

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Visual Arts IBHL 1 & 2	Course Code	[Office use only]
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Transcript Title:	Visual Arts IB HL1 & 2AB	Grades Levels:	11-12	Board Adoption Date:	
Content Area:	Communication Arts	GPA Scale:	5.0	Date Course Submitted:	June 2011
Credential Req:		Graduation Subject Areas:	Humanities	Elective	
UC/CSU "A-G" Area Approvals:	YES		School Site that wrote and submitted the course:	NHHS	
Prerequisite(s):					
Next course(s):					

COURSE DESCRIPTION (catalog summary):

Students in this two-year IB visual arts course will develop a body of work, which represents their individual research, and development of artistic expression. Students will create works in various media inspired by their own personal research. The structure of the course is designed to provide students with the opportunities to develop aesthetic, imaginative and creative facilities; stimulate and train visual awareness, perception, and criticism of the arts of various cultures; enable students to discover, develop, and enjoy means of creative visual expression; encourage the pursuit of quality through training, individual experiment, and persistent endeavor. Students will be given an opportunity to select from a variety of visual media limited only by the resources available to the individual.

This course will prepare students for the International Baccalaureate Higher Level art examination. The Higher Level involves 240 hours to be completed in two school years with 30% Research Workbooks and 70% dedicated toward studio work.

GOALS (expected performance outcomes for students):

- Illustrate ideas for artworks from direct observation, experiences, and imagination.
- Compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately.
- Create visual solutions by elaborating on direct observation, experiences, and imagination.
- Create designs for practical applications.
- Demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture.
- Compare and contrast historical and contemporary styles, identifying general themes and trends.
- Describe general characteristics in artworks from a variety of cultures.
- Compare and contrast career and vocational opportunities in art.
- Interpret, evaluate, and justify artistic decisions in personal artworks; and

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- *Select and analyze original artworks, portfolios, and exhibitions by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings.*

Investigation Workbooks: Students will be expected to:

- *Demonstrate clearly in verbal and graphic terms how personal research has led to an understanding of the topics or concepts under consideration.*
- *Analyze critically the formal structures of art, technical and aesthetic qualities of the art forms studied and/or of personal interest or relevance.*
- *Relate the material to its cultural, historical, international influences or origins, multicultural influences and interpretations, and/or social context.*

CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships & Applications

EVALUATION (how the effectiveness of the course will be monitored and assessed):

*Assessment of the student in the IB Visual Arts program will be based on the curriculum goals and objectives. The evaluation is based on each candidate's body of work as a whole, both the finished products, and the processes of artistic research and development. The finished products as well as the artistic research and development will be assessed. The two general criteria are concerned with the relationship between studio work and investigation workbooks. The candidates will submit a Candidate Record Booklet, which will facilitate moderation. Included in the CRB will be a personal statement by the candidate, photographs of studio work, teacher's statement and photocopies of investigation workbook pages. The assessment will use the criteria as outlined by the IB Program using Internal (*Investigation Workbook) and External (Exhibition**) Assessments.*

**Investigation Workbooks will be assessed for: extent and application of personal research, evidence of personal visual growth reflecting confidence, originality, creativity and imagination, awareness of global influences, consistently high technical quality, ability to critique and analyze personal work and effective use/awareness of elements and principles of design.*

***Exhibition of at least 20 pieces in April of 12th grade year. Exhibit is viewed by and discussed with a visiting examiner who has also reviewed the Investigation Workbook before meeting with the candidate. Works will be assessed on the quantity (40 pieces with ½ displayed) and quality of work as is representative of the total hours of studio work (amount of work may vary depending on the media chosen).*

