

GROUP 6 – VISUAL ARTS SL

NATURE OF THE SUBJECT

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 go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

AIMS

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

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Theoretical practice: Students should develop the ability to research and analyse art-making practices from a variety of cultural contexts and to make informed comparisons between them. Taught activities for this area might include: an introduction to the use of the visual arts journal, lessons in art history, identifying and engaging with available secondary sources, identifying and discussing the formal qualities of particular works, providing an introduction to a range of models for analysing, critiquing, interpreting and deconstructing artworks, identifying and engaging with primary and secondary sources, learning models for engaging in arts based research, learning how to engage in art criticism or responding to art, learning specialist art vocabulary and terms

Art-making practice: Students should be given the opportunity to experiment with art-making practices they have identified in their research and their analysis of art-making practices from a variety of cultural contexts. Taught activities for this area might include: technical instruction and demonstrations in the use of particular media, investigating the historical and technological changes and developments of particular media and techniques, hands-on, guided workshop sessions for students in the use of media and techniques, guided projects influenced by particular artists, with particular reference to the media and techniques used and the methods involved, associated relevant class theory lessons.

Curatorial practice: Students must be encouraged to develop their own informed individual responses to

work and exhibitions they have seen and experienced. Taught activities for this area might include: guided visits to local galleries and community arts initiatives, with particular attention to the curatorial aspects and to identifying individual artists' purposes, influences and inspirations through their artist statements, sharing feedback after such visits in a variety of forms, consideration of how students' own work will be affected by that of other artists, creating Mind Maps® of individual ideas for artwork as inspired by work seen elsewhere.

ASSESSMENT – OUTLINE

Assessment component	Weighing
<p>External assessment</p> <p>Part 1: Comparative study: analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. Students submit a list of sources used.</p> <p>Part 2: Process portfolio: Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. The submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</p>	<p>20%</p> <p>40%</p>
<p>Internal assessment</p> <p>Part 3: Exhibition: Students 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 submit a curatorial rationale that does not exceed 400 words. Students submit 4–7 artworks. Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. Students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works.</p>	<p>40%</p>