

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 10
MYP Visual Arts Level 4, 9th Grade

Mrs. Kennamer
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I. Course Description

In addition to the traditional letter grade, students will also 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 9th and 10th grade level of the visual arts program at the Classical Academy is a holistic approach designed to help students achieve mastery of techniques and processes and problem solving skills that are carried out in artworks. Students will be exposed to a wider variety of media than the earlier courses and begin to master painting and drawing skills through a broader scope of subject matter including life drawing. There will be more emphasis on the production of art which uses MYP fundamental concepts 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 and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
 - ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- Knowing and understanding
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating 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. develop feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range of depth of creative-thinking behaviors
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Objective D: Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique 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 School Handbook.

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

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
Revisiting the Process Journal	Thinking Creatively	Personal and cultural expression	Criterion C
Post Impressionism	Knowing and Understanding	Scientific and technical innovation	Criterion A
Modernism	Thinking Creatively	Dimensions of time space	Criterion C
Dada/Surrealism	Responding	Identities and relationships	Criterion D
Precisionists	Knowing and understanding	Globalization and sustainability	Criterion A
Harlem Renaissance	Developing skills	Fairness and develop	Criterion B
Social Realism	Developing skills	Dimensions of time and space	Criterion B
Student Show	Responding	Scientific and technical innovation	Criterion D

IV. Major instructional materials and resources

Sketchbook (spiral bound)
Pencil / eraser
Pens

V. Key Instructional Strategies

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



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- 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 also 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. In addition to the traditional letter grade, students will also 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.

V. Key Instructional Strategies

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

- use of a variety of art materials and processes
- class discussion
- maintaining a process journal
- use of technology

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



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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.

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**

