



**XV. GIMNAZIJA**  
**International Baccalaureate**  
**Department**  
**Diploma Programme**



**Visual Arts**  
**Course description 2019/2020**  
**Year 1, Year 2**

**WHAT IS THE COURSE ABOUT?**

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, Visual Arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

The Visual Arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms.

The Visual Arts core syllabus at SL and HL consists of three equal interrelated areas: visual arts in context, visual arts methods and communicating visual arts.

The visual arts in context part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

The visual arts methods part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

The communicating visual arts part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

#### **AIMS:**

The aims of the arts subjects are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.
- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

#### **OBJECTIVES:**

**During Visual Arts course at SL or HL, students are expected to achieve the following:**

##### **Knowledge and understanding of specified content:**

Students will identify and describe artwork from differing contexts, identify the ideas and techniques employed by the art-makers. They will recognize the skills, techniques, media, forms and processes associated with the visual arts. After all, students will present work and use appropriate visual arts language.

**Application and analysis of knowledge and understanding:**

Students will express concepts, ideas and meaning through visual communication, analyse artworks from a variety of different contexts, apply knowledge and understanding of skills, techniques, media, forms and processes related to artmaking.

**Synthesis and evaluation**

Students will critically analyse and discuss artworks created by themselves and others, therefore articulate an informed personal response, formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience. Students will also demonstrate the use of critical reflection to highlight success and failure in order to progress work, evaluate how and why art-making evolves and justify the choices made in their own visual practice.

**Use and apply a variety of appropriate skills and techniques**

Students will experiment with different media, materials and techniques in art-making, make appropriate choices in the selection of images, media, materials and techniques in art-making, demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes, produce a body of resolved and unresolved artworks as appropriate to intentions

**ASSESSMENT:**

Assessment includes formative, summative and the final external and internal assessments.

Formative assessment is concerned with providing accurate and helpful feedback to students. It helps students recognizing strengths and weaknesses.

Summative assessment gives an overview of previous learning and is concerned with measuring student's achievement. It includes Formal analysis, Practical work and Process Journal graded during the term. At the end of the term on Mocks students have to show Comparative study, Process portfolio and Exhibition.

The final grade includes 50% of class grade and 50% of Mocks grade.

Finals include external and internal assessment based on: Comparative study 20%, Process portfolio 40% and Exhibition 40%.

### ***External assessment***

#### **Comparative study**

Students at SL and HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). List of sources is included into study.

#### **Process portfolio**

Students at SL and HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.

### ***Internal assessment includes***

#### **Exhibition**

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Students at SL and HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students must submit photographs of their overall exhibition, photographs of particular artworks, rationale and written explanation.

### **IMPLEMENTATION:**

DP Year 1 and 2: The school offers 5 lessons per week (SL, HL)

**TOPICS:**

| DP Year 1 |                                       |  |
|-----------|---------------------------------------|--|
| Unit 1    | Core curriculum areas                 | The aim of the unit is in understanding core of the program that includes theoretical practice, art making practice and curatorial practice, visual arts in context, visual arts methods and communicating visual arts |
| Unit 2    | Art making forms                      | Students learn about applying of art making forms such as 2D, 3D and lens based, understanding its importance in developing of ideas.  |
| Unit 3    | Selfportrait                          | The aim of this unit is applying visual brainstorming and art making practice; representation of process in the journal  |
| Unit 4    | Photography                           | Photography is introduced as lens based media. Students learn about formal elements and make series of photographs. Students prepare presentations of chosen photographers   |
| Unit 5    | Formal analysis                       | Students learn how to use formal analysis method on chosen artworks and through explanation of own work  |
| Unit 6    | Portfolio                             | The unit is about preparing personal portfolio with supporting information.  |
| Unit 7    | Art Criticism                         | Understanding and applying formal analysis   |
| Unit 8    | Artpiece in collection and Art market | Learning about position of masterpiece in the historical, cultural and social context  |
| Unit 9    | Interpretation                        | Students learn from chosen artists – investigating techniques, research through Art History (who influenced whom)  |
| Unit 10   | About techniques and media            | Students compare techniques and media through own work and work of chosen artists. Recording of process in the journal   |

| DP Year 2 |  |  |
|-----------|--|--|
| Unit 1    | Core of the program: Visual arts in context, Visual arts methods and communication<br>September, | Representation that includes tasks, timeline and discussion about assessment criteria  |
| Unit 2    | Visual Arts in context   | Working on comparative study and process journal, understanding criteria, discussing formal issues;<br>Visiting museum/gallery Museum online<br>Discussing Artist in social/historical context;<br>Practical work – in media and correspondence with the artist  |
| Unit 3    | Comparative study  | Completing comparative study that includes analysis comparison and representation of context   |
| Unit 4    | Communicating Visual Arts  | Students have to prepare setting and consider conceptual, technical and curatorial aspect of the exhibition  |
| Unit 5    | Visual Arts methods – Art making practice  | Completing artworks<br>Printmaking techniques<br>Mixed media<br>Practical work with recording of process   |
| Unit 6    | Internal assessment /Exhibition  | Representing coherent collection of works with thematic or stylistic relationships; application and manipulation of media and materials; resolution of imagery, signs and symbols to realize the function, meaning and purpose   |
| Unit 7    | Comparative study and Process portfolio  | Representing of analysis of formal qualities, interpretation of function and purpose, cultural significance, comparisons and connections; in Process portfolio representation of Skills, techniques and processes, critical investigation, communication of ideas and intentions, reviewing, refining and reflecting |

**Resources:**

Peterson, J, Poppy, S, Vaughan. A: Visual Arts, Oxford university press, 2017, UK

Visual Arts guide: [https://resources.ibo.org/data/d\\_6\\_visar\\_gui\\_1702\\_1\\_e.pdf](https://resources.ibo.org/data/d_6_visar_gui_1702_1_e.pdf)