

## Summary

### Introduction to Comparative Study Current

10 of 20  
weeks

Subject	Year	Start date	Duration
Visual Arts	IB1	Week 4, March	<span>20 weeks</span> 1 hour

#### Course Part

Component 1: Theoretical Practice

#### Description

To be informed about the wider world of Visual Arts and to understand and appreciate the cultural contexts which Artists produce their works.

## Curriculum

### Aims

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of 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 methods**

Theoretical practice

Students look at different techniques for making art

Students investigate and compare how and why different techniques have evolved and the processes involved

### **Research**

Use of primary sources

Use of secondary sources

## Concepts

The Comparative Study is an independent, critical and contextual investigation that explores artworks from differing cultural contexts. The CS is one of the 3 assessed components required by the Visual Arts Curriculum and it constitutes 20% of the final mark.

## ATL Skills

### Approaches to Learning



#### Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion

reward a new personal understanding, solution or approach to an issue

set students a task which required higher-order thinking skills (such as analysis or evaluation)

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

require students to take an unfamiliar viewpoint into account when formulating arguments

ask questions that required the use of knowledge from a different subject from the one you are teaching

include a reflection activity

make a link to TOK



#### Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other

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

have students give an oral presentation without reading from their notes

ask students to monitor and check the quality of their writing

construct a task so that students practise their listening skills

assess or give feedback on speaking or writing concisely

provide opportunities for students to read and understand different types of texts

encourage or require students to plan a response before they begin

ask students to formulate arguments clearly and coherently

encourage all students to contribute to discussions



### Self-management

- In this unit, we will
  - set deadlines for students to meet
  - require students to revise and improve on work previously submitted
  - ask students to set their own learning goals
  - ask students to break down a larger task into specific steps
  - ask students to look for personal relevance in the subject matter
  - give students feedback on their approach to a task
  - model positive skills and behaviours such as being well organized and punctual
  - create an atmosphere where students do not think they have to get everything right first time
  - discuss planning and approaches to revision



### Research

- In this unit, we will
  - require students to formulate/construct a focused research question (either in class or in a homework assignment)
  - reward or encourage correct citing and referencing
  - assign a task that required students to use the library
  - require students to practise effective online search skills (for example, use of Booleans and search limiters)
  - 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
  - discuss or model the importance of academic honesty and clear acknowledgment of sources



### Developing IB Learners

#### ☆ Learner Profile



Inquirers



Knowledgeable



Thinkers

IB DP Visual Arts 2022 (IB1)



Reflective