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Unit 1 (11th grade)	Length of Unit: 3 Block/Class Sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
INTRODUCTION - Investigation Workbook - Seeing, Wondering, Enjoying - When is Art?	<i>artists, viewers, traditional, contemporary, abstract, conditions, philosophy of art, good design, harmonious, aesthetic experience</i>	<i>Visual Arts Content Standards:</i> <i>1.1-1.3</i>	- Distribute, review and discuss IB Visual Art Student Handbook - Historical References - Read Chapter 1 + Vocabulary, review in class discussion - Purchase IWB - IWB: Future Art: Make a list of things around you that may be art in the future - Read Ch. 2 + Vocabulary, review in class discussion - IWB: Events you experienced with an aesthetic experience.	IB Visual Arts Handbook Textbook: <i>The Visual Experience, Ch. 1-2</i> Investigation Workbook (IWB) Vocabulary & Study Questions Worksheets
Differentiation	Support -- for students who are struggling with the content	Content: <i>Assistance from teacher, note taking/vocabulary guide, IB Visual Arts Handbook</i> Process: <i>Assistance from teacher, partnering with classmate, further explanation, before/after class tutoring.</i> Product: <i>Student adapted IWB assignment, one IWB assignment instead of two, teacher assistance with IWB if applicable.</i>		
	Extension – for high achieving students.	N/A		
Evaluation	<i>Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB's.</i>			

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Unit 2 (11th grade)	Length of Unit: 6 block/Class Sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
WHAT TO LOOK FOR - Describing What You See - Line - Shape & Form - Value & Color - Space - Texture & Movement	<i>describe, facts, opinions, shading, elements of art, line, descriptive outline, contour, hatching, cross-hatching, implied, edges, closure lines of sight, abstract lines, shape, positive/negative shape, form, ellipse, shape consistency, organic, geometric, closed form, open shapes, value, shading, chiaroscuro, color hue, primary, secondary, intermediate, complimentary, intensity, triad, split complimentary analogous, space, volume, spatial, sculpto-pictorama, picture plane, one and two point perspective, aerial perspective, framing, texture, glossy, matte, simulated, implied, optical movement, kinetic art, sequence, shot, pan, track</i>	<i>Visual Arts Content Standards:</i> 2.1, 2.4 4.1, 4.3	- Read Ch. 3-8 + Vocabulary, review in class discussions (over 9 class sessions) - INVESTIGATION WORKBOOK - Drawing based on oral description from classmate, compare - Examples of line in art, describe with adjectives, pick one adjective and expand upon - Artist Study: Escher - Artist Study: Cassatt - Foreshortening from Observation - Japanese Scroll Painting- identify types of form - Artist Study: Van Gogh - Color: Explore a relationship - STUDIO: - Figure Drawing (express idea or feeling through use of line) - Historical references - Gesture and contour drawing - Class & self critique - Movement & Texture in Sculpture - IWB Round Table	IB Visual Arts Handbook Textbook: <i>The Visual Experience, Ch. 3-8</i> Investigation Workbook (IWB) Vocabulary & Study Questions Worksheets Mixed media supplies
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide, IB Visual Arts Handbook Process: Assistance from teacher, partnering with classmate; further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		

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	Extension – for high achieving students.	<i>Expansion on IWB work; advanced studio work</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Investigation Workbook progress, review & critique of studio work</i>	
	Summative Assessments (unit final evaluation): <i>Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB as well as studio assignment(s).</i>	

Unit 3 (11th grade)	Length of Unit: 7 block/class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
HOW IS IT ORGANIZED - Analyzing what you see - Design	<i>compositing, analyzing, design, unity, proximity, similar, continuation, variety, dominance, rhythm, movement, principles of design</i>	<i>Visual Arts Content Standards:</i> 1.4, 1.8 2.1, 2.4, 2.5	<i>Read Ch. 9 & 10 + Vocabulary, review in class discussions (over 2 class sessions)</i> INVESTIGATION WORKBOOK <i>Artist Study: Grant Wood</i> <i>Balance in Drawing (symmetrical, asymmetrical, radial)</i> <i>Artist Study: Faith Ringgold</i> <i>Large, black square (interpret)</i> <i>Compare/Contrast two different still lifes</i> STUDIO: <i>Still Life</i> <i>Historical References</i> <i>Still life studies</i> <i>Class & self critiques</i>	IB Visual Arts Handbook Textbook: <i>The Visual Experience, Ch. 9 & 10</i> Investigation Workbook (IWB) Vocabulary & Study Questions Worksheets Mixed media supplies

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			IWB Round Table	
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide Process: Assistance from teacher, partnering with classmate; further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion on IWB work; advanced studio work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Investigation Workbook progress, review & critique of studio work			
	Summative Assessments (unit final evaluation): Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB as well as studio assignment(s).			

