

IB Visual Arts is a rigorous two-year course dedicated to the independent research and development of a student's skills, knowledge and appreciation of visual arts. IBVA students are risk-takers, inquirers, thinkers, communicators, reflective, open-minded, knowledgeable, principled, balanced and caring. IBVA has 3 components - the Comparative Study, Process Portfolio and the Exhibition. More information on each component can be found in the next page.

*“The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.*

*The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is 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. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are 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.*

*Supporting the International Baccalaureate 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.”*

- IB Visual Arts Guide 2017



FIRST STEP - Acquire a Visual Arts Journal (VAJ) and 2B-2H Pencils/Blending Stump/Eraser/Sharpener

Acquire a sturdy, medium sized (9x12 inches) [sketchbook](#) that you will use throughout the Summer and the following two years. This will be your dedicated visual journal (or diary), so make sure it's not shared with other classes. Also get a [2B](#) and a [2H](#) pencil, an [eraser](#), [blending stump](#) and a [sharpener](#). You can get these supplies from Lumen or any art supplies store (refer to the links shown previously).

You will be using these supplies for the Summer Assignment which has two parts that you can find the instructions below and in the next page. Read all of the instructions before your start! If you have doubts or questions, do not hesitate to contact me during the summer and I will do my best to get back to you as soon as possible at - [buckley@asf.edu.mx](mailto:buckley@asf.edu.mx)

Note About Media/Materials: ASF provides materials for instructional needs such as demos/tutorials, but does not provide supplies for individual student needs. Those must be acquired by the student/parent as needed. Having a variety of student-quality media will benefit the student's development working at home such as - graphite pencils, colored pencils, oil pastels, dry pastels, inks, markers, watercolor paints, gouache paints, acrylic paints, oil paints, variety of painting brushes, conte crayons, charcoal, collaging supplies, linoleum printmaking supplies.

PART 1: Let It Flow - Let It Grow (experimentation/exploration/ideation)

Day 1 - Set aside the first six pages of your new sketchbook for this on-going project. Start as soon as you can as this project will progress over the course of the summer. In the center of the first page on your first day, give yourself precisely one hour (put a timer) to draw on the page with your 2H and 2B pencils. Do not draw anything in particular - not a figure (person), or an object, or a landscape. Play with lines and shapes and add value (shading) with no particular objective (a true doodle). Let it Flow. The doodle does not have to cover the whole page at this point and it can go in any direction it wants. Once the timer reached one hour, stop drawing and write somewhere near the doodle the time you began and finished and the date you accomplished this first approach. Put down your pencils and take a photo for your first process documentation (be sure to save these photos, perhaps in your Google Drive, as you will need them later). Close your sketchbook and step away from it for the day.

Day 2 - The very next day, go back to your doodle and intentionally spill coffee/tea on and around your doodle (don't pour from the cup and instead use your fingers or a rag to splash it onto your page vigorously). Leave your sketchbook in the sun to dry for the day.

Later that Week - Come back to the doodle and stains later that week. Using the same pencils, draw on and around the stains and expand on your original doodle (but do not completely cover or erase the original doodle, try to keep that as intact as possible), and introduce one new medium (it may be inks, paints, oil or dry pastels, charcoal, dirt, collaging, cutting, adding new materials like cloth, anything that can leave a mark - try to acquire as many materials during the summer that you can) to your growing doodle. You can now include recognizable figures or objects as you see fit. Try to reach all edges of the page this time. Let it Grow. Take as much or as little time you want, but once again record the time you started and finished and the date next to the doodle. Take a photo.

Twice-A-Week throughout the Summer - From your first full page, continue working on the subsequent five pages in which you expand and connect from your original doodle to new shapes, designs, and doodles **adding a new and different material in each session** (consider stepping on the drawing with dirty feet, shoes, flip-flops to capture patterns - or foods that stain - and you can reuse media, but try to find new different media/things you can apply in each new session). There should be some visual connection from one page to another. Record the times/dates on the pages and take a photo of each session. Be messy, be risky, be bold. This project is not about a refined, finished product but about exploration, experimentation and expanding on ideas. Note - use six separate pages, not the backs of the pages.

