



Visual Arts 12 - International Baccalaureate Diploma Program

Instructor Information

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Course Description

In the second year of IB Visual Arts students will continue to build on the concept of what it means to be a working artist as they build and refine their Process Portfolio and really focus on what work they are developing and completing for their exhibition at the end of their senior year. Both SL and HL students complete the same required material and have a similar focus, but HL students are required to build a more robust portfolio, a more detailed analysis of artworking compared to their own and ultimately have more finished work to display for their senior exhibit. The bulk of the second year is independent work focused on following individual student artistic interest and intent. Each student is required to build a portfolio and exhibition work in 2-D, 3-D and lens / digital based media. HL students must have examples in each area and SL students must show investigation in two of the media styles, but each student can choose what interests them. As the two year class concludes both SL and HL senior students curate and design their own exhibition / art show with artist statements, displaying completed work with a clear theme that connects all of their work. The culminating group exhibition of all DP Visual Arts students is a fantastic way to show the community the extensive and impressive work of IB art students.

Prerequisites

IB Visual Arts 11 (2 semesters)

Component 1: Process Portfolio

- Ongoing throughout the semester (primary focus for much of 11th grade year).
- Each week students will need to develop some aspect of the process portfolio
- Should complete a google doc or some sort of product that shows both what you worked on and written commentary on the process

Students can work on any of the following criteria and need to only choose a single criteria to focus on. As 11th graders most will focus on the first two criteria for most of the first semester.

Criteria A: Skills, Technique, Process

Criteria B: Critical Investigation, analysis, art history and connection to your work

**Criteria C: Communication of Intent and Ideas (visual and written)****Criteria D: Reviewing, Refining, Reflecting (Visual & Written)****Task for each week:**

- 1) Students choose **one** criterion they will work on. (make it clear as in " Criteria A: Skills, Technique and Process" or Criteria B: Critical Investigation) Explain what the goal is and why.
- 2) Students are to write / explain / show something about what they did. Students can use the questions given for ideas. Students can answer the question(s) / outline what they did - they can do this before or after or during the creation and art they are working on.
- 3) Students show what they worked on in their sketchbook or on a particular project / process or an artist and the images they looked at. They need to show that you engaged with the practice - so there should be a combination of art and text
- 4) Work completed needs to show work / effort / intent. Include visuals.

Component 2: Comparative Study

Students in the 12th grade are finalizing the completion of the Comparative Study for submission to the IB. The breakdown below is a recap of what was completed during the 11th grade year but provides a basis for review.

- 1) Identify three different pieces that will be the basis of the comparative study. Can be a google doc or similar
 - Pieces must be from different cultural contexts and backgrounds
 - Pieces chosen must have some common theme, concept, genre or connection that can be used as the basis for the comparison.
- 2) Artwork #1
 - Formal analysis / breakdown of the elements of art and principles of design. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
 - Cultural Significance / Context. Student develops an analysis of artistic movement, time period, artist's personal history or other contextual concepts. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
 - Function and Purpose: Student develops an analysis of both the function, purpose, symbolism, artist intent and any change in the function and purpose over time of the artwork



they chose. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar

- Develop THREE specific slides laying out the work completed in the three areas of focus. Students should organize, layout in a pleasing / focused manner using specific vocabulary. Should be done using Google Slides, Powerpoint or similar program.

3) Artwork #2:

- Formal analysis / breakdown of the elements of art and principles of design. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
- Cultural Significance / Conext. Student develops an analysis of artistic movement, time period, artist's personal history or other contextual concepts. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
- Function and Purpose: Student develops an analysis of both the function, purpose, symbolism, artist intent and any change in the function and purpose over time of the artwork they chose. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
- Develop THREE specific slides laying out the work completed in the three areas of focus. Students should organize, layout in a pleasing / focused manner using specific vocabulary. Should be done using Google Slides, Powerpoint or similar program.

4) Artwork #3:

- Formal analysis / breakdown of the elements of art and principles of design. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
- Cultural Significance / Conext. Student develops an analysis of artistic movement, time period, artist's personal history or other contextual concepts. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
- Function and Purpose: Student develops an analysis of both the function, purpose, symbolism, artist intent and any change in the function and purpose over time of the artwork they chose. Should combine both text and imagery. This is not a paper, it should have the appearance of a book / magazine combining imagery and text. Can be a google doc or similar
- Develop THREE specific slides laying out the work completed in the three areas of focus. Students should organize, layout in a pleasing / focused manner using specific vocabulary. Should be done using Google Slides, Powerpoint or similar program.

5) Compare TWO artworks

- Students should build a framework to compare elements, context / significance and function purpose between two of their chosen artworks.