Unit 4 (11th grade)	Length of Unit: 9 block/class periods			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
What Is It Made Of Introduction to Media	medium, 2D, 3D, subject matter, opaque, chalks, watercolor, flat, graded, mixed, tempera, oil, acrylic, fresco, mosaic printmaking, relief print, intaglio, plano graphic prints, screen prints, photography & film, video art, computer art,	Visual Arts Content Standards: 1.5 2.1-2.6	- Read Ch 11, 12, 13 Vocabulary, review in class (over three class periods) - INVESTIGATION WORKBOOK - Media Exploration/Experimentation - Artist Study: Elizabeth Catlett	IB Visual Arts Handbook Textbook: <i>The Visual Experience</i> , Ch. 11, 12 & 13

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- Two-Dimensional Media - Three-Dimensional Media	collage, relief, casting, mold, lost-wax, armature, plastic/plaster casting, modeling, coiling, slab building, paier mache, constructions, assemblage, kinetic sculpture environmental art, ceramics, hand building, throwing, jewelry, weaving, soft sculpture, glass, stained glass		- Traditional vs Modern - Photos: Explore Point of View (low, high, close, far, etc.) - STUDIO: - Painting a situation: Multi-Media Triptych (next 3 stages after a master situational (social issue) painting) - IWB Round Table	Investigation Workbook (IWB) Vocabulary & Study Questions Worksheets Mixed media supplies
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide Process: Assistance from teacher, partnering with classmate; further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion on IWB work; advanced studio work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Investigation Workbook progress, review & critique of studio work			
	Summative Assessments (unit final evaluation): Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB as well as studio assignment(s).			

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Unit 5 <i>(11th grade)</i>	Length of Unit ... 9 block/class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
What Is It Saying <i>Interpretation: There is More Than Meets the Eye</i> <i>Non-Western Art</i> <i>Africa</i>	<i>interpret, art history, non-western, individualism, India, Hinduism, polytheistic, Buddhism, masonry, Southeast Asia, China, dynasty, Taoism, Japan, Shintoism, Islam, Monotheism, mosque, Qibla, Mihrab, minaret, idolatry, Africa, Pre-Columbian, South America, Meso-America, corbelled arch, north America, southwest, northwest coast, totem, plains</i>	<i>Visual Arts Content Standards:</i> <i>1.3, 1.4</i> <i>2.1, 2.2</i> <i>3.1-3.4</i> <i>4.1</i>	<i>Read Ch 15, 16, 17 Vocabulary, review in class (over three class periods)</i> <i>INVESTIGATION WORKBOOK</i> <i>Artist Study: Sokari Douglas Camp</i> <i>Detailed Interpretation: Artwork of Choice</i> <i>Western vs Non-Western</i> <i>Social Values</i> <i>Religious Values</i> <i>Artist Study: Maria Martinez</i> <i>STUDIO:</i> <i>OPTION 1: Chinese Watercolor Landscape Painting</i> <i>OPTION 2: African Role Mask</i> <i>OPTION 3: Other non-Western influenced piece</i> <i>IWB Round Table</i>	<i>IB Visual Arts Handbook</i> <i>Textbook: The Visual Experience, Ch. 15, 16 & 17</i> <i>Investigation Workbook (IWB)</i> <i>Vocabulary & Study Questions Worksheets</i> <i>Mixed media supplies</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Assistance from teacher, note taking/vocabulary guide</i> <i>Process: Assistance from teacher, partnering with classmate; further explanation, before/after class tutoring.</i> <i>Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable</i>		
	Extension – for high achieving students.	<i>Expansion on IWB work; advanced studio work</i>		

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Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Investigation Workbook progress, review & critique of studio work</i>
	Summative Assessments (unit final evaluation): <i>Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB as well as studio assignment(s).</i>

