



## MYP UNIT PLAN

<b>Teacher(s)</b>	Alexander	<b>Subject group &amp; discipline</b>	Art 1		
<b>Unit Title</b>	Nomadic Tribes	<b>MYP Year</b>	5	<b>Unit duration</b>	6 weeks (96 hours)

### Desired Results

	Key Concept	Related Concept(s)	Global Context
Enduring Understanding	<ul style="list-style-type: none"> <li>Culture</li> </ul>	Narrative Style	<ul style="list-style-type: none"> <li>Identities and relationships</li> </ul>
	<b>Statement of Inquiry</b>		
	Artists explore various ways of creating and cultivating authentic characters with unique and imaginative cultural development.		
<b>Inquiry/Essential Questions</b>			
<p>Factual – <i>concrete questions that have right and wrong answers (who, why, what, when, where); often focusing on recall</i></p> <ul style="list-style-type: none"> <li>What is conflict?</li> <li>What is culture?</li> <li>What is resolution?</li> <li>How does an artist use a sketchbook?</li> </ul> <p>Conceptual – <i>more abstract questions that explore broader meanings, deeper understandings, and transferrable knowledge; often involving analysis and synthesis</i></p>			

- In what ways can conflict be resolved?
- How does a contemporary artist approach the ideation process?  
How can you authentically create a character

**Debatable** – *questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking; often involving the creation and exploration of competing values, theories and rationales*

Whose responsibility is it to resolve conflict?  
Is conflict ever really resolved?

## Established Goals

### Common Core State Standards:

*Choose no more than 1-2 per area*

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural

### College Readiness Standards:

*Choose no more than 1-3, typically from reading*

Sequential, Comparative, and Cause-Effect Relationships, 16-19:  
Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives

CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

### MYP Criterion Addressed:

Criterion A: i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

Criterion A: iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion C:

- i. develop a feasible, clear, imaginative, and coherent artistic intention
  - ii. demonstrate a range and depth of creative-thinking behaviors

experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**National Coalition for the Arts – Visual Arts Standards:**

*Choose no more than 2-4 for each unit. <http://www.nationalartsstandards.org/>*

**Artistic Process: CreatingVA; Cr1.1la**

**Anchor Standard & Level:**

- a. Use multiple approaches to begin creative endeavors

**Artistic Process:**

**Anchor Standard & Level:**

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

**Artistic Process:**

**Anchor Standard & Level: VA;Cn22.2lla**

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**Artistic Process:**

**Anchor Standard & Level: VA;Cn10.1.la**

- a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.

<b>Assessment</b>		
<b>IB MYP Criterion Objective(s)</b>	<b>IB MYP Summative Assessment / Performance Task(s)</b>	
<p><b>Criterion C</b></p> <ul style="list-style-type: none"> <li>i. develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent</li> <li>ii. demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization.</li> </ul> <p>•</p> <p><b>Criterion D</b></p> <ul style="list-style-type: none"> <li>i. constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her</li> </ul>	<p><b>IB MYP Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Task 1 Art Study <ul style="list-style-type: none"> <li>○ <i>Description of task</i></li> </ul> </li> <li>• Task 2 Nomadic tribe Collaboration The different cultures will meet and interact with one another, creating a map that is also a record of their layered histories. As the collaborative aspect of the project unfolds, students will be encouraged to further develop the narratives of their object-peoples, and make decisions about how to interact with the other nomadic tribes. As the interwoven narratives develop, the narrative of the object peoples will continue to unfold. This final phase will result in a collaborative series of narrative works.</li> </ul>	<p><b>Relationship between the summative assessment(s) and the essential questions:</b></p> <p>Artists explore various ways of creating and cultivating authentic characters with unique and imaginative cultural development.</p> <p><b>Students will examine the way in which different artists create authentic characters by discussing the different media and narrative techniques used by each artist.</b></p>
<b>CRS Skill Objectives</b>	<b>CRS Summative Assessment</b>	
<p><i>Break down this unit's CRS standard(s) into specific skills...</i></p> <p><b>CRS Skill(s):</b> <a href="#">CCSS.ELA-LITERACY.RL.9-10.2</a> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is</p>	<p><b>CRS Summative Assessment(s):</b> ART-MAKING SKILLS &amp; PRACTICES Art Product: - trading cards for characters that visually depict the culture of that character's "tribe" (Magic the Gathering, Pokemon) - Nomadic "world" within a small group Use of DW: - develop an authentic character through</p>	<p><b>Relationship between the summative assessment(s) and the essential questions:</b></p> <p>Artists explore various ways of creating and cultivating authentic characters with</p>

<p>CCSS.ELA-LITERACY.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>observational contour drawings - annotate decision-making process - experimentation of media - Inanimate object practice sketches</p>	<p>unique and imaginative cultural development.</p> <p><b>Students will experiement with different medias, facial expressions, and narratives for their nomadic tribes. They will create a culture for the tribe .</b></p>
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## Learning Plan

