**2021-2022 IBDP Subject Overview**

**Subject Area: Art DP Level: Higher Level**

**Higher Level DP Visual Art**

**Course Description and Aims:**

**Higher Level Visual Art is a two year course of study offered during the 11th and 12th grades of the IB diploma program.**

**Throughout the course the students will be encouraged to:**

* **become informed and critical observers and makers of visual culture and media**
* **explore perspectives, theories and cultures that inform and influence the visual arts**
* **develop skills, techniques and processes in order to communicate concepts and ideas**
* **make art work that is influenced by personal and cultural contexts**
* **understand the importance of making their own art work with integrity, informed by theory and research, with an awareness of the impact their work and ideas may have on the world.**

**Course Assessment Objectives:**

**Students are expected to:**

* **Maintain a Visual Arts Journal / Process Portfolio.  Visual Arts Journal is a place to take notes and practice a variety of art techniques. Process Portfolio is a digital document that contains photo evidence of processes, reflection and artist research.**
* **Create a minimum of eight pieces of art over the course of two years and at the end of year two curate an exhibition of a coherent body of work. The artwork should demonstrate technical competence and share a common theme that is visually assimilated through symbols and motifs.**
* **Develop a comparative study of three artists over a course of two years. The student’s investigation will:**
  + **analyze and compare the cultural contexts of three or more selected pieces of art or artifacts.**
  + **identify and compare the formal qualities of the selected pieces (elements such as shape/form, space, tone, color, line, texture and principles of design such as balance, rhythm, proportion, emphasis, pattern, and variety);**
  + **interpret and compare the function and purpose of the selected pieces (such as the meanings of motifs, signs and symbols used in the work);**
  + **evaluate and compare the material, conceptual, and cultural significance of the pieces and the cultural contexts in which they were created.**
  + **reflect on their research outcomes and the extent to which their own art-making practices and pieces have subsequently been influenced by artworks, objects, artifacts and their creators examined in the comparative study.**

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| **Dates** | **1st Quarter \_ 11th** | **2nd Quarter\_ 11th** | **3rd Quarter\_11th** | **4th Quarter\_11th** | **1st Quarter \_ 12th** | **2nd Quarter\_ 12th** | **3rd Quarter\_12th** |
| Units | Begin developing a Process Portfolio and understanding its relationship to the Art Making Process\_  Complete | Transfer knowledge gained in experimenting with a variety of processes into art making Strategies \_  Understanding the critique process \_  Begin Working in Studio at home using acquire art making skills  Continue practicing skills and developing process portfolio  Introduce Comparative Study | Continuing exploring techniques in the Process Portfolio and translating practice into the Art Making Process\_  Begin building on skills necessary to complete a comparative study | Begin determining process and intent to be communicated through final body of work \_ Begin developing and synthesizing pieces for final exhibition.  Continue building on skills necessary to complete a comparative study | Complete the Process Portfolio \_ Continue creating a body of work with a thread that conveys a universal message.  Continue building on skills necessary to complete a comparative study | Refine Art Work for Final Exhibition\_  Introduce Curatorial Statement  Completed Comparative Study due for Assessment | Curate final Exhibition and Complete Curatorial Statement \_ Upload Exam Materials to IB |
| Formal **TOK Connection** | Why might we be more concerned with process rather than product in the search for knowledge? | What are the standards by which we judge artworks? | To what extent does imagination play a special role in the visual arts? | To what extent is artistic knowledge something which cannot be expressed in any other way? | What moral responsibilities do artists have? | Why might we be more concerned with process rather than product in the search for knowledge? | Do the arts have a social function? |
| **SOLs** | AIII.2, AIII.3, AIII.7, AIII.4 | AIII.2, AIII.3, AIII.7,  AIII.22 | AIII.2, AIII.3, AIII.7, AIII.16 | AIII.1, AIII.2, AIII.3, AIII.22 | AIV.6, AIV.4, AIV.15, AIV.20 | AIV.6, AIV.4, AIV.15, AIV.20 | AIV.6, AIV.9, AIV.4, AIV.18 |
| **IB Objectives** | Select, use and apply a variety of appropriate skills and techniques.  Recognize the skills, techniques, media, forms and processes associated with the visual arts.  Analyze artworks from a variety of contexts | Make appropriate choices in the selection of images, media, materials, and techniques in art-making.  Critically analyze and discuss artworks created by themselves and others and articulate and informed personal response. | Demonstrate technical proficiency in the use and application of skills, techniques, media, and images.  Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers. | Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience.  Critically analyze and discuss artworks created by themselves and others and articulate an informed personal response. | Demonstrate technical proficiency in the use and application of skills, techniques, media, materials and techniques in art-making. Demonstrate the use of critical reflection to highlight success and failure in order to progress work. | Produce a body of resolved and unresolved artworks as appropriate to intentions.  Identify various contexts in which the visual arts can be created and presented. | Present work, using appropriate visual arts language, as appropriate to intentions.  Evaluate how and why art-making evolves and justify the choices made in their own visual practice.  Express concepts, ideas and meaning through visual communication. |
| **International Focus** | How will my study of art help me understand and move forward in the ever changing world? | How can I expand my research to a more global point of view as it relates to the intent in my art work? | Does my message have a universal appeal? Have I explored a wide range of artists and cultures outside of my own culture? | Does my message have a universal appeal? | Have I explored a wide range of artists and cultures outside of my own culture? | What aspect of my final body of work most relates to a universal/ international audience? | Can art change the way we interpret the world? |
| Unit Question | What is the importance of undertaking new challenges and developing new skills?  What artist / artworks will inform and help in the development of my intent and process? | How can I transfer my knowledge I have gained through experimentation with processes into a work of art?  How can I use my critical thinking skills to reflect on my art and offer feedback to my classmates on their artwork? | How can I take my work to the next level? What can I do to enhance the art making process?  What artworks would I like to analyze more in-depth in a comparative study? | What universal message would I like to convey in body of work? What methods / processes / art forms will I use to convey this message?  How has my analysis of art and artworks informed and enhanced my developing body of work. | Am I continuing to inquire and develop my focus / thread? How am I synthesizing and taking my body of work to the highest level? | How do I envision my final exhibition? What artists, ideas, concerns, successes, plans, and physical placement will I address in my curatorial statement? | Does my work challenge the viewer? Was I able to communicate my intent in an effective manner?  How has this course enhanced your appreciation and understanding of the visual arts? |
| Assessment Task | Process Portfolio | Process Portfolio  Studio  Comparative Study | Process Portfolio  Studio | Process Portfolio  Studio  Comparative Study | Process Portfolio  Studio | Studio  Comparative Study  Curatorial Statement | Exhibition  Curatorial Statement |
| Approaches to Learning | Creative Thinking  Critical Thinking  Self-Management | Creative Thinking  Critical Thinking  Research | Creative Thinking  Critical Thinking  Collaboration | Creative Thinking  Critical Thinking  Research | Creative Thinking  Critical Thinking  Collaboration | Creative Thinking  Critical Thinking  Research | Creative Thinking  Critical Thinking  Communication  Reflection |
| Learner Profiles | Open-Minded | Inquirers | Risk- Takers | Thinkers | Communicators | Knowledgeable | Reflective |
| CAS support | Undertaking new challenges and developing new skills. | Increasing awareness of students strengths | Increasing awareness of students strengths | Showing perseverance and commitment | Engaging in global importance | Planning and initiating activities | Working collaboratively |
| Assessment Categories | Process Portfolio \_ 45%  Studio – 40%  Gallery Critique – 10%  Participation – 10% | Process Portfolio \_ 40%  Studio – 40%  Gallery Critique – 10%  Participation – 10%  Midway Exam – 20% | Process Portfolio \_ 40%  Studio – 40%  Gallery Critique – 10%  Participation – 5%  Part 1 Comparative Study- 10% | Process Portfolio \_ 40%  Studio – 40%  Gallery Critique – 10%  Participation – 5%  Part 2 Comparative  Study- 10%  Final Exam – 20% | Process Portfolio \_ 40%  Studio – 40%  Gallery Critique / Artist Interview– 10%  Exhibition Text – 5%  Participation – 5% | Comparative Study \_ 20%  Outline for Curatorial Statement \_ 20%  Studio – 40%  Gallery Critique / Artist Interview– 10%  Exhibition Text – 5%  Participation – 5%  Midway Exam – 20% | Exhibition - 40%  Comparative Study -20%  Participation – 20% |