There should be at least 12 sessions (twice a week for six weeks), at least 12 process photos, and six full pages of you expanding and developing this flowing and growing doodle with at least 12 different types of media (if you have access to a variety of media, if not be creative and use tea/coffee/dirt/magazines/foods/liquids with color/trash/anything that can leave a mark or can be applied to your doodle).

Follow these links for Sketchbook Inspirations: [Link 1](#), [Link 2](#), [Link 3](#), [Link 4](#), [Link 5](#), [Link 6](#)





# Comparative Study

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## 20 • Graphics • Design

### Bus stop, Portland, 2012

During the day, the transparent panels of a translucent plastic cover are open, allowing the bus stop to breathe. At night, the panels are closed, and the bus stop is transformed into a shelter. The panels are made of a translucent plastic that is 1/8" thick and is made of a translucent plastic that is 1/8" thick. The panels are made of a translucent plastic that is 1/8" thick and is made of a translucent plastic that is 1/8" thick.

#### OPTIONAL

This is a design exercise for a bus stop. The bus stop is a structure that is used to shelter people from the weather. It is a structure that is used to shelter people from the weather. It is a structure that is used to shelter people from the weather.

#### EXERCISE

This is a design exercise for a bus stop. The bus stop is a structure that is used to shelter people from the weather. It is a structure that is used to shelter people from the weather. It is a structure that is used to shelter people from the weather.

A photograph of the bus stop at night, showing the translucent panels closed and illuminated from within.

A photograph of the bus stop during the day, showing the translucent panels open and the structure in its natural state.

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A photograph of the bus stop during the day, showing the translucent panels open and the structure in its natural state.

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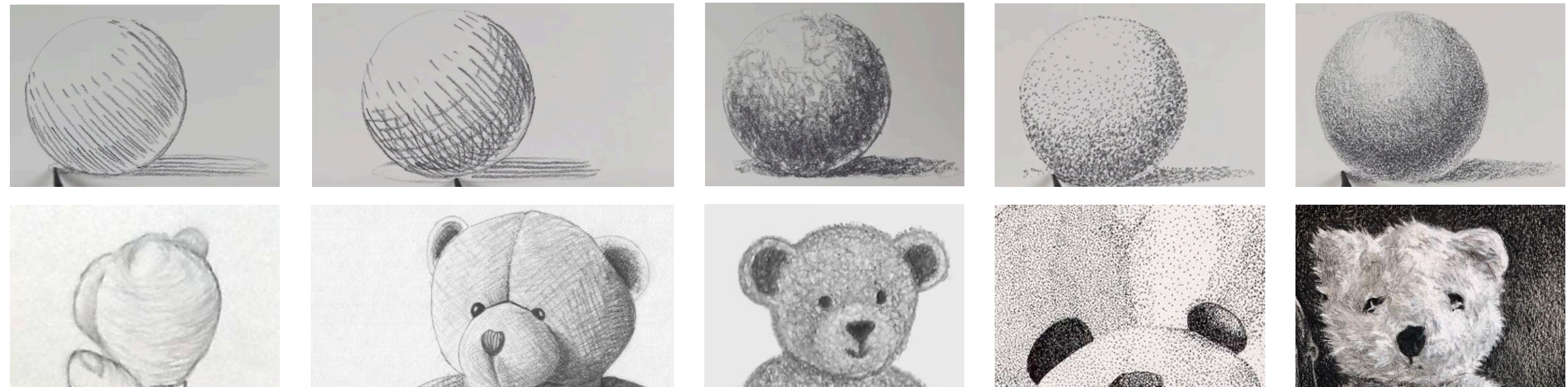
## PART 2: Object Study with Meaning (skill development)

For Part 2 of your Summer Assignment, you will make seven observational drawings of one object from different viewpoints in various techniques prescribed below.



Watch [THIS VIDEO](#) on the seven different techniques for guidance on each technical approach.

## Technique 5: CIRCLING



## Summer Assignment Learning Objectives

Skill Development - Artists improve by practicing and making, many times, of the same technique.

