

Mrs. MacBeth lemacbeth@cps.edu **Course Materials:** Please see this [supply list! Click.](#) (No need to buy a sketchbook! We will make one!! Only buy if you want an extra one. 😊)

Course Overview: (From the IB subject guide)

In this visual arts course students learn how to **create, communicate and connect** as artists.

Students engage in **creative practices** and **processes**, and learn **art-making as inquiry**. Teachers and students can adapt the curriculum to their unique **contexts**, interests and passions. Together, they transform the classroom into a contemporary visual arts **studio**. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal **lines of inquiry** that explore and solve open-ended challenges relevant to them

***Quarter 1:** What is the art journal? What is “Art-making as Inquiry?” Develop a personal visual language. Understand the IB VA assessments. Experiment with media and portraiture.

Investigate artists, contexts, and your own voice. (Min. 2 artworks)

Quarter 2: The classroom as the art studio. Students develop artwork through personal lines of inquiry. How to compile the AIP. (Min. 2 artworks)

Quarter 3: The classroom as the art studio. Students develop artwork through personal lines of inquiry. Compile the AIP. (Min. 2 artworks)

Quarter 4: The classroom as the art studio. Students develop artwork through personal lines of inquiry. Compile the AIP. (Min. 2 artworks) Begin planning Artist Project for year 2.

Note: This is a new assessment guide and the curriculum is in a state of becoming.

**New course assessments from IB: Adjustments will be made as the tasks are more understood.*

2-year DP/CP Assessments:

Through experimentation and play in the art studio students develop their senior IB assessments!

Task 1 Art-making inquiries portfolio (AIP)	Task 2 HL Artist project (AP) Year 2	Task 3 Selected Resolved Artworks (SRA)
Visual and written evidence of the student's creative process in the art journal and in the studio.	Completed during year 2: An independent art project developed and implemented.	Just what it says: 5 cohesive and resolved artworks chosen from at least 8 artworks created over the 2 year program.
30% Max 15 screens- 3,000 words	30% Max 12 screens, 1 video, 1 pdf of sources	40% 5 artworks of 8 created. Written rationale-700 words 5 artwork texts -1000 Word

★ **Mrs. MacBeth's tips for success and joy in Visual Arts class.**

<ol style="list-style-type: none"> 1. Be Positive with yourself and others. 2. Be Curious, not judgemental. 3. Listen to and Follow directions. 4. Focus while working- Give Effort. 	<ol style="list-style-type: none"> 5. Meet Deadlines. 6. Trust the process and the struggle. 7. Care for materials, tools, and tables. 8. See AHS phone policy on page 9.(Click)
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Remember: Even when you fall on your face, you are moving forward!

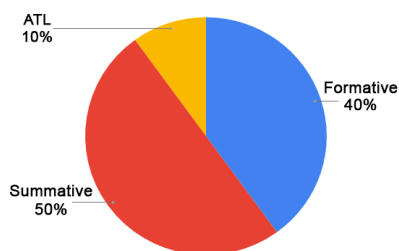
MacBeth DP/CP visual art classwork and homework turn-in policy:

1. Assignments will be posted on Google Classroom with due dates . Some work will be photographed or created on google drive and uploaded and TURNed-in to Google Classroom.
2. All work will be handed in **on the due date** to keep us all organized.
3. LATE WORK POLICY:
 - a. Work turned in late will not receive credit if it is something that could be copied from another student.*
 - b. Students will have 3 days to turn in late work and then the work will not be accepted for full credit.
 - c. Step by step planning and creating must be documented in Art Journal and AIP to prove originality.
 - d. 40% credit will be given to summative artwork until the end of the quarter.

★★★★ **Some ideas to help YOU meet this “on-time turn in” expectation:** ★★★★★

These ‘self-management” skills will be useful throughout life

1. Write due dates into a notebook or planner when assignments are given.
2. Turn on notifications for google classroom.
3. Check google classroom at least once per school day.
4. Make a plan to “chip away” at assignments throughout the week.
5. Ask questions early if confused about an assignment.
6. **Do not wait until the night before the due date to begin an assignment.**
7. **Attend tutoring when necessary for extra studio time or support on tasks!**



40% Formative (Practice & Drafts)	<ul style="list-style-type: none">• Bell ringers, exit slips• VAPJ sketches and screenshots• Comparative study drafts• Progress checks on artwork• Technique activities
50% Summative (Final works)	<ul style="list-style-type: none">• Final exhibition artworks• Final curatorial rationale and exhibition texts• Final Comparative Studies• Final Process Portfolio slides
10% ATL (Approaches to Learning)	<ul style="list-style-type: none">• VAPJ organization• Participation in discussions• Collaborative activities• Research• Self-assessments

More about Approaches to Learning (ATL) 10% of TOTAL GRADE:

Communication Skills: . . . Exchange thoughts, messages, and information effectively through interaction. Reading, writing and using language to gather and communicate information.

Social skills:Collaboration skills: working effectively with others.

Self Management skills: . . . Managing time and tasks effectively, Managing state of mind:
Mindfulness, Perseverance, Emotional management, Self-motivation, Resilience
Reflection - How can students be reflective?

Research skills:Information literacy and Media literacy

Thinking skills:Critical thinking, Creativity and Innovation:

★ **Other important expectations: BE ACCOUNTABLE, HONORABLE AND SCHOLARLY**

✓ **Be on time!** I will close the door at the bell and will expect late students to get a tardy pass, hand it to me upon entering, and join class as quickly and as quietly as possible

✓ **Be Helpful:** Cleaning up the studio is EVERYONE's job. Help in any way you can until it is ALL done. **Put things back where you found them! Wipe table. Push in your chair.**

Cheating and Plagiarism:



Cheating and plagiarism (passing someone else's work off as your own) are serious issues and will not be tolerated. Any student **found cheating will receive a "msg" for that assignment and will face disciplinary action.** Any work that makes use of photographs, **published images and/or other artists' work must show substantial and significant development beyond duplication.** This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source.

Academic honesty in the Diploma Programme is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning, and assessment, academic honesty serves to promote personal integrity, engender

respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework – including work submitted for assessment – is to be **AUTHENTIC**, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. If a candidate uses the work or ideas of another person the candidate must acknowledge the source using a standard style of referencing (**APA**) in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

Examples and definitions of academic misconduct:

- **Plagiarism**, which is "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own" (Dictionary.com, 2015).
- **Collusion**, or "a secret understanding between two or more persons to gain something [dishonestly], to defraud another of his or her rights" (ibid.).
- **Duplication** of work, which is the act of copying.
- **All forms of malpractice**, including the "taking of unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students, and communicating with another student during the examination" (UNIS, 2014).

★ **Thank you for taking the time to look over the IB Visual Arts expectations.**

Please also note: my classroom is inclusive of all religious and cultural practices. If your student requires modifications to assignments or class activities to honor their religious or cultural needs, please communicate with me as soon as possible so we can make appropriate accommodations.

I look forward to working with you this year!

Best, Mrs. MacBeth lemacbeth@cps.edu

p.s. Please see the [Supply List](#) and bring what you can!