

Curriculum overview for Visual Arts, HL,3mn, School Year 2019/2020

Teacher: Kristina Rismondo

Unit title / Month	Key concept(s)	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Sources	Links to other subjects
Core curriculum areas, September	Context,	Representation of the core of the program	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			Handbook	
Art making forms September	Techniques, media, 2D,3D, lens based	Showing samples of 2D, 3D and lens based work through art-making-forms-table and samples of student's works	explaining art making forms	Visual brainstorming – production that includes 30 sketches in different media	Thinking; Applying techniques	Handbook	
Selfportrait, practical work; September, October	portrait, art making forms, techniques, process	Students have to make at least 30 artworks based on the theme Selfportrait	Applying visual brainstorming and art making practice; representation of proces sin the journal	Selfportrait – practical work, graded on basis of Hollistic grade (quantity + concept)	Interpreting the work of art	Durer: Selfportrait, Poussin: Selfportrait Velazques: Las Meninas	

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Photography October	technique, value, photograph and painting, realism, photorealism, frame, composition	Representation of photography as lens based media, discussing formal elements. Students prepare presentations of chosen photographers	Analyzing art-piece by using formal analysis methods. Representation of artist in cultural and social context	Representation of chosen photographer in the journal and presentation, preparing own work in lens based media (use of Holistic grade criteria)	Working on information-literacy and media-literacy skills	Metropolitan Museum of art, NY	Physics
Formal analysis November	technique, value, Art History, Art market, composition traditional art-conceptual art, performance. art terminology	Formal analysis presented in the classroom	use of formal analysis method on chosen artworks and through explanation of own work	Writing about chosen artwork in the form of essay that includes description, formal analysis, interpretation and judgement	Understanding and applying the methods of formal analysis	Modern Gallery (visit); Art story, contemporary artists websites; handbook	History, Languages
Portfolio December	Curatorial practice, concept	Preparing personal portfolio with supporting information	Understanding concept of curatorial practice.	Making an exhibition online (blog, social media) or in the school	Working on self-management skills	Handbook, Connections (project organized by Metropolitan Museum of Art)	

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Art Criticism January	curating, exhibition setting, portfolio	Investigating artpieces (formal analysis)	Understanding and applying formal analysis	Writing a critical review (grading: formal analysis, essay)	Working on visible thinking such as: Generate–sort–connect–elaborate, Claim, support, question or Connect, extend, challenge	Contemporary Museum of art Sylvan Barnet: Writing about art	Languages, TOK
Artpiece in collection and Art market February	Value, market, price, selection, interpretation	Discussion about artpiece in the context of Art Market. Investigation that includes artwork and artist in context of time of its completion (Meccaffe's model)	Understanding position of masterpiece in the historical cultural and social context	Towards Comparative study (criterion C); research of chosen artworks in journal	Working on information-literacy and media-literacy skills	John Berger: Ways of seeing; Hughes: Shock of the new	Economics
Interpretation March, April	Interpretation, art principles, techniques, media, style, genres comparison	Learn from chosen artists – investigating techniques, research through Art History (who influenced whom)	Using interpretation as part of process of learning and understanding of chosen artpiece	Process journal – investigation of chosen artists, practical work	Research skills and self management, affective skills	Modern Gallery,	History, Languages

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About techniques and media May	technique, media, realism, photorealism, frame, composition traditional art- conceptual art, performance	Comparing techniques and media through own work and work of chosen artists. Recording of process in the journal	Understanding, explaining and applying chosen techniques in own work	Recording of process in journal; production that includes sketches and final works in 2D,3D and lens based	Working on selforganization skills	Contemporary artist's websites, exhibitions	Languages
Exhibition, June	curating, exhibition setting, portfolio	Preparing exhibition, writing rationale	Organizing the whole setting that includes exhibition, portfolio, rationale	Grading Exhibition (all criteria), interview	Self managing, organization skills	Handbook, visiting Academy of fine Arts	Economy

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Core of the program: Visual arts in context, Visual arts methods and communication September,	Context, journal, curating	Representation that includes tasks, timeline and discussion about assessment criteria	Planning the following school year		Selfmanaging, organization	Handbook	
Visual Arts in context September, October	Composition, analysing, critiquing, interpreting, deconstructing, form, art principles	Working on comparative study and process journal, understanding criteria, discussing formal issues; Visiting museum/gallery Museum online Discussing Artist in social/historical context; Practical work – in media and correspondence with the artist	Identifying formal qualities in art piece Understanding relationship between Visual Arts and environment (gallery, social media, internet) as context	Formal analysis, investigation and interpretation in the journal	Research, information-literacy and media-literacy skills	Handbook, Modern Gallery	CAS, Languages

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Comparative study November	Composition, analysing, critiquing, interpreting deconstructing, form, art principles, technology	Completing comparative study	Completing comparative study that includes analysis comparison and representation of context	Comparative study assessment criteria (all)	Self management skills, research (information literacy)	Handbook, museums, galleries, Art story	History, languages
Communicating Visual Arts December	Rationale, exhibition setting	Students have to prepare setting and consider conceptual, technical and curatorial aspect of the exhibition	Preparing the exhibition through setting, written explanation and photo recording	Grading of exhibition, checking of process in process journal	Self management, organizational skill	Visiting museum, gallery, online reseach (Art story, Metropolitan museum of Art, Tate Gallery	
Visual Arts methods – Art making practice, January, February	Techniques, printmaking, collague, mixed media	Completing artworks Printmaking techniques Mixed media Practical work with recording of process	Working on artworks for the exhibition	Assessment of process represented in the journal	Thinking, selfmanagement skills		

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Internal assessment /Exhibition March	Curatorial rationale, exhibition setting	Completing exhibition, preparing material (photographs, written part) for submission	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	Exhibition, Criteria A,B,C,D	Thinking, Self management, communication skills	Galleries, handbook	
Comparative study and Process portfolio March	Process, art making forms, comparison, formal analysis, context	Selection of material for external assessment	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	Grading of final work, use of criteria: Process portfolio – all, Comparative study - all	Research	Handbook	;