# IB ART Year 1 and Year 2 (SL, HL)
# Grades 11, 12

**Unit of Credit:** 4 Semesters Higher Level, 2 Semesters Standard Level

**Prerequisite:** Intro to Art. Consent of the instructor.

**Course Overview:**
IB Art lets students be thinking and practicing artists. It is an academically rigorous course that is designed for students interested in matriculating to a university. IB Art may be taken in a single year (standard level) or as a two-year course (higher level). Students will exhibit their work, explain their process, and place that work in cultural, historical, and critical context. The first year will concentrate on developing skills, context, and theory; the second year will concentrate on the development of a portfolio, the process and breadth of the discipline, and the student's ability to communicate ideas visually. Students will comply with the guidelines expressed in the IB Guidebook for the Visual Arts as well as the district requirements listed within,

**Units of Study:**
- Becoming informed and critical observers and makers of visual culture and media
- Becoming informed, reflective, and critical practitioners in the arts
- Developing perceptual and analytical skills
- Developing skills, techniques, and processes in order to communicate concepts and ideas
- Enjoying lifelong engagement with the arts
- Exploring and value the diversity of the arts across time, place, and cultures
- Expressing ideas with confidence and competence
- Making artwork that is influenced by personal and cultural contexts
- Understanding the dynamic and changing nature of the arts

**Vocabulary:**
Aesthetics, Artist Statement, Color, Conceptual Art, Critique, Depth, Form, Hue, Intensity, Line, Objectivity, Portfolio Review, Principles of Design, Shape, Space, Subjectivity, Texture, Value.

CREATING
**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

**VA:Cr1.1.IIIa** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
    - I can collaborate with others in the creative process.

- I can demonstrate an understanding of the Elements of Art and the Principles of Design related to my chosen media.
- I can work within the traditions of my chosen media in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**VA:Cr1.2.IIIa** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can demonstrate the ability to conceive, plan, and complete an artwork.
- I can use research tools to find artists and their work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

**VA:Cr2.1.IIIa** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

**VA:Cr2.2.IIIa** Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

- I can work within the traditions of my chosen media in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**VA:Cr2.3.IIIa** Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of my chosen media.

**Anchor Standard 3:** Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**VA:Cr3.1.IIIa** Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

**PERFORMING**

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

**VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit, and identify quality in presentation related to my chosen media.
- I can use research tools to find artists and their work.
- I can demonstrate an awareness of careers in the visual arts.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**VA:Pr5.1.IIIa** Investigate, compare, and contrast methods for preserving and protecting art.
- I can make real world connections related to my chosen media.
- I can articulate preservation, exhibition, and archival measures.
- I can explain how a piece of art is constructed.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.
- **Enduring Understanding:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**VA:Pr6.1.IIIa** Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
- I can work with the concepts of visual arts to make art.
- I can speculate and articulate how context influences the content of visual art under consideration.

**RESPONDING**

**Anchor Standard 7:** Perceive and analyze artistic work.
- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

**VA:Re.7.1.IIIa** Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- I can identify artists and how they use their work to influence culture.
- I can identify societal, cultural, and historical references at work in my chosen media.
- I can speculate and articulate how context influences the content of visual art under consideration.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

**VA:Re.7.2.IIIa** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- I can use research tools to find artists and their work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

**VA.Re8.1.IIIa** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can identify artists and how they use their work to influence culture.
- I can identify how various societal, cultural, and historical use my chosen media.
- I can speculate and articulate how context influences the content of visual art under consideration.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**VA:Re9.1.IIIa** Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

CONNECTING

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can identify artists and how they use their work to influence culture.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.

- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**VA:Cn11.1.IIIa** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify how various societal, cultural, and historical use the visual arts.
- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.