- Create an organized slide with focused comparisons and differences using an organized and accurate approach.
- 6) Compare TWO artworks:
- Students should build a framework to compare elements, context / significance and function purpose between two of their chosen artworks.
 - Create an organized slide with focused comparisons and differences using an organized and accurate approach.
- 7) (HL only): Making connections to own art-making practice
- Formal Analysis
 - How did learning about structure, composition, and content affect your own compositions?
 - Why does looking at other artists' compositions matter?
 - How did learning about the stylistic choices of different artists impact your own style as an artist?
 - Function and Purpose
 - How did learning about different functions help you to develop your own intentions as an artist?
 - How did researching various audiences impact your artistic decisions?
 - How is understanding your audience important to developing and communicating your artwork's function?
 - Cultural Context
 - How do the different cultures of the chosen artworks compare to your own? How did this help you to better communicate your personal experiences and feelings in your art?
 - How does learning about these different cultures improve your artistic ability and understanding?
 - How does an understanding of how culture, political views, religious practices, societal norms, etc. affected other artists help to improve your own work?
- 8) Presentation and subject-specific language
- Layout
 - A balance of text and images on every slide
 - All images support claims in the text
 - A cohesive theme throughout which supports your chosen images without distracting from them
 - Consistent title, subtitle, and body fonts
 - Use of fonts which aesthetically represent the main ideas of your CS
 - Legibility
 - All body text is the same size (11pt recommended)



- All slides are clearly labeled with the criterion descriptor (e.g. “Comparisons and Connections”)
- All images are large enough to easily read and understand
- All images are high quality (no pixelation)
- No videos, urls, or tiny pictures (the IB examiners can’t click links, watch videos, or zoom in when they grade your CS)
- Subject-specific language
 - Terms from the media of choice are used effectively throughout all slides
 - General art terms are used effectively throughout all slides
 - Use of these terms shows a strong understanding of media and art concepts through context clues and detailed sentences
- Citations and works cited / bibliography
 - A separate bibliography page with full citations
 - All areas of the text that come from resources have been cited with an in-text citation
 - A full citation label is present under the first iteration of every image
 - Each slide features cited research and then your own personal interpretations of that information

Component 3: Exhibition

For the exhibition task students at SL and HL should select and present their own original resolved artworks which best evidences:

- technical competence
- appropriate use of materials, techniques, processes
- resolution, communicating the stated intentions of the pieces
- cohesiveness
- breadth and depth
- consideration for the overall experience of the viewer (through exhibition, display or presentation)

Task Requirements:

Exhibition SL:

- A selection (4-7) of **resolved** artworks from your exhibition.
- A curatorial rationale (400 words).
- Exhibition text for each piece.
- Two exhibition photos.

Exhibition HL:

- A selection (8-11) of **resolved** artworks from your exhibition.
- A curatorial rationale (700 words).
- Exhibition text for each piece.
- Two exhibition photos.



Breakdown of Overall Tasks:

Task 1: Communication of a coherent collection of works:

- To what extent does the submitted work communicate a coherent collection of works which fulfill stated artistic intentions and communicate clear thematic or stylistic relationships across individual pieces?
- The work shows some coherence through adequate communication of thematic or stylistic relationships across individual pieces. Stated intentions are adequately fulfilled through the selection and application of media, processes and techniques and the considered use of imagery.

Task 2: technical competence

- To what extent does the submitted work demonstrate 1) effective application and manipulation of media and materials; 2) effective application and manipulation of the formal qualities?
- The work demonstrates adequate application and manipulation of media and materials to reach an acceptable level of technical competence in the chosen forms and the effective application and manipulation of the formal qualities.

Task 3: Conceptual Qualities:

- To what extent does the submitted work demonstrate effective resolution of imagery, signs and symbols to realize the function, meaning and purpose of the art works, as appropriate to stated intentions?
- The work visually elaborates ideas, themes or concepts to a point of adequate realization and demonstrates the use of imagery, signs or symbols that result in adequate communication of stated artistic intentions.

Task 4: Curatorial Practice:

(SL): To what extent does the curatorial rationale justify the selection, arrangement and exhibition of a group of artworks within a designated space?

The curatorial rationale mostly justifies the selection and arrangement of the exhibited works, which are presented and arranged in line with the student's stated intentions in the space made available to the student. (2)

(HL): To what extent does the curatorial rationale demonstrate 1) the justification of the selection, arrangement and exhibition of a group of artworks within a designated space; 2) reflection on how the exhibition conveys an understanding of the relationship between the artworks and the viewer?