Unit 6 (11th grade)	Length of Unit ... 9 block/class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Western Art - Ice Age - High Renaissance 1600's/Baroque – Post-Modern	<i>Humanism, Idealism, Doric, Ionic, Corinthian, forum, aqueducts, barrel vault, cross vault, Middle Ages, pointed vault, flying buttresses, Renaissance, High Renaissance, aerial perspective, Baroque, Counter Reformation, aristocrats, Enlightenment, middle class, Rococo, Neo-Classical, Romanticism, Realism, Impressionism, Post-Impressionism, Industrial Revolution, Chicago Style, wood frame, metal frame, Fauvism, Matisse, German Expressionists, Cubism, Surrealism, Dada, Eclectic, Bauhaus, Regionalism, Abstract Expressionism, Assemblage, Pop Art, Realism, ferroconcrete, post-modern</i>	<i>Visual Arts Content Standards:</i> 1.3, 1.4 2.1, 2.2 3.1-3.4 4.1, 4.2	- Read Ch 18 & 19, Vocabulary, review in class (over three class periods) - INVESTIGATION WORKBOOK - Light, space, movement, depth (use linear and aerial perspective) - Combine Baroque, Rococo & Renaissance characteristics in one drawing - Community architecture research - Renaissance music inspired drawing - Style Report - STUDIO: - Rococo inspired Landscape - Baroque Pocket Pot - IWB Round Table	IB Visual Arts Handbook Textbook: <i>The Visual Experience</i> , Ch. 18 & 19 Investigation Workbook (IWB) Vocabulary & Study Questions Worksheets Mixed media supplies

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Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide Process: Assistance from teacher, partnering with classmate; further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion on IWB work; advanced studio work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Investigation Workbook progress, review & critique of studio work			
	Summative Assessments (unit final evaluation): Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB as well as studio assignment(s).			

Unit 7: Final Exam <i>(11th grade)</i>	Length of Unit ... 2 block/class sessions			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>In The Final Analysis</i> <i>Criticism and Critics</i> <i>A Critical Method</i>	<i>criticism, art criticism, evaluation, description, content, analysis, hypotheses, interpretation</i>	<i>Visual Arts Content Standards:</i> 1.1-1.5 4.1-4.3	<i>Read Ch 20 & 21, Vocabulary, review in class</i> <i>Critical Analysis practice/discussion</i> <i>INVESTIGATION WORKBOOK</i> <i>Critique a critic</i> <i>STUDIO:</i> <i>N/A</i> <i>EXAM:</i>	IB Visual Arts Handbook Textbook: <i>The Visual Experience, Ch. 20 & 21</i> Investigation Workbook (IWB) Vocabulary &

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			○ Formal evaluation of an artwork (teacher supplied) ○ Personal reflection	Study Questions Worksheets
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide Process: Assistance from teacher, further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion on IWB work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Investigation Workbook progress, review & critique of studio work			
	Summative Assessments (unit final evaluation): Students will be assessed based on their participation in class discussions during Model Tasks and the work produced in their IWB as well as studio assignment(s).			

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Unit 8 (12 th grade)	Length of Unit ... September (10 block/class periods)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Continuation of Independent Studio Work Portfolio Development Reviewing Theme	<i>Values (religious, social, psycho-emotional, useful/practical, sensual, educational, decorative, communication)</i> <i>Exploratory, presentation of ideas, relevance, thoughtfulness, coherent, technical skill, development, depth, breadth, socio-cultural, historical, experimentatation,sources, presentation</i>	2.1-2.6 3.1, 3.3 4.1, 4.2 5.2	<i>Continued daily work in IWB</i> <i>Continued studio work</i> <i>Teacher and student lead discussions:</i> • <i>Relationship between studio work and IWB</i> • <i>Values presented in art</i> • <i>How to assess your studio work</i> • <i>Portfolio Theme Development</i>	IB Visual Arts Handbook <i>Mixed media supplies</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Assistance from teacher, note taking/vocabulary guide/handbook</i> Process: <i>Assistance from teacher, further explanation, before/after class tutoring.</i> Product: <i>Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable</i>		
	Extension – for high achieving students.	Expansion of IWB and Studio Work		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Investigation Workbook progress, review & critique of studio work</i>			
	Summative Assessments (unit final evaluation): <i>Students will be assessed based on finished products as well as the artistic research and development for each piece.</i>			

