



Stony Point High School
IB Diploma Programme
Course Syllabus
IB Visual Arts I/II
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Office Hours: M-F, 8:30-9:00



I. **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 study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts

II. **Prior Learning for Course:**

The visual arts course at both SL and HL requires no previous experience. The course is designed to enable students to experience visual arts on a personal level and achievement in this subject is reflected in how students demonstrate the knowledge they have gained as well as the skills and attitudes they have developed that are necessary for studying visual arts. Students' individual abilities to be creative and imaginative and to communicate in artistic form will be developed and extended through the theoretical and practical content of the visual arts course.

III. **Course Aims & Objectives:**

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

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media

9. develop skills, techniques and processes in order to communicate concepts and ideas.

IV. How the course will address TOK:

Theory of Knowledge questions will be covered in class discussions and assignments. Questions related to TOK that a visual arts student might consider include the following.

- To what extent is artistic knowledge something which cannot be expressed in any other way?
- Are ways of knowing employed in radically different ways in the arts than in other areas of knowledge?
- To what extent does imagination play a special role in the visual arts?

In the Visual Arts we will explore art theory and foundations, values, perspectives, manipulations, and creative process.

V. How the course will address CAS:

Studying visual arts provides excellent opportunities for students to make links with their CAS activities. The practical and experiential nature of the subject combines effectively with a range of CAS activities that complement and counterbalance the academic rigour of the Diploma Programme. The challenge and enjoyment of CAS activities can often have a profound effect on visual arts students, who might choose to engage with CAS in the following ways.

- Participation in a range of creative activities within the school, such as art projects for school productions, designing publications and promotional materials, and exhibiting at showcase events—there is great scope for student to extend their creative thinking through participation in the planning, development and presentation of a wide range of school-based arts activities and events involving different audiences.
- Participation in a range of artistic activities, workshops and exhibitions in collaboration with others outside of the school context—these might include designing projects with organizations in the local community or creating artworks with other local schools targeted at a specific audience with specific needs.

It is important to note that CAS must be distinct from, and may not be included or used in, any aspect of the student's course requirements for any subject.

VI. How the course will address Approaches to Learning skills:

1. **Thinking skills** - Students will analyze and interpret artworks and implement their knowledge of meaning in their own ideas.

2. **Communications skills** - Students will communicate their ideas both verbally, through written form, and through visual art pieces.

3. **Social skills** - Students will interact with each other every class period through discussion, group projects, collaborative work, and peer review.

4. **Self-management skills** - Students will take charge of their own learning. They will be responsible for covering material outside of class, asking questions to expand their understanding, and making connections between the ideas within and outside of the curriculum, and keeping up with due dates.

5. **Research skills** - Students will be researching the purpose/function of different art works as well as their cultural significance. They will be responsible for creating a presentation of their findings.

VII. **The approach to teaching the course.**

This course is taught using the approaches to teaching defined by the IB. This means that the course will be: 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, and informed by formative and summative assessment.

Ultimately, this course is focused on student-based learning where you, the student, will get to make decisions about your artworks and other projects, and I, the teacher, acts as a facilitator.

VIII. **How the course will address the Learner Profile.** This course will reinforce and foster the development of the IB Learner Profile attributes in the following ways:

- a. **Thinkers**--Students will exhibit thinking skills as they develop their portfolios from ideation to final products. Design cycle.
- b. **Reflective**--Students will reflect on each piece in the art portfolio in relation to the others and to the world.
- c. **Inquirers**--Students will inquire into the artistic styles and techniques of other artists and art movements.
- d. **Principled**--Students will cite their sources and produce work that is wholly their own.
- e. **Caring**--Students will learn ways to provide constructive criticism that helps other students improve their work without hurting their feelings.
- f. **Balanced**--Students will learn balance through planning and reflection on process of art making. Progress checks and teacher/student conferences will help students balance their time management.
- g. **Risk-takers**--Students will challenge themselves to try new artistic styles, techniques, and media as they hone their skills. In this way, they will risk attempting an artwork that may fail.
- h. **Open Minded**--students will reflect open-mindedness in their appreciation of all art forms, their own skill level, and the work of others around them.

- i. **Communicators**--Art students will communicate their thematic connections within their own artworks. They will be called on to discuss their process, analysis, and solutions for their final artworks.
- j. **Knowledgeable**--IB Art students will be exposed to a great depth of artist styles, techniques, media, and movements.

IX. **Assessment details for Internal and External Requirements**

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> · 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists · (HL only) 3-5 slides on how your own artwork was influenced by these artists · A list of sources used 	20
Process portfolio	<ul style="list-style-type: none"> · 9–18 screens (SL) or 13-25 screens (HL) which evidence the student’s sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities 	40
Internal		40
Exhibition	<ul style="list-style-type: none"> · 4-7 artworks (SL) or 8-11 artworks (HL) · Exhibition text (stating the title, medium, size and intention) for each artwork · A curatorial rationale that does not exceed 400 words (SL) or 700 words (HL) 	40

X. **Grading Policy & Scale:**

Major Grades: 40% (at least 2 per 6 week period) ex: Major projects and assignments.
 Minor Grades: 60% ex. Daily work, worksheets, homework, minor assignments.

XI. Course Sequence:

IB Visual Arts Year 1 SL		IB Visual Arts Year 1 HL		IB Visual Arts Year 2 HL	
Fall: · Art Basics · Media Manipulation · Visual Arts Journal · Process Portfolio · Art Criticism · Comparative Study · Exhibition	Spring: · Continuation of Process Portfolio, Comparative Study, and Exhibition work · Presentation and Curatorial Rationale · Submitting	Fall: · Art Basics · Media Manipulation · Visual Arts Journal · Process Portfolio · Art Criticism · Comparative Study · Exhibition	Spring: · Continuation of Process Portfolio, Comparative Study, and Exhibition work	Fall: · Continuation of Process Portfolio, Comparative Study, and Exhibition work	Spring: · Analyzing own artwork · Presentation and Curatorial Rationale · Submitting

XII. IA Checkpoint dates and final IA Deadlines

April 6th - SL and 2nd year HL Exhibition Work Due

April 8th-May 1st - Exhibition Show

April 13th - SL and 2nd year HL Process Portfolio and Comparative Study Due

XIII. Stony Point Academic Honesty Policy: All students are expected to abide by the SPHS Academic Honesty Policy. This policy is available on the SPHS IB website at www.stonypointib.com under Handbooks. The password is Tiger2021.

Cheating looks very similar in Visual Arts as it does in other subject areas. If you copy someone else’s ideas without giving them credit that is considered cheating. For example, if you did a drawing of Batman and didn’t discuss DC Comics or Bob Kane in your writings about the piece, then you have plagiarized their artwork. Although you are allowed to find inspiration in other artists’ creations, you are expected to come up with original ideas. You will also need to cite sources when using found information or direct quotes in your writings.

XIV. Writing an Extended Essay in Visual Arts

Examples of suitable extended essays in visual arts include the following titles:

- A critical evaluation of the ways in which Wassily Kandisky used colour
- An analysis of the extent to which African influences are evident in the work of Henry Moore (b.1898)
- An analysis of the term “apartment art” examined through the work of Xiao Lu.

Students who wish to complete an extended essay in Visual Arts should choose an EE supervisor with a background in the arts.