The curatorial rationale mostly justifies the selection and arrangement of the exhibited works. The curatorial rationale mostly articulates the relationship between the artworks and the viewer within the space made available to the student. (2)

Writing the Curatorial Rationale:

The curatorial rationale requires SL and HL students to explain why specific artworks have been chosen and presented in a particular format. It provides students with an opportunity to explain any challenges, triumphs, innovations or issues that have impacted upon the selection and presentation of the artworks. Students should use the curatorial rationale to explain the context in which particular artworks were made and presented in order to connect the work with the viewer. In addition to this, students at HL should also explain how the arrangement and presentation of artworks contributes to the audience's ability to interpret and understand the intentions and meanings within the artworks exhibited.

Task 1: SL students

Use some of the following questions to help guide the process

- What are you hoping to achieve by presenting this body of work? What impact will this body of work have on your audience? What are the concepts and understandings you initially intend to convey?
- How have particular issues, motifs or ideas been explored, or particular materials or techniques used?
- What themes can be identified in the work, or what experiences have influenced it?
- How does the way you have exhibited your artwork contribute to the meanings you are trying to convey to an audience?

Task 1: HL students

Use some of the following questions to help guide the process

- What is the vision for presenting this body of work?
- How have particular issues, motifs or ideas been explored, or particular materials or techniques used?
- What themes can be identified in the work, or what experiences have influenced it?
- How does the way you have exhibited your artwork contribute to the meanings you are trying to convey to an audience?
- What strategies did you use to develop a relationship between the artwork and the viewer, for example, visual impact?
- How does the way you have arranged and presented your artworks support the relationship and connection between the artworks presented?
- What do you intend your audience to feel, think, experience, understand, see, learn, consider from the work you have selected for exhibition?

Policies

- [Attendance](#) (please use link to see schoolwide policy)



- Late Work Policy:
 - Formative assessments - any work submitted more than a week late will not receive a grade and will be marked as a zero. No late work will earn a grade higher than a 4 even within the week grace period.
 - Summative Assessments: Summatives will be designated long in advance therefore there is not a one week policy. For each day beyond the due date the overall grade will dropped one full letter grade.
- [AI Guidance](#) (please use link to see schoolwide policy)
- [Academic Integrity](#) (please use link to see schoolwide policy)
- [Grade Appeal Policy](#) (please use link to see schoolwide policy)
- Communication: The best way to communicate is via email: judesen@riverstoneschool.org

Grading Scale

All DP grades are awarded on a 1-7 scale. When considering marking a student's work, it is imperative that teachers take the IB recommendations on how to assess a student fully into consideration.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment.
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it
- IB grade boundaries published after each examination session. This helps the teacher to measure a students ability numerically and compare that result to historical results.

Please see the descriptions below to understand what it means for a student to earn a specific IB number grade.

[DP Grade boundaries](#) for each subject (in progress)

IB Grade	Grade Boundary	Grade Translation	GPA Points	Grade Descriptor
7	Each Diploma Program class has different grade boundaries. These are updated into each individual Managebac class in alignment	A+	4.0	Consistently produces innovative work demonstrating insight into the task beyond what was addressed in class. The work exemplifies a high degree of accuracy without the assistance of the teacher. Consistently demonstrates novel and creative ideas to transfer knowledge and skills to complex classroom topics as well as real-world situations.
6		A	4.0	Sometimes produces innovative work demonstrating insight into the task beyond what was addressed in class. The work is satisfactory to the task representative of a thorough understanding of the knowledge and skill necessary to carry out similar work that might be unfamiliar.



5	with the DP guidance by group and subject. Please check your student's grade in Managebac and you can use this table to convert to A-F and the 4.0 GPA scale.	A- B+	3.75 3.5	Produces generally high quality work representative of attempts to apply critical thinking. Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology. When introduced to unfamiliar concepts, knowledge and skills are attempted to be used in application, but requires some assistance.
4		B B-	3.25 3.0	Produces good quality work representative of a basic understanding of concepts addressed within the context of class. Demonstrates an adequate usage of subject specific terminology limited to items discussed within the class setting. Application to real-world settings requires significant assistance.
3		C+ C C-	2.75 2.25 2.0	Produces work of acceptable quality. Inability to use subject specific terminology reveals gaps in understanding or misunderstandings. There are some attempts at creative and critical thinking with support, but ultimately unable to make conceptual leaps in the real-world.
2		D	1.0	Produces work of limited quality. Infrequent demonstration of understanding with very little to no use of subject specific terminology. Even with support provided, there is little effort to think critically.
1		F	0.0	Insufficient evidence to assess student work.

Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.