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

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.

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.

Unknown, Beijing Olympics http://spolitical.wordpress.com