

Flint Southwestern Classical Academy

An International Baccalaureate School

1420 W. 12th Street
Flint, Michigan 48507



Phone: 810-767-8600
Fax: 810-760-7772

IB Visual Arts 8 and 9
MYP Visual Arts Level 3, 8th Grade, 9th grade

Mr, Quinlan
Room 8
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I. Course Description

In addition to the traditional letter grade, students will be assessed using the MYP fine arts criterion at least once during each unit of study. Criterion scores will be blended to produce an overall rating for each criterion at the end of the academic year. The 8th grade level of the visual arts program at the Classical Academy is a holistic approach designed to help students achieve mastery of techniques, processes and problem solving skills that are carried out in artworks. Students will be exposed to a variety of media and they will continue to learn painting and drawing skills through a broad scope of subject matter including life drawing. There will be emphasis on the production of art which uses MYP fundamental concept skills gained to apply and adapt toward communicating intercultural subjects, symbols and creative ideas.

Throughout this course students will work toward developing the qualities of the IB learner profile through the course curriculum. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Commentators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

II. Aims and Objectives

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.



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Objective A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Objective B: Developing skills

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

Objective C: Thinking Creatively

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Objective D: Responding

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Classroom expectations

It is expected that all students will adhere to the rules and expectations set within the Flint community Schools Handbook.

No personal items are allowed in the studio work space. Designated areas will be provided for these items including a closet for purses.

Rules include, but are not limited to, issues of attendance, behavior, dress code, electronics, proper use of materials, food and drink and language.



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III. Course Units

Instructional Units	Objective	Global Context	Assessment Criteria
Introduction to the Process Journal	Thinking Creatively	Personal and cultural expression	Criterion C
Emphasis	Knowing and Understanding	Identities and Relationships	Criterion A
Variety	Thinking Creatively	Globalization and Sustainability	Criterion C
Repetition (Movement/Rhythm)	Developing Skills	Fairness and Development	Criterion B
Contrast	Developing Skills	Scientific and Technical Innovation	Criterion B
Balance	Knowing and Understanding	Identities and Relationships	Criterion A
Unity	Responding	Fairness and Development	Criterion D
Student Show	Responding	Personal and Cultural Expression	Criterion D

IV. Major instructional materials and resources

Sketchbook (spiral bound)

Pencil / eraser

Pens



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V. Key Instructional Strategies

A variety of teaching approaches will be used to make course material interesting, relevant, and meaningful. Activities may include:

- daily sketch and vocabulary development (Do Now and Critical Response)
- use of a variety of art materials and art processes
- class discussion
- maintaining a process journal
- use of technology

VI. Formative / Summative Assessment & Criterion Scores

A variety of formative and summative assessments will be used to assess adequate progress in the course. Assessment may include, but are not limited to: daily do now and critical response work. Regular classroom grading will be done on a point basis. The letter grade earned will be determined by a standard percentile scale with the lowest mark in each band constituting a “minus” grade and the highest mark in each band constituting a “plus” grade:

90-100%A 80-89%B 70-79%C 60-69%D 59- E

In addition to the traditional letter grade, students will be assessed using the MYP Visual Arts criterion at least once during each unit of study. Criterion scores will be blended to produce an overall rating for each criterion at the end of the academic year.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8



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In addition to the traditional letter grade, students will also be assessed using the MYP humanities criterion at least once during each unit of study. Criterion scores will be blended to produce an overall rating for each criterion at the end of the academic year.

Academic Honesty Policy

Academic honesty is based on the assumption that the work a student submits to a teacher is his or her own. Homework, coursework and tests should reflect the knowledge and efforts of the student. If it is not clear from a document what a student has created and what is the work of someone else, the essential trust between student and teacher will be compromised.

According to the IB Handbook of Procedures, academic honesty is "**a set of values that promote personal integrity and good practice in teaching, learning and assessment**". It is a matter of being principled - one of the key IB Learner Profile attributes.

Following the Handbook quoted above, malpractice, or lack of academic honesty, includes:

- **Collusion** - where more than one person has contributed to an assignment which should be the student's own work
- **Plagiarism** - where the student attempts to pass off the ideas of someone else as their own, instead of acknowledging sources in the recognized way
- **Fabricating data** for an assignment
- Taking **unauthorized material** into any examination session

Most students know that deliberate cheating is wrong in any circumstance, but the act of receiving guidance, getting assistance, using quotations, downloading pages, or adapting material is not a simple one. For this reason FSCA trains students in appropriate academic documentation procedures. Teachers are responsible for monitoring academic integrity and informing the DP / MYP Coordinators / Principal in cases of malpractice.



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Consequences

The consequences of malpractice, i.e. plagiarism or cheating, is that **the assignment will be given no credit and the student will be referred to the principal for disciplinary action.**

Grades 7-10

First offense- Saturday Detention

Second offense- Failure of the **marking period in which the offense occurs**

