

ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



Visual Arts HANDBOOK 2017-18

Why study Visual Arts?

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.

At SJIIM, Visual Arts is offered at both higher level (HL) and standard level (SL).

Approaches to teaching and learning in Visual Arts

Supporting the IB mission statement and learner profile, the course encourages students to 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.

The Visual Arts course is student-centred and places student exploration at the heart of a holistic learning experience. Students have a free choice to identify, select and explore artists, artworks, cultural contexts, and media and forms for study which interest and excite them. They also have freedom to present their studies in a variety of creative ways, including presentations, demonstrations and exhibitions.

Learning about Visual Arts relies on action and the course must be experienced practically. Communication is essential to the Visual Arts and students will experience and reflect on the processes of communicating their work. Organization, self-management and independent study skills are important, as well as higher-order thinking skills, such as analysis and synthesis. Students will also learn to make decisions about what is relevant and useful for their own investigations and how to put their knowledge and understanding into practice, transforming ideas into action.

Through this course students will learn not only about Visual Arts from a variety of cultural contexts, but also about the importance of making their own practical work with integrity, informed by theory and research, with an awareness of the impact their work and ideas may have on the world.

The Visual Arts course encourages students to research using not only traditional academic methods but also by experimenting and coming to understandings through their own embodied experiences. Your teacher will not expect you to simply copy

artworks, they will expect you to take responsibility for your own learning by creating your own Visual Arts direction. Each student will conceptualise an individual thematic or subject matter based content.

This means that we expect you to develop a **broad set of skills**. How these skills can relate to Visual Arts is outlined below.

Research skills – how to look up information and find things out for yourself in constructive ways, how to tell if information you have found is trustworthy and how to use information honestly. For example, you will need to research into artists who can influence the development of your work, with ideas and techniques.

Communication skills – this means expressing your artwork concepts and intentions clearly, writing reflections and responses to the Comparative Study succinctly, and writing your Exhibition text well.

Social skills – in Visual Arts you are expected to participate in feedback sessions, with the teacher and other students. You will gain confidence in talking about your work and ideas, as well as responding to other student's work.

Thinking skills – these skills are required in Visual Arts in every lesson! You must be prepared to learn how to analyse, explain, evaluate, discuss, make links, problem solve and see the "big picture".

Self-management skills – these are crucial to success in the IB DP, because you will be studying a lot of subjects and participating in a lot of activities. You must be able to work independently, effectively and in an organised manner. You must be able to manage your time so you can resolve an artwork by the due date.

This means that your teacher will also use a **broad set of approaches**, including:

Inquiry – you will be guided with the required information, however you will be expected to create a wider body of artwork that comes from your interests, ideas, values, experiences and culture. You must drive your artwork development without relying on a teacher to give you 'the next project'.

Emphasising concepts – teachers will try to encourage you to see the big picture within your theme, rather than expect you to see each lesson as an individual entity that can be pushed to one side as soon as it is over.

Differentiation – teachers will use a variety of teaching strategies and approaches so that everyone's different needs and preferred ways of learning can be addressed. By the end of Term 1 half term, all students will be pursuing individual projects and this will include different needs in techniques and idea development.

Development of independence – you will be given guidance in managing tasks and due dates, and it is expected you initiate planning how your time in and out of class is used to meet these checkpoints.

Assessment – your teacher will use a variety of assessment methods and give feedback in different ways; he or she will also expect you to be able to assess your

own and your classmates' work in a useful way. The aim is that you will not simply be looking to see what marks you have got – but what you *need to do next in order to improve*.

Visual Arts and the IB learner profile

While you progress through your diploma programme studies and activities, you will develop a number of attributes. The IB calls this the IB “learner profile”. This table shows you what the learner profile attributes are and some examples of how Visual Arts can help you develop these, taken from the Identity topic.

We hope you will become ...	Example in Visual Arts (project topic: Identity)
Inquirers	Students will undertake an investigation into an aspect of their 'Identity', building a body of work through research, drawing, artist analysis, development of individual ideas and techniques. They will then visually communicate their findings, thoughts and conclusions into a final artwork.
Knowledgeable	Students will build up knowledge based on historical and contemporary artists, as well as technical skills and processes.
Thinkers	Students will need to understand and communicate concepts, problem solve and work through visual issues to resolve a body of work.
Communicators	Students will verbally communicate ideas about their artwork and participate in class critiques. They will write a Comparative Study discussing at least 3 artworks from a range of contexts and cultures. They will respond to problems in an analytical and reflective manner through documenting their work process in a Visual Arts Workbook.
Principled	Students will form and keep to their own views on issues such as what is art?, why is art important in our everyday lives, what value does art hold?.
Open-minded	In connection with the above, students will learn to respect others' views even though they feel others may not be right and/or they do not agree with them.
Caring	Students will learn how to respect and care for the art-making environment around them.
Risk-takers	Students will need to uphold the principles they have developed even though this may generate disagreement with their peers.

Balanced	The topic contributes to the students' <u>whole IB education</u> .
Reflective	In particular, students will be able to <u>evaluate</u> their own work and make decisions on their next steps, depth of an idea, quality of work, and judgements on how to include work into their final submission.

Topics studied

Due to the individual development of student themes and ideas as well as strengths in art-making disciplines, topics will vary from student to student. Topics are student directed. Students will create work in a variety of art-making forms. SL students should, as a minimum, experience working with at least two art-making forms, each selected from separate columns of the table below. HL students should, as a minimum, experience working with at least three art-making forms, selected from a minimum of two columns of the table below.

