

IB DP Unit Planner

Exhibition (T1) HL

TEACHER

Tarla Varney

SUBJECT

Visual Arts

SHARED GRADES

Year 2

START DATE

Week 1, February

DURATION

9 Weeks

COURSE PART

UNIT DESCRIPTION

INQUIRY & PURPOSE

Essential Understandings

Students evaluate how their ongoing work communicates meaning and purpose.

Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.

Inquiry Questions

Concept-based

What impact does your artwork have on different audiences?

Skills-based

Which skills, techniques and processes are most suitable to communicate your intended meaning?

CURRICULUM

Aims & Objectives

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

Make artwork that is influenced by personal and cultural contexts

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
- 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

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

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

- experiment with different 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

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
- Art-making practice
 - Students experiment with diverse media and explore techniques for making art
 - Students develop concepts through processes that are informed by skills, techniques and media

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

The visual arts journal

- Development of art-making skills and techniques
- Experiments with media and technologies
- Personal reflections
- Responses to first-hand observations
- Creative ideas for exploration and development
- Evaluations of art practices and art-making experiences
- Responses to diverse stimuli and to artists and their works
- Detailed evaluations and critical analysis
- Records of valued feedback received
- Challenges faced and achievements

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

Exhibition (T1) HL

- 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

Content, Skills & Concepts

SKILLS

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

Recognize the skills, techniques, media, forms and processes associated with the visual arts

Present work, using appropriate visual arts language, as appropriate to intentions

Express concepts, ideas and meaning through visual communication

ASSESSMENT

Formative assessment

Response to artists.

Comparative Study draft

Mock exams

Summative assessment

Comparative Study

Process Portfolio

Project 1 & 2 (Exhibition work)

Peer and self assessment

2 resolved artworks with a process portfolio that documents process, investigation, influences, purpose and meaning.

Comparative Study with 10 - 15 slides.

Standardization and moderation

Grade work against samples provided from a range of schools with allocated marks.

Assessment criteria

Comparative Study

Exhibition

Process portfolio

HL Criteria

Internal Assessment

Exhibition

- A: Coherent body of works
- B: Technical competence
- C: Conceptual qualities

External Assessment

Comparative study

- A: Identification and analysis of formal qualities
- B: Analysis and understanding of function and purpose
- C: Analysis and evaluation of cultural significance
- D: Making comparisons and connections
- E: Presentation and subject-specific language

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

CONNECTIONS

Approaches to Learning

 **Communication**

Learner Profile

Thinkers

Communicators

Risk-takers (Courageous)

International Mindedness

Students actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

TOK Connections

Personal and shared knowledge

Ways of knowing