of the challenges of creating a mural.</li> <li><input type="checkbox"/> You gave a weak opinion on the concept of visual communication</li> </ul>
1-2	i. The student demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject specific terminology.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You used no subject specific terminology.</li> <li><input type="checkbox"/> You gave no description of the challenges of creating an infographic.</li> <li><input type="checkbox"/> You gave no description of the challenges of creating a mural.</li> <li><input type="checkbox"/> You gave no opinion on the concept of visual communication</li> </ul>
CRITERION Diii: RESPONDING.		
7-8	iii. The student presents an <b>excellent</b> critique of the artwork of self and others.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You responded thoughtfully and honestly about the proposed success of your mural.</li> <li><input type="checkbox"/> You successfully reflected on multiple things you could have done differently on your mural proposal.</li> <li><input type="checkbox"/> Your responses were extremely detailed and specific.</li> </ul>
5-6	iii. The student presents a <b>substantial</b> critique of the artwork of self and others.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You responded thoughtfully about the proposed success of your mural.</li> <li><input type="checkbox"/> You reflected on what you could have done differently on your mural proposal.</li> </ul>
3-4	iii. The student presents an <b>adequate</b> critique of the artwork of self and others.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You attempted to respond about the proposed success of your mural, but you could have been more thoughtful and honest.</li> <li><input type="checkbox"/> You attempted to reflect on what you could have done differently on your mural proposal, but you could have been more successful.</li> </ul>
1-2	iii. The student presents a <b>limited</b> critique of the artwork of self and others.	<ul style="list-style-type: none"> <li><input type="checkbox"/> You did not respond thoughtfully about the proposed success of your mural.</li> <li><input type="checkbox"/> You did not reflect on what you could have done differently on your mural proposal.</li> </ul>