

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

<b>COURSE TITLE:</b>	<b>IB Visual Arts Higher Level (HL) Year 1</b>
<b>COURSE NUMBER:</b>	<b>340290</b>
<b>CBEDS NUMBER:</b>	<b>2860</b>
<b>DEPARTMENT:</b>	<b>Visual and Performing Arts</b>
<b>LENGTH OF COURSE:</b>	<b>1 year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>11th</b>
<b>REQUIRED OR ELECTIVE:</b>	<b>Fulfills one year VAPA requirement, “f”; “g” elective credit</b>
<b>PREREQUISITES:</b>	
<b>Required -</b>	<b>None</b>
<b>Recommended -</b>	<b>Prior visual art experience or teacher recommendation</b>

**BOARD OF EDUCATION ADOPTION: April 17, 2017**

**NOTE:** This course is previously approved by the UC/CSU, under the International Baccalaureate Organization (IBO). The official IB Subject Guide was used to create the Course of Study submitted to the IBO on April 1, 2016, along with the Application for Authorization. The Course of Study submitted was approved by the IBO as meeting the requirements of the course. **Please see the attached Visual art guide published by the IBO, March, 2014.**

**COURSE DESCRIPTION:**

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.<sup>1</sup>

**COURSE PURPOSE:**

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

- 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

---

<sup>1</sup> IBO, International Baccalaureate Diploma Programme Subject Brief Visual Arts - Higher Level, 2014

- Develop skills, techniques and processes in order to communicate concepts and ideas<sup>2</sup>

## **COURSE OUTLINE:**

(Please see Visual arts guide, pages 17 to 28, for more details.)

Year 1:

1. IB Learner Profile Worksheet
  - a. What is IB
  - b. Artistic Identity
2. Introduction to Art
  - a. What is Art?
  - b. Introduction to the Visual Arts Journal (VAJ)
3. Art History Timeline
  - a. Small Comparative Study
  - b. Intro to Critiquing
4. Discovering a variety of styles, messages, mediums and subject matters
  - a. 2D and 3D (abstract, impressionism, graphite, clay, self-portraits, digital media, etc.)
5. Concentration on Drawing techniques, life drawing
  - a. Shading, value, contrasting methods
  - b. Still-life models
6. Introduction to researching art and artist
  - a. 2 pages in the VAJ on artist that use color as their main medium
7. Color theory
  - a. Color schemes, color values.
  - b. How does color enable us to express an emotion and feeling?
  - c. Introduce Alice Neel
  - d. Introduce painting techniques
8. Mixed media
  - a. Using different mediums to create one piece
9. 3D modeling
  - a. Wheel throwing, sculpting, modeling with found/recycled objects
10. Digital Media
  - a. Camera, computer, Photoshop

Year 2:

11. Summer assignment
  - a. Come up with a clear concentration/direction for portfolio and exhibition
  - b. Concept from 2D and 3D
12. Experimental Techniques, evaluating and the IB model
  - a. Balancing what you do well with what will make you grow
13. Developing Professionalism
14. Student Curate exhibit and social conscience
  - a. Self-reflection on the IB learner Profile

There are three components to the IB Visual arts Higher Level course, divided equally throughout the two years. These components are:

### ***Visual arts in context***

- Examine and compare the work of artists from different cultural contexts.
- Consider the contexts influencing their own work and the work of others.
- Make art through a process of investigation, thinking critically and experimenting with techniques.
- Apply identified techniques to their own developing work.
- Develop an informed response to work and exhibitions they have seen and experienced.
- Begin to formulate personal intentions for creating and displaying their own artworks.

### ***Visual arts methods***

- Look at different techniques for making art.
- Investigate and compare how and why different techniques have evolved and the processes involved.
- Experiment with diverse media and explore techniques for making art.
- Develop concepts through processes informed by skills, techniques and media.
- Evaluate how their ongoing work communicates meaning and purpose.
- Consider the nature of “exhibition”, and think about the process of selection and the potential impact of their work on different audiences.

### ***Communicating visual arts***

- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected.
- Discuss how artistic judgments impact the overall presentation.

### **KEY ASSIGNMENTS:**

(Please see Visual arts guide, pages 18 to 26, for more details.)

### **INSTRUCTIONS METHODS and/or STRATEGIES:**

(Please see Visual Arts Guide, pages 1 to 26, for more details.)

General IB approaches to teaching are:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners informed by formative and summative assessment

Strategies to meet these approaches with students include deliberate lesson planning that encourages students to develop these approaches to learning skills:

- Thinking
- Communication
- Social

- Self-management
- Research

## **ASSESSMENTS INCLUDING METHODS and/or TOOLS**

(Please see Visual arts guide, pages 29 to 58, for more details.)

Having followed the visual arts course, students are expected to:

- 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
  - Recognize 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
  - Analyze 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 analyze 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<sup>3</sup>

There are ongoing formative and summative assessments throughout the course as prepared by the instructor. In addition, there are specific IB assessments called Internal Assessment (IA) and External Assessment (EA). Preparation for both the IAs and EAs are ongoing throughout the course.

IA: Exhibition that includes 8-11 artworks, a rationale, and an exhibition text for each artwork

EA: Comparative study and a process portfolio

**ARTISTIC PERCEPTION:** Students will process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art (master artist), objects in nature, events, and the environments relevant to their own preference. Also the use of vocabulary of the visual arts will be demonstrated to express their observations during critiques and exhibition of their original pieces.

**CREATIVE EXPRESSION:** Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Students will take their processes a bit further and express their intent with a written comparative of their original works with those of a master artist.

**HISTORICAL and CULTURAL CONTEXT:** Students analyze the role and development of the visual arts in the past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artist. Students will have a more opened minded perspective of the world and the arts.

**ASTHETIC VALUING:** Students will analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities. Students will have to go through a rigorous process before they can accomplish an original work of art of their own.

**CONNECTIONS, RELATIONSHIPS, and APPLICATIONS:** Student apply what they learned in the visual arts across subject areas, They will be able to develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Finally, they are able to learn about careers in the field of visual art.

#### **INSTRUCTIONAL MATERIALS:**

Board approved textbooks.

#### **For Honors Distinction:**

IB Visual Arts HL Year 1 is similar in scope and rigor to a variety of AP Art courses as it goes into depth in both 2D and 3D visual art mediums.

IB Visual Arts HL Year 2 is recognized for honors distinction in the UC/CSU Approved Course List portal.

#### **CORRESPONDING NON-HONORS COURSE:**

Art II

#### **DIFFERENCES in HONORS/NON-HONORS COURSES:**

This course is designed for students to explore and express their thoughts in 2D, 3D, Mixed Media, and Digital Design. Art I and Art II are strictly 2D design concepts. Ceramics I and II are course based strictly on 3D concepts. Students in the IB Programme are required to do research on master artist and contribute a comparative study based on their findings. In non-honors courses these are not required but highly suggested.

The visual arts journal is a requirement for all IB students to carry with them so they are able to document any new findings or techniques to help them create their portfolio or comparative assignments. The main difference of an IB course is the fact that students must curate and exhibit their works of art to the public whereas an Art I and Art II student is not required to do so. Finally, there is the culminating Internal and External Assessment portions of the course which are broader in scope than a typical final project given in non-honors art courses.

**Committee Members:**

**1. Alejandro Larios**

**2. Kelly Cooper**

**3. Zachary Pattison**

**4. Carissa Weintraub**

**5. David Ramirez**

**6. Efa Huckaby**