2-dimensional forms	3-dimensional forms	Lens-based, electronic and screen-based forms
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

Visual Arts in the timetable at SJIIM

The IB requires 240 hours of teaching for HL and 150 hours of teaching for SL. At SJIIM, HL Visual Arts is allocated three double lessons per week and SL Visual Arts is allocated two double lessons per week.

It sometimes happens that HL and SL Visual Arts are taught in the same class. In this case, the teacher will let the SL students know when they do not need to come to lessons. Sometimes students will find they need to go to all three lessons in a week; sometimes they will only attend one or two of the lessons in a week and sometimes there will be periods of time when they will not be required to attend at all.

The IB Visual Arts course

The Visual Arts course is made up of 3 components.

1. Process Portfolio is made up of a selection of work from your Visual Arts Workbook that shows experiments, exploration, manipulation and refinement of a variety of Visual Arts projects. Students show competency in: Exploring skills, techniques and processes; Investigations and making connections; Ideas and intentions; Personal reflections; Presentation and art vocabulary. This will account for 40% of your final grade. It is sent to IB and marked externally.

2. Comparative Study is written work that examines and compares at least 3 artworks by different artists and (in HL) analyses the extent to which the student's work and practices have been influenced by the art and artists examined. This will account for 20% of your final grade. It is sent to IB and marked externally.

3. The Exhibition are resolved artworks that show technical accomplishment and understanding of materials, ideas and practices appropriate to Visual Communication. Each artwork must have text that explains the artist's intention as well as the exhibition's curatorial rationale text. It is marked internally and then sent to IB and checked by IB moderators.

Difference between higher and standard level Visual Arts

The Visual Arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

Final assessment in Visual Arts

An overview of how you will be assessed on the final set of skills and knowledge that you have acquired is as follows.

Standard Level

<p>External Assessment:</p> <p>Comparative Study</p> <ul style="list-style-type: none">• 10–15 screens which examine and compare at least three artworks• list of sources used <p>Process Portfolio</p> <ul style="list-style-type: none">• 9–18 screens in at least two art-making forms, each from separate columns of the art-making forms table	<p>20%</p> <p>40%</p>
<p>Internal Assessment:</p> <p>The Exhibition</p> <ul style="list-style-type: none">• curatorial rationale that does not exceed 400 words• 4–7 artworks• exhibition text (stating the title, medium, size and intention) for each selected artwork	<p>40%</p>

Higher Level

<p>External Assessment:</p> <p>Comparative Study</p> <ul style="list-style-type: none">• 10–15 screens which examine and compare at least three artworks• submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined• list of sources used <p>Process Portfolio</p> <ul style="list-style-type: none">• 13-25 screens in at least three art-making forms, selected from a minimum of two columns of the art-making forms table	<p>20%</p> <p>40%</p>
<p>Internal Assessment:</p> <p>The Exhibition</p> <ul style="list-style-type: none">• curatorial rationale that does not exceed 700 words• 8-11 artworks• exhibition text (stating the title, medium, size and intention) for each selected artwork	<p>40%</p>

Visual Arts resources

Textbooks

The textbook we use is The Oxford IB Diploma Programme course companion: Visual Arts, by Jayson Paterson, Simon Poppy and Andrew Vaughan.

There are also a number of Visual Art and Art History books in the Art Room bookshelf which should be referenced.

Websites

These are suggested websites. Explore Art Gallery and Museum websites from around the world.

CONTEMPORARY ART

- [Artist a Day](http://artistaday.com/) <http://artistaday.com/>
- [art2day](http://www.art2day.co.uk/artist-search.html) <http://www.art2day.co.uk/artist-search.html>
- [Artsy](https://www.artsy.net/) <https://www.artsy.net/>
- [Art21](http://www.art21.org/artists) <http://www.art21.org/artists>
- [Saatchi Gallery](http://www.saatchigallery.com/) <http://www.saatchigallery.com/>
- [The Kids Should See This](http://thekidshouldseethis.com/tagged/art/) <http://thekidshouldseethis.com/tagged/art/>
- [Pinterest](http://www.pinterest.com) <http://www.pinterest.com>

ART MUSEUMS / GALLERY WEBSITES

- [Museum of Modern Art](https://www.moma.org/) <https://www.moma.org/>
- [Met Museum](http://www.metmuseum.org/) <http://www.metmuseum.org/>
- [National Gallery of Australia](http://nga.gov.au/) <http://nga.gov.au/>
- [National Gallery of Victoria \(Australia\)](http://www.ngv.vic.gov.au/) <http://www.ngv.vic.gov.au/>
- [Tate](http://www.tate.org.uk/) <http://www.tate.org.uk/>
- [Louvre](http://www.louvre.fr/en) <http://www.louvre.fr/en>
- [Asian Art Museum San Francisco](http://www.asianart.org/#) <http://www.asianart.org/#>

Visual Arts course outline

Year 12		
Term 1	Term 2	Term 3
Visual Arts Workbook		
	Process Portfolio	
	Comparative Study	
	Exhibition artworks	

Year 13		
Term 1	Term 2	Term 3
Visual Arts Workbook		Exhibition artworks are installed, Comparative Study and Process Portfolio submitted to IB
Process Portfolio		
Comparative Study		
Exhibition artworks		