### Approaches to Learning (ATL)

*ATL Skill Learning Experiences are formative assessments and opportunities for practice & feedback that are assessed independently from the unit's summative assessments.*

IB ATL SKILL CATEGORY	MYP ATL SKILL CLUSTER	SPECIFIC ATL SKILL	LEARNING EXPERIENCES
<p><i>Check at least one, no more than 2...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Social</li> <li><input type="checkbox"/> Self-management</li> <li><input type="checkbox"/> Research</li> <li><input checked="" type="checkbox"/> Thinking</li> </ul>	<p><i>Refer page 17 in the Developing MYP Units guide to locate the cluster choices...</i></p> <ul style="list-style-type: none"> <li>• <b>Thinking: Critical Thinking Skills</b></li> </ul>	<p><i>Refer to pages 18-24 for cluster skill choices...</i></p> <ul style="list-style-type: none"> <li>• Revise understanding based on new information and evidence</li> <li>• Evaluate and manage risk</li> </ul>	<p><i>Classroom activities that link the ATL skill to a specific task...</i></p> <ul style="list-style-type: none"> <li>• Group Sketches</li> <li>• Art Study</li> <li>• Group collaboration and Creation of artwork</li> </ul> <p>- Context: contemporary artists who create authentic characters/cultures - Interdisciplinary Connection(s): creation of</p>

cultures (English dept: 10 criteria of cultures, STEAL)

## Subject-Specific Content

*Contents of the unit, including but limited to: facts, topics, terms, symbols, literary/art elements, local or national requirements/standards, etc... Here is where you list your specific content and skill objectives, and link them directly to formative and summative assessments. How will you know that each individual student has attained that objective?*

**You should have at least one aesthetic (composition, design), one conceptual (art history, art criticism), and one-two technical (art skill) objectives for each unit.** Try to keep it to no more than 4-6 objectives total – be realistic about what students can attain in this time period, and what you can assess and evaluate for each student. Keep in mind that these are big picture objectives – things like “use an X-Acto knife safely” is not a big-picture learning objective (though it might be a small objective for an individual lesson). Consider: What are you doing with that technique? For what purpose?

Content Objective	Connected Formative and/or Summative Assessment
SWBAT... interpret the ways in which contemporary artists generate conceptualize authentic characters related to the creators' personal history.	Formative: Sketchbook study Trading Cards - Summative: Art Study Final Nomadic Tribe Drawing
SWBAT Draw an inanimate object, using contour lines, in a variety of media, to create a authentic character.	Formative: Sketchbook study Trading cards  Summative: Final Nomadic Tribe Drawing -
SWBAT... work collaboratively to create a first person narrative, that poses a conflict and resolution in their artwork.	Formative: -

	SWBAT... work collaboratively to create a first person narrative, that poses a conflict and resolution in their artwork.	Formative: - Summative: Final Nomadic Tribe Drawing
	SWBAT... use their sketchbook as a tool in the ideation process. formation and characteristics of communities, tribes and cultures to tell the narrative of their collaborative tribe through drawing, layout, and writing.	Formative: - Sketchbook Study - Steam Notes Summative: - Final Nomadic Tribe Drawing

## Vocabulary taught in this unit

*Limit to no more than 4-6 key academic and arts-related vocabulary words explicitly taught in this unit. Refer to our grade level vocabulary chart.*

- Inanimate, ideation contemporary, authenticity (authentic, innovative, original), anthropomorphic, collaboration, narrative art, and contour

## Learning Process

**Week 1: Week 1 introduces the theme of conflict and resolution. We will watch the film “Bully” as a means to reflect on the way we treat others and how others treat us. Students will individually reflect on the film and their personal experiences, using the “Bully” reflection worksheet and DW assignment. DW assignment will ask students to reflect on an aspect of bullying (isolation, targeting, cyber (Facebook, Twitter, etc.) verbal, and emotional) that they have personally experienced.**

Daily Schedule-  
Monday- Until 1 Review  
Tuesday- Unit 1 Surrealism test  
Wednesday- We open Unit 2 by watching \ the film “Bully” w/ comprehension questions regarding the ways in which people treat “others”.  
Thursday - Finish watching the film “Bully” w/ comprehension questions regarding the ways in which people treat “others”.  
Friday- Complete “Bully” reflection and writing assignment.- Bully reflection DW assignment

**Week 2: Week 2 is about the exploration of line and contour drawings. Through simple lines drawings, students will begin to create a study of inanimate objects. Students will then assign adjectives to the inanimate objects, creating a character. This will lead to a character study of one object that they will transform into a tribe.**

Daily Schedule-

Monday- No School

Tuesday- We will begin our week with a Word Study – *Contour, Ideation* and *Inanimate*. This will lead us to creating contour line drawings of 10 different inanimate objects. Props as well as printed imagery will be provided.

