

DP Unit Planner

| Teacher(s) | TOK PLC | Subject group and course | IB CORE Theory of Knowledge | | |
|---|--------------------------------|--|--------------------------------|-------|---------|
| Course part and topic | UNIT 3: KNOWLEDGE AND THE ARTS | SL or HL/Year 1 or 2 | YEAR 2 | Dates | 4 weeks |
| Unit description and texts | | DP assessment(s) for unit | | | |
| <p>This unit focuses on the required Area of Knowledge: The Arts. It will reflect the following TOK Aims:</p> <ol style="list-style-type: none"> 1. exposing students to ambiguity and uncertainty. 2. equip students to navigate and make sense of the world. 3. engage students with multiple perspectives. 4. encourage students to make connections between academic disciplines. 5. prompt students to consider the importance of values, responsibilities and ethical concerns relating to this AOK. <p>There are no specific texts for this unit. All videos, presentations and other materials are linked in the Resources section at the end of this planner.</p> | | <p>Choose one of the two prompts to use as we work through some practice activities for your TOK Essay. The final product will be an outline of an essay that follows the same thought process needed for your TOK Essay. So consider which of the prompts you understand most clearly.</p> <ul style="list-style-type: none"> ● “Art is a lie that brings us nearer to the truth” (Pablo Picasso). Evaluate this claim in relation to a specific art form (for example, visual arts, literature, theatre) as well as another Area of Knowledge. <ul style="list-style-type: none"> ○ For this, you would evaluate the degree to which the statement is true, but then compare it to another Area of Knowledge. For example, why might this statement not be accurate for something like Natural Science? ● To what extent do we need evidence to support our beliefs in different areas of knowledge? Discuss this question with reference to the Arts and one other Area of Knowledge. <ul style="list-style-type: none"> ○ For this, you would consider the degree to which evidence provides support for our beliefs about the nature of art, the quality of art, the meaning of art, etc. and compare that to the degree we rely on evidence to support our beliefs about another AOK like History (for example). | | | |

INQUIRY: establishing the purpose of the unit

Transfer goals

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

Students will be able to apply their learning from this unit to an evaluation of a KQ that helps prepare them for writing the external assessment in TOK, the TOK Essay. Students will use their knowledge from this unit to create an outline of a full TOK Essay that addresses a prompt of similar caliber and form to the ones that will be provided by IB.

ACTION: teaching and learning through inquiry

| Content/skills/concepts—essential understandings | Learning process <i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i> |
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| <p><u>Students will know the following content:</u></p> <p>The differing opinions about how we define and label art.</p> <p>The ways that imagination, emotion and reason intersect to both produce and interpret art.</p> <p>The different perspectives on beauty.</p> <p>The connection between art and life.</p> | <p>Learning experiences and strategies/planning for self-supporting learning:</p> <p>Lecture</p> <p>Socratic seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Individual presentations</p> <p>Group presentations</p> <p>Student lecture/leading</p> <p>Interdisciplinary learning</p> |

The three lenses that can be employed to explore the connection between art and ethics.

Students will develop the following skills:

The ability to evaluate different works of art from multiple standpoints.

The ability to reflect on the factors that influence how we perceive art.

The ability to identify the complexity of the morality of art.

The ability to communicate thoughts and ideas about all of these things effectively.

Students will grasp the following concepts:

Defining “art” and “artist” is not clear-cut.

Art can be both unique and predictable.

There is a close connection between art and the world it inhabits.

Art intersects with ethics at many points both shared and personal.

Details:

- Scope
 - Limitations of art--how do we define art group activity.
 - What counts as art--classroom objects (group)
- Methods and Tools
 - Role of imagination and how it pairs with emotion and reason.
 - Ted Talk, mentimeter survey
 - Partner activity--slideshow to evaluate the influence of imagination, emotion and reason in two different art genres.
 - Is art ever truly unique?
 - Video: Will we ever run out of new music?
 - Music from around the world
- Perspectives
 - Concepts of Beauty partner activity
 - Intentionality of Art slideshow discussion
- Ethics
 - Slideshow that discusses three different approaches to the connection between ethics and art.
 - The art itself
 - The artist
 - The public

Other/s:

