



The Arts: A Global Perspective

As an IB World School, Henrico HS embraces a global perspective that is more than flags, food, and festivals. Each subject area has created its own Global Perspective Statement in order to raise awareness of how internationalism permeates all that we do in the classroom.

Global issues in the arts: The visual arts address various issues and topics from different perspectives by examining visual art and theatrical traditions and styles from around the world. The MYP Visual Program looks at artist, their work, and the culture in which the work was created in order to aid and inform students in their own work. The DP Visual Art Program has students look at culture through various lenses in as the student develops a personal theme or focus in their work. In theatre arts, producing plays automatically uses a multi-perspective focus. You work on one play but from the eyes of a director, actor, designer, and audience member just to name a few. Each role must know the big picture yet focus on their particular job. The director actually must see every angle but the costume designer, for example, must solely showcase issues of the play and characterization through the costumes.

Global thinking in the arts: Student visual artists are asked to think about global themes from various different perspectives in order to develop a comprehensive focus dealing with multiple issues that have global impacts. The theatre class continually researches different theatre traditions and forms so that they incorporate the ideas into performances. Students must also take on different roles in the rehearsal process such as actor, designer or director. Finally, while performing, they become aware of the values and perceptions of different cultures.

The arts in the global community: Students are asked to study artist that are producing work now in order to look at the current global art community. Art 21 on PBS is our main source for class discussion based on artist in the global community. Theatre class may address these issues when reading different plays. We look at how the issues will affect the performers as well as the audience and how we are to use this information towards a performance.

Global practice of ethics as reflected in the arts: Students must demonstrate appropriate concern for the importance of citing research and making distinctions between attributing work and creating original ideas.

Teaching and learning from different perspectives in the arts: Classes may address different issues and topics from different perspectives by examining traditions, interpretations, and styles from around the world.

The search for identity in the arts: Through Art classes students are asked to develop a personal style and identify and articulate their own purpose for creating. Theatre classes search for identity by researching different theatre traditions. In this way, a student may identify with certain conventions. Also, identity may be obtained through discovery of character and the similarities and differences with the student's own life experiences.

Global action in the arts: Within studio art, we look at how work is perceived by the artist, art community and the public and how this perception can be cause for action. Art frequently serves as a social conscience for a community. Theatre uses a variety of skills such as researching for costume and scene design which also uses technology. In general, every time someone is working on a theatre performance multiple skills such as critical thinking, communication skills, problem-solving, and choice of an appropriate means of response for audience.