**11th Grade**

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| **Marking Period 1** | **Marking Period 2** |
| **Process Portfolio \_ 40%**  **Studio\_ 40%**  **Gallery Critique \_ 10%**  **Participation \_10%** | **Process Portfolio \_ 40%**  **Studio – 40%**  **Gallery Critique\_ 10%**  **Participation\_10%**  **Midway Exam \_ 20% of semester grade**  **Reflect on the processes covered in MP1 & MP2. Create a potential exhibition piece. Present orally – potential theme, exhibition text, and artist inspiration.** |
| **Marking Period 3** | **Marking Period 4** |
| **Process Portfolio \_ 40%**  **Studio \_ 40%**  **Gallery Critique \_ 5%**  **Participation \_ 5%**  **Practice Comparative Study \_ 10%** | **Process Portfolio \_ 40%**  **Studio \_ 40%**  **Gallery Critique \_ 5%**  **Participation \_ 5%**  **Practice Comparative Study \_ 10%**  **Final Exam \_20% of semester grade**  **Reflect on the processes covered this year. Presented 2-3 exhibition pieces including an oral presentation - theme, artist inspiration (media and thematic), and future plans.** |

**12th Grade**

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| **Marking Period 1** | **Marking Period 2** |
| **Process Portfolio \_ 40%**  **Studio \_40%**  **Artist Interview/Gallery Critique\_10%**  **Participation \_10%** | **Process Portfolio \_ 30%**  **Comparative Study – 15%**  **Studio \_40%**  **Artist Interview/Gallery Critique\_10%**  **Participation \_ 5%**  **Midway Exam – January 24th \_ 20% of the semester grade**  **Oral presentation highlighting aspects of the Curatorial Statement (i.e. artist inspiration and theme) and an exhibition of 6 or more completed pieces*.*** |
| **Marking Period 3** | **Marking Period 4** |
| **Process Portfolio \_ 40%**  **Due February 26th (final grade)**  **Comparative Study\_20%**  **Due March 12th (final grade)**  **Exhibiton\_40%**  **Final Exhibitions to be hung on**  **2/14-2/18th**  **2/18 - Gallery Showcase for Friends and Family** | **Upload all Assessments by**  **march 10\_40%**  **Final Project \_Art 21\_ 40%**  **Participation \_10%**  **Clean Out \_10%** |