



Visual Art

Subject Overview for the academic year 2023/2024

Year 2 (Grade 7)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	
1. Cubism Identity	Identity	Expression, Presentation	Personal and cultural expression	The process of artistic expression can lead to self-discovery.	A: Investigating B: Developing C: Creating/performing	Research Communicatio	<ul style="list-style-type: none"> Discover about an artist and an Art movement at the same time related to each other. Use their imagination and knowledge to think about a certain design to apply in their Artwork. Developing their Art piece every session according to his long sight. Criticise their Artwork and their peers. 	
2. Cultural Landscape	Aesthetics Culture Perspective	Structure, Visual culture	Orientation in space and time	Artists use perspective technique to create a realistic impression of depth, 'play with' perspective to present dramatic or disorienting images.	A: Investigating C: Creating/Performing	Self- Management Research	<ul style="list-style-type: none"> Explore the arts across time, cultures, and contexts. Develop the skills necessary to create and to perform art. Use pictures of monuments in Oman to sketch and learn how to draw details. Create a maquette of one of the famous 	

							monuments (Nizwa fort) and add details. ● One point and two points perspective sketching.	
3. How Can We Hear Pictures? (IDU)	Communication, Connections, Creativity	Significance, innovation, revolution	Narrative, Visual Culture, Play	New meaning can be communicated when we experiment and innovate with personal and cultural forms.	Subject Objectives: A: Investigating D: Evaluating Interdisciplinary Objectives: A: Evaluating B: Synthesising C: Reflecting	Communication Research	● What is Manga? ● When did Manga first be produced? ● What are the key elements of "Manga Style"? ● What types of Manga are there? ● Create a short story using Manga's characters of your own creation. ● Create a book cover of the short story. ● Create a piece of music for the story.	
4. STREET ART (Stencil Art)	Communication	Representation, Visual culture	Fairness and development	Art can communicate, represent, and address beauty, difference, and inclusion in society.	B: Developing C: Creating/performing	Social Collaboration	● What is Street Art? ● How can we create stencils and use it in our design? ● The importance of collaboration in an Art piece design? ● Colours combination.	



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Subject Overview for the academic year 2023/2024

Year 3 (Grade 8)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	
1. Still Life	Identity	Innovation	Identities and relationship	Lifestyle choices may innovate our identity.	A - Investigating B -Developing C- Creating/performing. D - Evaluating.	Research Self-management	<ul style="list-style-type: none"> Still life through an individual's identity. Drawing and shading skills using different types of pencils. Exhibition and debate. 	
2. Poster -Elements of art (Advertisement)	Communication	Presentation	Personal and cultural expression	Advertisements can communicate between personal and cultural expression through a successful presentation.	A - Investigating C -Creating/performing D - Evaluating.	Communication Social	<ul style="list-style-type: none"> What are the different elements of art? Using different lettering styles, the elements of art will be understood. A small work of art for each element of art will be created. Realisation of final work-A2 size paper-Create a poster having all the elements of art arranged according to the student's creativity. The poster will be digitally edited for an outcome with creative fonts for each element. 6- Interpreting and 	

							responding to the poster as they create	
3. Various forms of Fine Arts (Collage Art)	Aesthetics	Composition	Personal and cultural expression	Various forms of visual and media arts originate from personal ideas, feelings, expression and cultural valueless.	B - Developing C - Creating/performing	Thinking Social Communication	<ul style="list-style-type: none"> ● Active observation of different kind of media art in the history of art. ● Understand subject specific terminology and principles of design (composition, contrast, balance, rhythm, symmetry, asymmetry, harmony) ● Presenting various forms of arts composition through collage art. ● Creating their own collage art piece by using one or two principles of designing art ● Reflecting on the theme. 	



Visual Arts

Subject Overview for the academic year 2023/2024

Year 4 (Grade 9)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	
1. Zentangle Art and Still Life	Change, Creativity	Style, Balance	Fairness and development	Different styles and creativity can facilitate successful changes and self-development.	A - Investigating B - Developing C - Creating/performing.	Research Thinking	<ul style="list-style-type: none"> Students will investigate Zentangle Art from different aspects and will try to find and develop their own style. Students will choose a certain theme or Still Life drawing to fill it with patterns (Zentangle Art) as a combination of two different Art styles. 	
2. Mosaic and Modern Art	Communication	Representation	Orientation in space and time Exploration: Imagery icons in visual art and media	Iconic representations express a recurring sentiment through time and space.	Subject Objectives: A - Investigating B - Creating/performing. C - Evaluating	Communication Research	Byzantine mosaics theme -Modern Art Style. <ul style="list-style-type: none"> Students will work on underwater life sketches and create suitable drawings for a mosaic work. Preparatory work and planning for the final work. On 15 cm x 15 cm plywood squares they will create the mosaic using ceramic tiles. Write a reflection about the process, evaluate 	

							works of self and peers will be done in this unit.	
3. Post-Impressionism: the art of Vincent Van Gogh	Aesthetics	Style, Expression	Personal and cultural expression Artistry	The role of the artist in the definition of stylistics and expressive motifs.	A - Investigating B - Developing C - Creating/Performing	Thinking skills: <ul style="list-style-type: none"> • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Create original works and ideas; use existing works and ideas in new ways. 	<ul style="list-style-type: none"> • Students are introduced to the troubled and artistically revolutionary life and production of Vincent Van Gogh. • They will make their self-portrait in Vincent van Gogh's expressive style. 	



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Subject Overview for the academic year 2023/2024

Year 5 (Grade 10)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	
1. Zentangle Art and Still Life	Change, Creativity	Style, Balance	Fairness and development	Different styles and creativity can facilitate successful changes and self-development.	A - Investigating B - Developing C - Creating/performing	Research. Thinking	<ul style="list-style-type: none"> Students will investigate Zentangle Art from different aspects and will try to find and develop their own style. Students will choose a certain theme or Still Life drawing to fill it with patterns (Zentangle Art) as a combination of two different Art styles. 	
2. Mosaic and Modern Art	Communication	Representation	Orientation in space and time Exploration: Imagery icons in visual art and media	Iconic representations express a recurring sentiment through time and space.	Subject Objectives: A- Investigating B- Creating/performing C- Evaluating	Communication Research	Byzantine mosaics theme -Modern Art Style. <ul style="list-style-type: none"> Students will work on underwater life sketches and create suitable drawings for a mosaic work. Preparatory work and planning for the final work. On 15 cm x 15 cm plywood squares they will create the mosaic using ceramic tiles. Write a reflection about the process, evaluate 	

							works of self and peers will be done in this unit.	
3. Post-Impressionism: the art of Vincent Van Gogh	Aesthetics	Style, Expression	Personal and cultural expression Artistry	The role of the artist in the definition of stylistics and expressive motifs.	A - Investigating B - Developing C - Creating/Performing	Thinking skills: <ul style="list-style-type: none"> • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Create original works and ideas; use existing works and ideas in new ways. 	<ul style="list-style-type: none"> • Students are introduced to the troubled and artistically revolutionary life and production of Vincent Van Gogh. • They will make their self-portrait in Vincent van Gogh's expressive style. 	