



Visual Arts - HL/SL

Teacher + Email	David Anjo david.anjo@teacher.cis.edu.vn
Course Codes	IBARTS1 and IBARTS2, or IBARTH1 and IBARTH2
General Description	<p>Education in the arts involves students intellectually, emotionally, socially and physically. Learning through the arts therefore fosters integration of students' cognitive, emotional, sensory, and motor capacities, and enables students with a wide variety of learning styles to increase their learning potential. Students also learn that artistic expression is a creative means of clarifying and restructuring personal experience.</p> <p>Study of the visual arts nourishes the imagination and develops a sense of beauty, while providing unique ways for students to gain insights into the world around them. In producing their own works, students communicate their insights while developing artistic skills and aesthetic judgment.</p> <p>The IB Diploma Programme Visual Arts course offered at CIS encourages students to challenge their own creative and cultural expectations and boundaries. This will be 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.</p> <p>In addition to exploring and comparing visual arts from different perspectives and in different contexts, CIS visual arts students will be 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.</p> <p>The IB Diploma Programme visual arts course offered at CIS fully supports the IB 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.</p> <p>(portions of this document, copyright, ©2014, IBO)</p>
Syllabus Breakdown	<p>Kickoff! Includes but not limited to: goal and objective setting; classroom rules and regulations; time management for artists; research skills for artists; theme research and setting; fundamental drawing and painting skills; the journal; the IB Learner Profile; Academic Honesty; Assessment Policy, et al 8 Weeks 24 classes for HL 16 classes for SL</p> <p>Advanced Drawing Includes but is not limited to both pencil/graphite and ink drawing with primary focus on theme integration. Builds on drawing fundamentals. 8 weeks 24 classes for HL 16 classes for SL</p> <p>Advanced Painting Includes but is not limited to both oil and watercolour painting with primary focus on theme integration. Builds on painting fundamentals. 9 weeks 27 classes for HL 18 classes for SL</p> <p>Introductory Photography Primary focus is theme integration within the context of a photographic medium. Additional instruction on the appropriate photographic representation of analogue work and internet based distribution is included. 8 weeks 24 classes for HL 16 classes for SL</p> <p>Year In Review Includes the public exhibition of work to date; includes summer photographic journal assignment. 3 weeks 9 classes for HL 6 classes for SL</p>

	<p>[end year one - summer break]</p> <p>Welcome Back! Drawing/Painting Blitz 2 weeks 6 classes for HL 4 classes for SL</p> <p>Advanced Photography Builds on Introductory course and summer assignment, with integration of theme as a focus 8 weeks 24 classes for HL 16 classes for SL</p> <p>Introductory Typography and Digital Publication Fundamentals of type design and associated layout within a digitally produced paper publication; theme integration is also expected. 8 weeks 24 classes for HL 16 classes for SL</p> <p>Advanced Typography and Digital Publication Continuation of introductory course with a theme integration focus and eventual catalogue production of student work. 6 weeks 18 classes for HL 12 classes for SL</p> <p>Final Exhibition Preparation Includes the digital distribution of final work to the IBO. 6 weeks 18 classes for HL 12 classes for SL</p>
Internal Assessments 40%	HL/SL - Exhibition, 100%
HL	<p>Students at HL 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. HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8-11 artworks. HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</p> <p>HL students may 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. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>
SL	<p>Students at SL 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. SL students submit a curatorial rationale that does not exceed 400 words. SL students submit 4-7 artworks. SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</p> <p>SL students may 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. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>
External Assessments 60%	HL/SL - Comparative Study, 33% and Process Portfolio, 67%
HL	<p>Comparative study</p> <p>Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. HL students submit 10-15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). HL students submit 3-5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. HL students submit a list of sources used.</p> <p>Process portfolio</p> <p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. HL students submit 13-25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a</p>

	minimum of two columns of the art-making forms table.
SL	<p>Comparative study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). SL students submit a list of sources used.</p> <p>Process portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course. SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</p>