Wednesday- Students will finish their inanimate objects study and begin to generate a list of Adjectives for each object. Ex. Hammer might be bossy or stern while a paperclip might be malleable and flexible.

Thursday – The students will pick one image (from the 10 practiced) and create a study of that one object. The study will include detail shots, annotated notes and media exploration, 10 drawings in total.

Friday- Students will complete Object study in class. If students finish, they may practice expression in their DW.

**Week 3: Week three examines expression, objects, and the 10 Elements of Culture. By choosing from an array of human-made objects, students will create characters whose rituals, economics and even physiognomy is related to the objects they possess.**

Daily Schedule-

Monday- Word Study- *anthropomorphic and contemporary*. Students will play with expression and application of expression on the inanimate object. This is a 5 character study, exploring 5 different expressions and naming their characters.

Tuesday- Students will finish the 5 Character study.

Wednesday- Using the 10 Elements of Culture, students will describe the language, shelter, clothing, economy, religion, education, values, climate, government, and recreational aspects of their anthropomorphic characters.

Thursday – Art Study- Art 21 transcript together in class.

Friday- Individual Art study in class. May pick from the 3 artists reviewed in the slideshow. Takashi Murakami, Trenton Doyle Hancock, Camille Rose Garcia. Finish for homework.

**Week 4: Week four will explore the 10 Elements of Culture in depth. This will ensure the students have carefully thought out their culture and have fully developed it. Once the culture is developed, the student will create Trading Cards for their culture (similar to baseball or Pokémon cards). These cards will promote the culture and highlight the 10 Elements of culture over 4 different trading cards. The cards will help introduce their culture to the group they will be placed in for the final project.**

Daily Schedule-

Monday- Art Study due. Students will view and take notes on the Trading Card slide show. This show will display different types of trading cards, teacher examples, and project description.

Tuesday- Students will fill out trading card worksheet to develop ideas and themes for their individual trading cards.

Wednesday- Trading card sketches will take place in DW

Thursday - Trading Card Sketches and Final

Friday- Trading Card Sketches and Final



**Week 5: Week five introduces the final project, Nomadic Tribes. In the nomadic tribes project, students will work collaboratively to create a world where their individual tribes cohabitate the same space. Students will explore conflict and resolution while creating a narrative artwork. Week five will focus on storytelling, narrative art, and storyboarding the tribes' interactions.**

Daily Schedule-

Monday- Trading Card Sketches and Final Finish for homework

Tuesday- Word study- Narrative art, collaboration, and authenticity. Students will view and take notes on the Nomadic Tribe introduction slideshow and storyboarding examples.

Wednesday- Assign groups (4 groups) Introduction of tribes through DW sketches and trading cards.

Thursday – Story boarding as a group.

Friday- Character creation and multiplication. Students will need to create multiples of their characters that will interact in the narrative art final product.

**Week 6: Week 6 is a group work week. Students will make multiples of their characters and begin to layout their final product. Working together, students will focus on the transition of conflict to resolution. Study guides will be passed out Friday in preparation for the unit 2 exam.**

Daily Schedule-

Monday- Group Work Day

Tuesday- Group Work Day

Wednesday- Group Work Day

Thursday - Group Work Day

Friday- Group Work Day, Study Guide pass out

**Week 7:**

Daily Schedule-

Monday- Group Work Day

Tuesday- Group Work Day

Wednesday- FINAL Group Work Day

Thursday - Review Session

Friday- Unit 2 Exam

## Resources

*Include detailed information about what resources you will use in this unit: textbooks and other readings, novels/books, reference material, websites, images/artwork, videos/films, labs, student experiences, field trips, community, people, curriculum guides, etc...*

1. Bully film worksheet- Drive
2. Bully DW- Alexander
3. Bully reflection WS- Alexander
4. Locally created slideshows including- Trading card show- Created by Cobban
5. Trading card templates- Cobban
6. Art Study Slideshow – Anderson?

Takashi Murakami,  
Trenton Doyle Hancock,  
Camille Rose Garcia  
clips from Art 21

7. Nomadic tribe slideshow- Drive
8. Narrative art worksheet and storyboard questions- Alexander

## Reflection

### After teaching this unit...

**Before:** This project will be a jump from last year, since this is no longer a digital project the timeline and execution will be difficult to gauge. Make sure to push students with tangible deadlines (example 5 facial expressions by the end of class).

**During:** DW practice in sketchbooks is essential to the process. Maybe more facial expression practices next year. Trading cards are turning out beautifully. More time should be allotted for this portion of the project.

**After:** The duration of this project went 2 full weeks longer than expected. The best student work and motivation came from the trading cards. Next year, the final assessment for this project will be the trading cards. The worlds are difficult to display and did not have as much of a visual impact as the playing cards did.