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Unit 9 (12 th grade)	Length of Unit ... October (10 block/class periods)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Writing About Art - Continued Theme Review - Proposals and Artist Statements	Annotate, analyze, compare/contrast, evaluate, response, description, formal analysis, tones, media, composition, mood/emotion, interpretation, evaluation	1.1-1.5 4.1-4.5	Continued daily work in IWB Continued studio work Teacher and student lead discussions: How to write an artist statement Practice critiques (self, peer, master work) Practice Artist's Statement	IB Visual Arts Handbook IWB Virtual Library Museum (http://archives.icom.museum/vlmp/) Textbook: <i>The Visual Experience</i>
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide/handbook Process: Assistance from teacher, further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion of IWB and Studio Work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Review and respond to student critiques; review and respond to artist statements			
	Summative Assessments (unit final evaluation): Quality and clarity of self/peer critiques and Artist Statements			

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Unit 10 (12 th grade)	Length of Unit ... November (10 block/class periods)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
IWB Checklist - Continued Theme Review - Continued work on Artist Statement	n/a	1.1-1.5	Continued daily work in IWB Continued studio work Revising Artist's Statement	IB Visual Arts Handbook IWB
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, /handbook Process: Assistance from teacher, further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion of IWB and Studio Work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Review and respond artist statements			
	Summative Assessments (unit final evaluation): Quality and clarity and improvement of artist statements			

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Unit 11 (12 th grade)	Length of Unit ... December (5 block/class periods)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Art in Context - Cultures - Medias		3.1-3.4	Continued daily work in IWB Continued studio work Art in Context discussion Winter Break Assignment	IB Visual Arts Handbook IWB Virtual Library Museum http://archives.icom.museum/vlmp/ Art in Context: www.artincontext.org
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide/handbook Process: Assistance from teacher, further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Expansion of IWB and Studio Work		
Evaluation	Formative Assessments (ongoing & mid-lesson): Review and respond to student critiques			
	Summative Assessments (unit final evaluation): Quality and clarity of critiques			

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Unit 12 (12 th grade)	Length of Unit ... January - March			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Art in Context (continued) - Mock Exam - Preparation for Exhibition - IB Record Books / Documentation	n/a	2.3	Continued daily work in IWB Continued studio work Class discussions: - IB Exam - How to mat artwork - How to photograph artwork - Selecting artworks to include in Final Exam - Selecting pages of IWB to include - Finalize 300-word artist statement	IB Visual Arts Handbook IWB Camera Color Printer Color Copier Mat cutter Mat board
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher Process: Assistance from teacher, further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with matting and photographing		
	Extension – for high achieving students.	n/a		
Evaluation	Formative Assessments (ongoing & mid-lesson): Review and respond to student critiques; review and respond to artist statements			
	Summative Assessments (unit final evaluation): Quality and clarity of self/peer critiques and Artist Statements			

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Unit 13 <i>(12th grade)</i>	Length of Unit ... April (10 block/class periods)	
	Model Tasks	Tools / Texts
EXAM & EXHIBITION		<i>Candidate Record Book</i> <i>IWB</i>

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Unit 14 (12 th grade)	Length of Unit ... May (10 block/class periods)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Careers In Art • Portfolio preparation for job interview	Architecture, Interior and Display Design, Graphic Design, Industrial Design, Fashion Design, Illustration, Film & Television, Art Education, Fine Art, Crafts, Photography,	5.3, 5.4	Continued work in IWB Exploratory Studio Art Portfolio Preparation Art Career Report	IB Visual Arts Handbook Textbook: <i>The Visual Experience, Ch. 14</i> Investigation Workbook (IWB) Vocabulary & Study Questions Worksheets Mixed media supplies
Differentiation	Support -- for students who are struggling with the content	Content: Assistance from teacher, note taking/vocabulary guide/handbook Process: Assistance from teacher, further explanation, before/after class tutoring. Product: Student adapted IWB assignment; fewer IWB assignments; teacher assistance with IWB if applicable		
	Extension – for high achieving students.	Job shadowing		
Evaluation	Formative Assessments (ongoing & mid-lesson): Review and respond to student critiques; review and respond to artist statements			
	Summative Assessments (unit final evaluation): Quality and clarity of art career report, portfolio preparation, production of exploratory art			

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Unit 15 (12 th grade)	Length of Unit ... June (6 block/class periods)	
	Model Tasks	Tools / Texts
Theory of Knowledge Preparing next year's IB students	- Socratic Seminar discussions - Artistic responses to discussions - Video or Power Point presentation to incoming IB Visual Arts students	Investigation Workbook (IWB) Mixed media supplies Computers