

GRADE 12 ADVANCED ART - IB VISUAL ARTS

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MEDIA/TECHNIQUES/CONTENT

Curation
Film Photography
Digital Photography
Etching
Silverpoint

PROJECTS

Comparative Study
Process Portfolio
24 Hour Drawing
Artifacts: performative sculptures
Independent Project Planning

HOMEWORK

Students are required to work consistently over the semester to develop their ideas and techniques through assessed sketchbook work based on a combination of instructor prompts and student ideas. While class time is sometimes provided for the development of projects, significant out of class work is required in the development and completion of projects, particularly in the later stages of the course when students are finalizing works for their exhibition. Additionally, students will have assigned readings on art theory and art history from the class textbook, *Preble's Artforms*.

ASSESSMENT

For students to receive a credit towards their High School Diploma, they must demonstrate mastery in summative assessments set by the class teacher, which may take the form of:

- in-class or out-of-class art projects
- timely review of independent research and skill development as collated in student sketchbook
- quizzes that assess both knowledge and skill acquisition
- exercises in visual analysis in both textual and graphic forms
- a final exhibition
- other types of projects connected to works studied set by the teacher

IB Assessment: SL

External assessment

Part 1: Comparative study (20%)

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.

Part 2: Process portfolio (40%)

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.

Internal assessment

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Part 3: Exhibition (40%)

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. 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.

IB Assessment: HL

External assessment

Part 1: Comparative study (20%)

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.

Part 2: Process portfolio (40%)

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 minimum of two columns of the art-making forms table.

Internal assessment

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Part 3: Exhibition (40%)

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.
- 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.

DISPLAY

Students will learn to analyze, discuss, curate and prepare their work for a final exhibition that will be displayed in the Art Gallery in addition to smaller formative exercises in exhibition display.

PERFORMANCE INDICATORS

The student understands and can apply media, techniques and processes related to the visual arts

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

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

The student knows, in the making of artwork, how to use the various media to create desired sensory qualities, organizational principles and expressive features

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

The student knows a range of subject matter, symbols and potential ideas in the visual arts

Refine the ability to employ references, concepts and symbolic imagery in order to communicate a visual idea.

The student understands the visual arts in terms of its relation to history and cultures

Make an in-depth study of an artist or school of art that is then processed through one's artistic practice.

The student understands, and can identify, the characteristics and merits of one's own artwork and the artwork of others

Develop an ability to curate and organize artworks to create coherent and resonant relationships.

The student understands relationships between fine art, the other arts and disciplines outside of the arts

Demonstrate an understanding of how contemporary art is used to contextualize, reexamine or critique areas of culture or society of which the student is a part.