

Summary

IA Exhibition Works Current



Subject	Year	Start date	Duration
Visual Arts	IB1	Week 3, March	36 weeks 60 hours

Course Part

Component 3: Students submit for assessment a selection of resolved artworks from their final exhibition.

Inquiry & Purpose

? Inquiry / Higher Order Questions

Type	Inquiry Questions
Concept-based	To visually elaborate ideas, themes or concepts that result in effect communication of stated intentions.

Curriculum

🎯 Aims

- Become informed, reflective and critical practitioners in the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas

◇ Objectives

Demonstrate knowledge and understanding of specified content

- identify various contexts in which the visual arts can be created and presented
- describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- recognise the skills, techniques, media, forms and processes associated with the visual arts
- present work, using appropriate visual arts language, as appropriate to intentions

Demonstrate application and analysis of knowledge and understanding

express concepts, ideas and meaning through visual communication

analyse artworks from a variety of different contexts

apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

Demonstrate synthesis and evaluation

critically analyse and discuss artworks created by themselves and others and articulate an informed personal response

formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience

demonstrate the use of critical reflection to highlight success and failure in order to progress work

evaluate how and why art-making evolves and justify the choices made in their own visual practice

Select, use and apply a variety of appropriate skills and techniques

experiment with different media, materials and techniques in art-making

make appropriate choices in the selection of images, media, materials and techniques in art-making

demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes

produce a body of resolved and unresolved artworks as appropriate to intentions

Syllabus Content

Visual arts in context

Theoretical practice

Students examine and compare the work of artists from different cultural contexts

Students consider the contexts influencing their own work and the work of others

Art-making practice

Students make art through a process of investigation, thinking critically and experimenting with techniques

Students apply identified techniques to their own developing work

Curatorial practice

Students develop an informed response to work and exhibitions they have seen and experienced

Students begin to formulate personal intentions for creating and displaying their own artworks

Communicating visual arts

Theoretical practice

Students explore ways of communicating through visual and written means

Students make artistic choices about how to most effectively communicate knowledge and understanding

Art-making practice

Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media

and concept

Curatorial practice

Students select and present resolved works for exhibition

Students explain the ways in which the works are connected

Students discuss how artistic judgments impact the overall presentation

Art-making forms

Two-dimensional forms

Drawing: such as charcoal, pencil, ink

Painting: such as acrylic, oil, watercolour

Printmaking: such as relief, intaglio, planographic, chine collé

Graphics: such as illustration and design

Three-dimensional forms

Sculpture: such as ceramics, found objects, wood, assemblage

Designed objects: such as fashion, architectural, vessels

Site specific/ephemeral: such as land art, installation, mural

Textiles: such as fibre, weaving, printed fabric

Lens-based, electronic and screen-based forms

Time-based and sequential art: such as animation, graphic novel, storyboard

Lens media: such as still, moving, montage

Digital/screen based: such as vector graphics, software generated

Research

Use of primary sources


Concepts

As students begin to develop a body of work, they are encouraged to engage curatorial strategies that underpin exhibitions and the presentation of work for an audience. This means thinking about the process of selecting and rejecting works for exhibition, and considering how they can best be displayed.

They will consider methods of display, chronological or thematic, and explore how meaning is communicated through presentation.

IB DP Visual Arts 2022 (IB1)

 **ATL Skills**

 **Approaches to Learning**

 **Communication**

- In this unit, we will

construct a task around the use of different vocabulary and examples when speaking to different audiences

ask students to monitor and check the quality of their writing

encourage all students to contribute to discussions

 **Research**

- In this unit, we will

require students to formulate/construct a focused research question (either in class or in a homework assignment)

provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources

require students to record their search for sources in steps (types of search engines, search terms, and so on)

give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable


 **Developing IB Learners**

 **Learner Profile**

 Inquirers

 Reflective

 **Assessment**

 **Assessment criteria**

SL Criteria

Internal Assessment

Exhibition

A: Coherent body of works

B: Technical competence

C: Conceptual qualities

D: Curatorial practice

External Assessment

Process portfolio

A: Skills, techniques and processes

B: Critical investigation

C: Communication of ideas and intentions

D: Reviewing, refining and reflecting

E: Presentation and subject-specific language

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Description