



Kathie Kollwitz *Survivors*

Grade 9/10 September 2010 8 weeks Collage

MYP Unit Question: How do people respond to injustice?

Knowledge and Understanding

- What is protest art?
- The history of protest art
- Protest artists
- What was the Dada movement?
- Brainstorm issues of injustice
- Research an issue of injustice in the world and its implications
- Analysis of protest art piece of choice using specialized vocabulary

Application

- Investigate collage techniques and materials
- Explore ideas for theme
- Develop ideas to the point of realization
- Express and communicate artistic intentions
- Apply skills, processes and techniques to work of art

Transdisciplinary links:

Humanities, Literature, PE (Health), Music

Reflection and Evaluation

- Record reflections that identify discoveries, insights and changes
- Record feedback and how it has been used
- Action plan to show how art work will be developed, completed and circulated
- Written evaluation of artwork, which includes appraisal of quality, identification of improvements, and strengths and challenges in both the artwork and the artistic process

Personal Engagement

- Meet all homework deadlines
- Demonstrate focus and effective time management throughout unit
- Show self-motivation and initiative
- Show commitment to developing artistic processes
- Support and encourage peers

Focus Questions:

Can the arts be used to influence people?
How does art impact on society?
How can I use art to look after myself and others?

Learner Profiles:

Communicator: Use Art as a language to communicate issues of injustice.

Caring: Show empathy, compassion and respect towards the needs and plights of others, globally.

Principled: Through their work, develop a sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Knowledgeable: Explore concepts of injustice and the resulting issues faced by individuals, groups and communities, globally.

Approaches to Learning

Organization: Using class time effectively. Meeting homework and lesson deadlines.

Information literacy: Research from a variety of sources, select and organize information in DWs. Identify points of view. Reference all sources.

Reflection: Use developmental workbooks for reflecting and evaluating at different stages of the creative process.

Thinking: Brainstorm, generate ideas and plan. Apply knowledge and concepts, and identify and solve problems.

Unknown *Beijing Olympics* <http://spolitical.wordpress.com>

Areas of Interaction

Community and Service: Explore the use of art in and for the global community. Recognize how art can be used to help a community and individuals. Take action to bring your chosen issue to the global community

Health and Social: Recognize that art can be used to inform, make a statement and influence people. Understand how art may be used to positively change circumstances for people