



VISUAL ARTS

SL & HL

COURSE OUTLINE

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 course fosters creativity, communication, critical thinking and collaboration with focus on creating, communicating and connecting. As practising artists, students may experiment with a variety of art-making forms and creative strategies, investigate and connect with past and contemporary artworks, and engage with the world and other people's diverse perspectives. By curating, sharing and exhibiting their artworks, students communicate with a variety of audiences.

HL students are expected to demonstrate a broader range of experimentation, more extensive investigation, greater critical reflection and a larger body of evidence within assessment components. The recommended teaching time is 240 hours at HL and 150 hours at SL.

AIMS

The aims of the subject are to enable students to:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.

ASSESSMENT OBJECTIVES

At the end of this course, students are expected to provide evidence of how they learned to create, connect and communicate as visual arts practitioners. Therefore, it is expected that students should be able to:

- curate visual and written materials, including both developing and resolved artworks, to communicate artistic intentions and present their art-making practice
- investigate art-making forms and creative strategies, as well as meaning and cultural significance of artworks within and across contexts
- generate intentions and artworks through inquiry and the application of creative strategies
- refine artistic intentions and their own art-making through investigation, dialogue and critical reflection as part of inquiry
- resolve artworks to fulfil artistic intentions and convey meaning
- situate their own artworks and art-making, as well as those of other artists, in relation to context(s), audience(s) and communities of artistic practice
- synthesize concept and form through creative and curatorial practices to create artworks, communicate artistic intentions and connect with audience(s).

SYLLABUS

Syllabus is based on three core areas: create, connect and communicate.

Create as core area requires learning and teaching about:

- nurturing art-making practice and developing a personal visual language
- engaging with concepts, experiences, and the world, through art-making
- developing observation skills
- completing investigations with and about a variety of creative strategies and art-making forms
- understanding different media, materials, techniques and conventions
- selecting and organizing resources and materials appropriate to artistic intentions
- synthesizing concepts and form to communicate meaning
- reviewing, evaluating, refining and documenting the development of art-making
- participating in, and responding to, dialogue and critique
- persisting when encountering difficulties, but also pausing, reflecting, restarting and repurposing
- pursuing artworks to a point of resolution.

Connect as core area requires learning and teaching about:

- situating art-making in personal, local and global contexts
- making links between one's own creative processes and the work of other artists
- investigating visual artworks from different contexts to support one's own art-making
- developing intercultural understanding, critical reflexivity and self-reflexivity
- identifying and analysing how formal qualities and creative strategies convey meaning
- researching the function and meaning of art and artworks
- considering the cultural significance of artworks, both in their original context and across time and place
- participating in dialogue and critique
- considering connections between one's own art-making and real or potential audiences.

Communicate as core area requires learning and teaching about:

- sharing art-making with others
- acquiring a subject-specific language to articulate artistic intentions
- articulating critical analysis and one's own artistic and curatorial choices
- curating artworks coherently to enhance meaning
- exploring strategies for selecting and organizing visual materials
- organizing and presenting lines of inquiry to document the development of personal artwork
- engaging in dialogue and critique with other artists and with an audience
- exploring the potential of different forms of display and exhibition to showcase artworks to an audience.

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.

External assessment includes:

Comparative Study

Students analyse and compare artworks, objects and artefacts by different artists from contrasting cultural contexts.

Process Portfolio

Students submit carefully selected evidence of experimentation, development and reflection in their artistic practice.

Internal assessment includes:

Exhibition

Students present a curated exhibition of resolved artworks demonstrating technical accomplishment, conceptual development and communication of artistic intentions.

School Assessment

- Formative assessments
- Practical studio work
- Visual research and process documentation
- Mock examinations and exhibitions

IB Assessment Components

- Comparative Study
- Process Portfolio
- Exhibition

IB Learner Profile

The course develops students as inquirers, thinkers, communicators, risk-takers, reflective and open-minded through artistic research, experimentation, critique and exhibition.

Academic Integrity

Students are expected to acknowledge artistic influences, visual sources and research appropriately and to produce authentic work in accordance with IB and XV. gimnazija Academic Integrity policies.

ATL Skills

The course clearly develops research skills, thinking skills, communication skills, social skills and self-management skills through scientific inquiry, experimentation, collaboration and data analysis.

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, Connect, Create and Communicate
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	Self-portrait	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	Artwork 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: Connect, Create and communication	Representation that includes tasks, timeline and discussion about assessment criteria
Unit 2	Connect	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
Unit 3	Comparative study	Completing comparative study that includes analysis comparison and representation of context
Unit 4	Communicate	Students have to prepare setting and consider conceptual, technical and curatorial aspect of the exhibition
Unit 5	Create – Art making practice	Completing artworks Printmaking techniques Mixed media 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:

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