**Curriculum**

**IB Visual Art Y2**

**Course Overview**

During the course of this second year of the program, students work with a great deal of independence, with the teacher's role being that of a guide, advisor, and technician. Students pursue research and studio projects based on themes of their own choosing and at the end of the year mount a major exhibition of their work and prepare for an interview/examination conducted by an IB examiner.

**Department Standards**

Students will be encouraged to develop an involvement in and appreciation of the Visual Arts.

Students will utilize and explore a variety of media and techniques.

Students will develop interpretive skills through exposure to and active investigation of social, historical and philosophical contexts.

Students will develop an understanding of Visual Arts from a local, national and international perspective.

**Benchmarks**:

The students should:

Respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts.

Develop and present independent ideas and practice, and explain the connections between these and the work of others.

Explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations.

Develop and maintain a close relationship between investigation and a purposeful, creative process in studio work.

Produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness.

Develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (option A) and technical competence and self-direction (option B).

**Performance Indicators**

Students should demonstrate an understanding of the importance of the Investigation Workbook, how it should be used, and should undertake the component seriously.

Students should make and record honest and critical appraisals of their own research and studio works.

Students should demonstrate accurate and academic recording of sources of information and quotations in their Investigation Workbook research.

Students should be able to show evidence in their Investigation Workbook research that they have worked from primary sources rather than mostly utilizing media images and reproductions.

In written research and in both group and individual critique sessions, students should demonstrate appropriate use of visual arts language and vocabulary.

In the pursuit of their studio work, students should show, through the visual content of what they produce, that they are doing their best to to develop cultural and historical awareness.

In the pursuit of their studio work, students should show that they are doing their best to fully explore ideas and to develop and extend art skills, techniques, and process.

In the pursuit of their studio work, students should show that they are making an effort to be self-directed and to explore artistic qualities that challenge and extend personal boundaries. These include brainstorming, trialing ideas and techniques, and facing creative challenges with an expectation of success rather than with a fear of failure.

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In preparing and putting together all of the component parts of the Candidate Record Book, students should demonstrate a thorough understanding of the actual significance of this document and should show that they have made a concerted effort to present the totality of their experience in the course as clearly and articulately as possible.

In preparing for and participating in the mock interviews, students should demonstrate a thorough knowledge of both studio and Investigation Workbook assessment criteria, and be able to relate their research directly to their studio work. They should also be able to discuss the evolution of their work in chronological terms and be able to elucidate challenges and perceived weaknesses and how they overcame them.

In preparing for and participating in the final interview, students should demonstrate a thorough knowledge of both studio and Investigation Workbook assessment criteria, and be able to relate their research directly to their studio work. They should also be able to discuss the evolution of their work in chronological terms and be able to elucidate challenges and perceived weaknesses and how they overcame them. They should demonstrate appropriate use of visual arts language and vocabulary and they should attempt to show how they have done their best to fully explore ideas and to develop and extend art skills, techniques, and process.

**Assessments**

Formal 25 minute Oral Presentation given by each student on what he or she accomplished in terms of studio work and research in Investigation Workbooks over the summer holidays.

500 word written self-assessment of work completed during the summer holiday using IB studio and Investigation Workbook criteria.

Major First Quarter Research Assignment: Observation & Imagination: What Makes British Art British? Two part assignment which provides a foundation for understanding the evolution of British Art considered within in its social, historical, philosophical, and aesthetic contexts. Introduces the works of 18 British visual artists and major themes pursued across five centuries. All work on this assignment is documented in the Investigation Workbook, and students produce a work of art based on ideas pursued by a British artist of their own choosing.

Assessment of conceptual and technical progress through regular group and individual critiques.

Formal end-of-Second Quarter 25 minute Oral Presentation given by each student on what he or she accomplished in terms of studio work and research in Investigation Workbooks over the the First Semester.

500 word written self-assessment of work completed during the First Semester

using IB studio and Investigation Workbook criteria.

Bi-weekly assessment of progress in Investigation Workbooks. Written comments utilizing IB workbook assessment criteria.

Assessment of conceptual and technical progress through regular group and individual critiques.

300 word written Candidate Statement for inclusion in the Candidate Record Book. This statement undergoes several drafts.

Bi-weekly assessment of progress in Investigation Workbooks. Written comments utilizing IB workbook assessment criteria.

Photo documentation of all finished work for inclusion in the Candidate Record Book and Final Exhibition: Students digitally photograph all completed work, print color copies, and insert images into the Candidate Record Book. Each work must be titled, dated, and documented in terms of media utilized.

Completion of all pages in the Investigation Workbooks. Selection of relevant pages of all Investigation Workbooks for inclusion in the Candidate Record Book.

Preparation for Mock Interview sessions. Between the first and second interviews, students revise and re-organize the content of what they present during the interview, according to advice given by the instructors.

Students devise an exhibition plan for the presentation of their theme, and a diagram of the general layout of their exhibition area. They then mount and frame all finished works and install them along with appropriate information labels.

Assessment of conceptual and technical progress through regular group and individual critiques.

Completion and Submission of Candidate Record Books to IB External Examiner.

