

IB Visual Arts

Aims

The aims of the Visual Arts are to:

- provide students with opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art
- promote visual and contextual knowledge of art from various cultures
- encourage the pursuit of quality through experimentation and purposeful creative work in the various expressive media
- enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

Objectives

Students will be expected to demonstrate:

- growth and commitment through the study of art
- an interrelationship between their research and their artistic production
- through purposeful exploration an inquiring and integrative approach to a variety of visual phenomena
- ability to solve formal and technical problems encountered in studio practice
- technical skills and an appropriate use of media
- demonstrate clearly in visual and written terms how personal research has led to an understanding of the topics or concepts being investigated
- show some awareness of cultural, historical and social dimensions of themes in more than one cultural context
- examine the visual and functional qualities of art from their own and other cultures for meaning and significance

Studio Work

Students will be introduced to art concepts and techniques through practical work in the studio. Students are allowed and encouraged to work collaboratively in the studio, reflection is a common strategy of art professionals. However, the final assessment is an individual one, so students' work overall must show evidence of their individual achievements. Students are also encouraged to explore local art or craft tradition. At the end of the course students should have integrated an understanding of conceptual content, knowledge of form, and technical skill in some finished works of quality.

Choice of Media and Techniques

Work in the studio may combine several techniques and any medium may be used. Students may demonstrate mastery in various ways, provided their course of study includes an introduction to art concepts and techniques. The pursuit of projects in a variety of media, the development of original ideas, the discovery of creative solutions

and the acquisition of technical skills is the goal. Work of quality which shows a maturity of artistic understanding at the end of the course is preferable to work which shows a superficial acquaintance with a large number of techniques.

Research Workbooks

The purpose of the research workbook is to encourage personal research and discovery, which functions interactively with work in the studio. The workbook should incorporate: analytical research, discovery, interpretation, and media experiments. The workbook should contain visual and written information, including the student's own original works such as sketches and diagrams, and should function as a working journal. They should reflect the student's personal interests and may be a wide-ranging personal investigation into many fields. They should be a balance between analytical research and open-ended inquiry, illustrating the creative processes of the student.

The content of the research workbook can vary considerably, but they must show evidence of research into the sociocultural and historical contexts of more than one culture. Whatever the content, the use of the vocabulary of art criticism should be encouraged.

- Personal reports of visits to museums and galleries, local artists and designers should be included. Photographs, photocopies and cutouts from magazines are acceptable if they are relevant to the theme(s) and are accompanied by an explanation or critical comment. Relevant material from other disciplines (math, music, theater) may be included.
- Evidence of teacher-student dialogue, student-student dialogue or other collaborative strategies for responding to entries should be included. Pertinent questions, pointers to resources, and positive criticism from teachers or other students should be recorded.
- Information may be recorded by any means such as drawing, painting or word processing. However, it is preferable for the student to write out information. Sources must always be acknowledged
- Workbooks are journals, which should reflect a personal approach or style: they are neither scrapbooks nor sketchbooks. Workbook entries should be dated and kept in chronological order: they must not be constructed artificially after the work has been completed. The workbook should not be edited, as this prevents the teacher or examiner from identifying the student's personal progress during the course.
- Coursework and the teacher's lesson notes must not be included without modification, and materials should never be added to fill space
- Formal papers do not reflect the style of workbooks and should not be included. Long essays should be avoided

Students should decide their one area of study, taking into account the resources which are available in their locality. To support the development of themes, students should visit

local museums, galleries and libraries. Local artists, designers and other experts should be consulted. Other community resources, including craft markets, architecture and mass media, should be used. Creative connections, made possible by open-ended exploration of themes are encouraged. The focus is on the relationship between artistic production and research strategies. The research should complement the student's studio work.

Assessment Criteria Standard Level B

Research Workbooks

Independent Research (IND)

The workbook successfully and consistently demonstrates independence. Exploratory, and integrated approach to research, expressed both visually and in writing. The research shows appropriate depth and/or breadth and the findings are thoroughly understood. (5 pts.)

Critical Research (CRIT)

The workbook shows a methodical, critical examination of the meaning and significance of both visual and functional qualities of art related to the theme under consideration. Included are critical analysis of relevant aesthetic issues and appropriate examples of art from various cultures. The research strategies are coherent and appropriate to the themes examined. (5 pts.)

Contextual Research (CONT)

The workbook contains compelling evidence of thorough and consistent research into the sociocultural and historical contexts of more than one culture, including some unconventional approaches by the candidate. The contextual research is synthesized and appropriately integrated throughout the workbook. (5 pts.)

Visual Research (VIS)

The workbook illustrates a comprehensive exploration of the range of visual qualities and the representation of ideas related to themes, demonstrated through various types of original and recycled images, media experiments, and technical practice. Visual exploration exhibits both divergent and convergent strategies in the study of expressive forms. (5 pts.)

Integration (INTEG)

The body of work exhibits a natural, close and consistent relationship between research, both visual and written, and artistic production reflecting analysis, synthesis and exploration. The candidate exhibits an ability to integrate all aspects of the course and unite a mature body of work. (10 pts.)

Studio Work

Holistic Mark Band Descriptors (HOLB) (20 pts.)

Purposeful Exploration (PURP)

At the highest level of achievement there is evidence that the candidate's explorations of ideas are clearly and strongly integrated with his/her life and cultural context. The candidate includes both analysis and synthesis in the investigations, resulting in a powerful and significant body of work.

Meaning and Function (MEAN)

At the highest level of achievement the studio exploration shows an understanding of the relationships between conceptual content, formal knowledge and technical skill. It also demonstrates an understanding of the ways personal, sociocultural or aesthetic meanings are expressed through art media.

Formal Qualities (FORM)

At the highest level of achievement the studio exploration consistently shows strong evidence of thoughtful and inventive investigation of elements and principles of design. An ability to solve formal and technical problems is clearly evident as demonstrated by rigorous investigation of aspects of form in the body of work.

Technical and Media Skills (TECH)

At the highest level of achievement the studio exploration demonstrates considerable technical competence, and an excellent understanding of the relationship of media to the expressive purpose of art work.

General Criterion

Growth and Commitment (GROW)

There is substantial visual and written work of high quality, showing evidence of excellent growth during the course. The candidate demonstrates the ability to discriminate between his/her works of different quality and to articulate clearly the relationship to his/her development. (10 pts.)