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| | <p>Formative assessment:</p> <ul style="list-style-type: none"> ○ Reflective Response: To what extent should we be allowed to place limitations on art? ○ Partner Slideshow: Evaluate an example of art from two different genres based on imagination, emotion, and reason. ○ Reflective Response: How important is it that an artist has unique components in order for their work to be considered art? ○ Individual Slideshow: Research and choose one piece of art that shows how art imitates life and vice versa. Explain choices. ○ T Chart comparing ways in which art is linked to morality and ways in which it is amoral. <p>Summative assessment:</p> <p>Choose one of the two prompts to use as we work through some practice activities for your TOK Essay. The final product will be an outline of an essay that follows the same thought process needed for your TOK Essay. So consider which of the prompts you understand most clearly.</p> <ul style="list-style-type: none"> ● “Art is a lie that brings us nearer to the truth” (Pablo Picasso). Evaluate this claim in relation to a specific art form (for example, visual arts, literature, theatre) as well as another Area of Knowledge. <ul style="list-style-type: none"> ○ For this, you would evaluate the degree to which the statement is true, but then compare it to another Area of Knowledge. For example, why might this statement not be accurate for something like Natural Science? |
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| | <ul style="list-style-type: none"> • To what extent do we need evidence to support our beliefs in different areas of knowledge? Discuss this question with reference to the Arts and one other Area of Knowledge. <ul style="list-style-type: none"> ○ For this, you would consider the degree to which evidence provides support for our beliefs about the nature of art, the quality of art, the meaning of art, etc. and compare that to the degree we rely on evidence to support our beliefs about another AOK like History (for example). <p>Differentiation:</p> <p>Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning</p> <p>Details: Students will be constantly incorporating their own personal knowledge and opinions about art and artistic experience as they engage in the lessons of this unit. They will be reflecting on their existing biases and examining how art intersects with their knowledge of the world around them.</p> |
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Approaches to learning (ATL)

Highlight any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.

Thinking
Social
Communication
Self-management

Research

Details: Students will have multiple opportunities to collaborate during this unit. They will also be presenting in class, as well as writing multiple times. Additionally, students will have opportunities to conduct their own research to illustrate learning that occurs within this unit.

| Language and learning <i>Highlight any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i> | TOK connections <i>Highlight any explicit TOK connections made during the unit.</i> | CAS connections <i>Highlight any explicit CAS connections. Provide a brief note in the "details" section explaining how students engaged in CAS for this unit, if applicable.</i> |
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| <p>Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice Demonstrating proficiency</p> <p>Details: Students will have multiple ways to show proficiency in their ability to use the terminology of art correctly and within context. Students will be examining the ways that word meaning can vary and how this can affect our understanding of art and artistic expression.</p> | <p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework</p> <p>Details: N/A</p> | <p>Creativity Activity Service Details: N/A</p> |
| Resources <i>List and link (if applicable) any resources used in this unit.</i> | | |
| <ul style="list-style-type: none"> • https://docs.google.com/presentation/d/1O4k4rs-1gJCsS1AOVFrIFmksRXrbe8mMYzUQ6UPScjA/edit?usp=sharing • https://www.ted.com/talks/janet_echelman_taking_imagination_seriously?language=en • https://docs.google.com/document/d/1q0CDsSQshwouFLmbedUGBlrc4Q2suaowZKHAV7Nmrh4/edit?usp=sharing • https://www.youtube.com/watch?v=DAcjV60RnRw&t=14s | | |

- <https://www.allaroundthisworld.com/learn/#.YPBDfuhKiUk>
- <https://docs.google.com/document/d/1xTHsCI20rbjhtzfcHMfG8JUzPnikQQBG1nPID-yOgKo/edit?usp=sharing>
- <https://docs.google.com/presentation/d/1lRyUQayABCVR0KIsvnAltCgVoRnDSOQG5YpRDwPcWg/edit?usp=sharing>
- https://docs.google.com/presentation/d/1L7tt2F6Jiw3c5KV6niOrKUVM8eANKjsN_SNaU5ZGx8E/edit?usp=sharing

REFLECTION: considering the planning, process and impact of the inquiry

| What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i> | What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i> | Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i> |
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| Scope Methods & Tools | | |