Final Exhibition and one hour interview with IB External Examiner.

**Core Topics**

Developing a theme that will allow students to explore interests, aesthetic preferences, and ideas which are personally relevant.

 The Year 2 course provides students opportunities to independently explore thematic ideas through the use of a wide range of media and practices, including drawing, painting, printmaking, photography, sculpture, and architectural design.

Arts criticism and analysis and the relating of art to its socio-cultural contexts.

Interviewing an artist in order to discover as much as possible about his or her approach to and process of the making of artworks.

Continued in-depth exploration of a chosen theme allowing students to explore interests, aesthetic preferences, and ideas which are personally relevant.

In-studio experimentation and exploration through the use of a wide range of media and practices, including drawing, painting, printmaking, photography, sculpture, and architectural design.

Arts criticism and analysis and the relating of art to its socio-cultural contexts.

Continued in-depth exploration of a chosen theme allowing students to explore interests, aesthetic preferences, and ideas which are personally relevant.

Continued In-studio experimentation and exploration through the use of a wide range of media and practices, including drawing, painting, printmaking, photography, sculpture, and architectural design.

Arts criticism and analysis and the relating of art to its socio-cultural contexts.

Composition of the 300 word Candidate Statement for inclusion in both the Candidate Record Book and Final Exhibition.

Photo documentation of all finished work for inclusion in the Candidate Record Book and Final Exhibition.

Selection of relevant pages of all Investigation Workbooks for inclusion in the Candidate Record Book.

Preparation for Mock Interview sessions.

Mounting and installing the Final Exhibition.

Submission of Candidate Record Books to IB External Examiner.

Opening Reception for IB Visual Arts Final Exhibition.

Final Exhibition and one hour interview with IB External Examiner.

**Specific Content**

Developing a theme which will allow students to explore interests, aesthetic preferences, and ideas which are personally relevant: This process can often be difficult and requires that students spend some considerable time looking at options and attempting to determine which themes will allow them to explore media, process, and approaches to artmaking in a way that is most personally compelling.

Ongoing studio work balanced with supporting research in the Investigation Workbook.

Arts criticism and analysis and the relating of art to its socio-cultural contexts: A series of research assignments are given dealing with traditional and contemporary art across world cultures.

Interviewing an artist: Students have the chance to interview visiting artists who are exhibiting their work in the school's own art gallery.They attempt to find out as much as they possibly can about an artist's background, passions, life experience, and working process.What makes an artist become an artist?

Ongoing studio work balanced with supporting research in the Investigation Workbook.

Working toward a mid-year internal written and oral assessment of both studio progress and Investigation Workbook research, students are daily made aware of the importance of staying on task, organizing research projects, and using time wisely and constructively.

Arts criticism and analysis and the relating of art to its socio-cultural contexts: self-directed research dealing with traditional and contemporary art across world cultures.

Continued ongoing studio work balanced with supporting research in the Investigation Workbook.

Working towards a deadline for the construction of the Candidate Record Book, mock interviews, and Final Art Exhibition, students are daily made aware of the importance of staying on task, organizing research projects, and using time wisely and constructively.

Continued Arts criticism and analysis and the relating of art to its socio-cultural contexts: self-directed research dealing with traditional and contemporary art across world cultures.

Composition of the 300 word Candidate Statement for inclusion in both the Candidate Record Book and Final Exhibition: This process requires the completion of at least two rough drafts. Students relate their experience and trace the evolution of their work by addressing a list of topics provided by the IBO.

Photo documentation of all finished work for inclusion in the Candidate Record Book and Final Exhibition: Students digitally photograph all completed work, print color copies, and insert images into the Candidate Record Book. Each work must be titled, dated, and documented in terms of media utilized.

Selection of relevant pages of all Investigation Workbooks for inclusion in the Candidate Record Book: This process is conducted through a series of conferences with instructors. Pages chosen for inclusion must clearly relate and conform to all major IB Investigation Workbook criteria.

Preparation for Mock Interview sessions: Students are provided with a list of possible interview questions and topics, and each participate in two 30 minute mock interviews with instructors.

Mounting and installing the Final Exhibition: Students plan, prepare images, mount, frame, label, and install their own work in designated exhibition areas. This process includes designing posters and invitation cards.

Submission of Candidate Record Books to IB External Examiner: This is done ahead of the Examiner's visit.

Opening Reception for IB Visual Arts Final Exhibition: Open to the public and to the school community, this is a celebratory occasion, opened with a speech by the IB Visual Arts Year 2 instructor honoring the students' artistic and scholarly achievements.

Final Exhibition and one hour interview with IB External Examiner: Each student participates in an interview conducted alongside their exhibited work in which they discuss the trajectory of their experience in the two year program and answer questions, utilizing their Investigation Workbooks as supporting documents.

**Resources**

Art studio and Upper School Library.

Internet and CD-Rom art collections.

Museum and gallery visits.

Reproductions of artworks.

Lectures and visual presentations.

Visiting artists and school art gallery program.

The Candidate Statement, all Investigation workbooks completed during the course of the two year program, and notes taken during critiques of the mock interviews.