

Unit Title: The Exhibition**What content?**

The final exhibition is the culmination of the students' IB Art experience. Students present a selection of their best work in the form of a curated final show and defend and articulate their purpose and intention in a written rationale.

Students will be working on exhibition pieces to present; students will learn how to consider:

- technical skill
- appropriate use of materials, techniques, processes
- coherent relationships among the works (A Coherent Body of Work)
 - well resolved work in line with stated intentions in rationale
- consideration for the overall experience of the viewer (through exhibition, Methods of Display or presentation).

(Students will also be simultaneously working on their Comparative Study (Deadline for 2nd draft 10th November 2023 – it will be marked and feedback given for final CS to be submitted on 2nd January 2024) and Process Portfolio of their exhibition pieces)

Why teach this? What is the rationale?

In this unit students will learn to work like contemporary artists exhibiting in the real world. The final exhibition should be the culmination of the students' IB Art experience. Students present a selection of their best work in the form of a curated final show and defend and articulate their purpose and intention in a written rationale.

The Exhibition is 40% of our student's final mark (Internal assessment by teacher, external moderation by examiner)

How will you do it? (The learner attribute will influence the how)

E1	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk Taking	<p>What is a gallery and what is it's purpose?</p> <p>Students will visit a contemporary art gallery. They will meet curators who will explain the process of putting an exhibition together.</p> <p>Students will be encouraged to ask the following questions:</p> <ul style="list-style-type: none"> • Do you see any site-specific art, made in response to the location? How is it specific to the site? • What different methods of display can you observe? How is art hung, placed, lit, spaced and otherwise displayed? • Do you see any exhibitions that explore a theme or thread? Describe how the work is related through exploration of ideas. Describe how work is related through visual connections. • Is your experience as the viewer influenced by the way the work is presented? • Are there any occasions in which you are drawn in to participate or interact with the work? 	HL students will be working on 8 – 11 Exhibition pieces.

		Students will return to the studio at school and produce their own pop-up exhibition at a site in the school.	
Intended outcomes and/or Assessment? Students will have weekly tutorials with their teacher. These will be recorded in note form by the student. All assessments will follow the criteria from IB. Every half term marks will be recorded in G4S.			

E2	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk Taking	<p>What is an exhibition?</p> <p>Students will spend some time making exhibitions and exploring what curating means, inspired by our trip to a local gallery.</p> <p>Students will do this by carrying out the following activities:</p> <ul style="list-style-type: none"> • Observe strategies for displaying work and engaging the viewer, i.e. designing the space, placements of works in relation to each other, viewer interactivity, lighting, plinths, supports, hanging, etc. • Select a few works that go together and design a method of display. The layout for this can be done in the Journal. Explain how the works are connected and justify your choices. • Explore Exhibition Hanging Styles • Write Exhibition Texts for artworks: collect examples of exhibition texts from exhibitions visited or viewed online. Practice writing texts each time you finish a studio piece. • Create a personal documentary collection of objects and devise a method of display • Go to a contemporary art gallery showing artworks you know nothing about and experience the difference between uninformed and informed response. • Consider the relationship between Artist and Audience • Curate a Virtual Exhibition that explores artworks around a theme. Write an introduction and exhibition texts. 	HL students will be working on 8 – 11 Exhibition pieces.
Intended outcomes and/or Assessment? Students will have weekly tutorials with their teacher. These will be recorded in note form by the student. All assessments will follow the criteria from IB. Every half term marks will be recorded in G4S.			

E3	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
		<p>The curatorial Rationale</p> <p>Students will be introduced to the concept of the Curatorial Rationale.</p>	HL students will be working on 8

	Risk Taking	<p>This should be:</p> <p>400 words max SL 700 words max HL</p> <p>This is a written statement that accompanies the exhibition. The Curatorial Rationale specifically addresses the body of work chosen for the exhibition. It explains the intentions of the student, considers the presentation of the work using curatorial methodologies, and the relationship with the viewer. (HL)</p> <p>Students will look at examples from other students who have achieved a 7 and then work on creating their own.</p>	– 11 Exhibition pieces.
Intended outcomes and/or Assessment? Students will have weekly tutorials with their teacher. These will be recorded in note form by the student. All assessments will follow the criteria from IB. Every half term marks will be recorded in G4S.			

E4	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk Taking	<p>Mini Exhibition</p> <ol style="list-style-type: none"> 1. Students will be required to set up a mini exhibition in the reception area of the school. This will be a chance for them to go through the motions of curating their own work. 2. Students will write an exhibition text and present this with the show. 3. We will invite a visiting artist to work with the students and present their own work alongside the students. 4. Students will assess their work using the assessment criteria from IB. 	HL students will be working on 8 – 11 Exhibition pieces.
Intended outcomes and/or Assessment? Students will have weekly tutorials with their teacher. These will be recorded in note form by the student. All assessments will follow the criteria from IB. Every half term marks will be recorded in G4S.			

E4	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk Taking	<p>Final IB Submission, All work must be completed and recorded for submission to IB in March.</p> <p>Students will work on improving work and consolidating process portfolios</p>	HL students will be working on 8 – 11 Exhibition pieces.
Intended outcomes and/or Assessment? Students will have weekly tutorials with their teacher. These will be recorded in note form by the student. All assessment will follow the criteria from IB. Every half term marks will be recorded in G4S.			

--	--