

ART (HIGH SCHOOL)

Essential Curriculum Goals

PERCEIVING & RESPONDING: Students will develop the ability to perceive and record visual form visually and verbally in order to respond to ideas, experiences, and the environment.

HISTORICAL/CULTURAL & SOCIAL CONTEXT: Students will explore ways in which art communicates and expresses ideas, thoughts, and feelings. Students will understand the visual arts as a basic aspect of history and human experience.

CREATIVE EXPRESSION & PRODUCTION: Students will utilize three areas of focus – media, process, and design to develop and organize knowledge and ideas for expression in the production of art.

AESTHETICS & CRITICISM: Students will address art as a form of communication, and as a universal exchange that refreshes itself constantly through critical engagement. Students will develop the ability to identify, analyze and apply criteria for making visual aesthetic judgments.

International Baccalaureate Visual Arts

I. PERCEIVING & RESPONDING:

Creative Expression

- I A. Students will engage in purposeful exploration – ideas should be clearly and strongly integrated with his/her life and cultural context. The students will analyze and synthesize the investigation for the production of his/her work. (IB Purposeful Exploration)
- I B. Students will make decisions concerning the appropriate techniques, form, and media to best interpret the visual experiences, ideas, and the environment. (IB Meaning & Function)
- I C. Students will record solutions to visual problems through the Elements of Art and the Principles of Design.

Critical Response

- I A. Students will maintain a Research Workbook to explore, analyze, and synthesize experiences, ideas, and the environment. The workbook will successfully and consistently demonstrate and independent, exploratory, and integrated approach to research. (RWB) (IB Independent Research)
- I B. Students will explore different narrative and expressive conventions to develop his/her ability to identify ways that artists represent ideas and create meaning. The workbook will illustrate 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 practices. (IB Visual Research)
- I C. Students will identify, describe, and interpret qualities of form that affect visual perception and response.

II. HISTORICAL/ CULTURAL/ & SOCIAL CONTEXT

Creative Expression

- II A. Students will utilize visual and contextual knowledge and influences of art from various cultures. (IB Aims)
- II B. Students will consider in the production of their art the purposes of art, how art reflects society, and factors that influence art.
- II C. Students will consider historical developments, cultural traditions, and/or social movements.
- II D. Students will consider content, processes, and skills connected in natural ways to other disciplines.

Critical Response

- II A. Students will discover ways the visual arts reflect significant historical, cultural, and social issues. The RWB will contain compelling evidence of thorough and consistent research into the socio-cultural and historical contexts of more than one culture, including some unconventional approaches by the student. (IB Contextual Research)
- II B. Students will determine factors that influence the creation of art in specific historical eras and places by studying artworks and other sources of information.
- II C. Students will consider style as a reflection of content.
- II D. Students will research historical, theoretical, and aesthetic assumptions to explain how artistic processes and content influence and in turn, are affected by other disciplines.

III. CREATIVE EXPRESSION & PRODUCTION:

Creative Expression

- III A. Students will develop competencies in one or more media. Beyond knowing how to use materials students will learn to match materials to ideas and ideas to materials. Students will demonstrate outstanding technical competence, and demonstrate a highly appropriate use of media in relation to the intended expressive purposes of the work. (IB Technical & Media Skills)
- III B. Students will find solutions to representational problems, to deal with media and processes in a creative way and to craft a quality

product. Student will consistently and intelligently present ideas and forms in an adventurous manner, resulting in surprising and unusual images, which challenge existing conventions. (IB Imaginative Expression)

- III C. Students will demonstrate strong evidence of a thoughtful and inventive use of Elements of Art and Principles of Design. (IB Formal Qualities)

Critical Response

- III A. Students will obtain ideas from the process of collecting, organizing and testing materials and processes.
- III B. Students will utilize different ways of thinking that reflect the developing capacity of learners to think thematically, conceptually, abstractly, and metaphorically.
- III C. Students will focus on the manner in which visual form can clarify, enhance or uniquely express ideas, thoughts and feelings. Students will exhibit a natural, close, and consistent relationship between research, both visual and written, and artistic production reflecting analysis, synthesis, and exploration. (IB Integration)

IV. AESTHETICS & CRITICISM

Creative Expression

- IV A. Students will apply knowledge of aesthetic traditions and conventions including contemporary criticism in production of artwork.
- IV B. Students will develop a personal set of criteria for judging art that can be applied to their own artistic expression.
- IV C. Students will develop a personal style fostered by a deeper comprehension and an expanded definition of art.

Critical Response

- IV A. Students will generate criteria and engage in formal (intrinsic) criticism for making aesthetic judgments.
- IV B. Students will learn to analyze the many forms of art and develop insight and appreciation for the arts of diverse cultures, periods, and styles. The workbook will show a methodical, critical examination of the meaning and significance of both visual and functional qualities of art related to the theme under consideration. (IB Critical Research)
- IV C. Students will focus on the ability to value their own work and that of others by addressing artistic choices that lead to personal style and significance. The development of constructive criteria for judging art is a continuous activity that fosters deeper comprehension and an expanded definition of art.

Unless otherwise indicated, these guidelines are based upon Maryland State Essential Curriculum Outcomes and Frederick County Essential Curriculum.

Overview of the International Baccalaureate Visual Arts Course

The information concerning specifics of the International Baccalaureate Visual Arts Curriculum is taken from the International Baccalaureate Organization Visual Arts Guide February 2000.

Students must select one of the following course options:

Higher Level – This is a two-year (240 hours) program in which the student's grade is determined by a combination of the Studio Work and the Research Workbook. The Studio Work will determine 70% of the student's grade and the Research Workbook will determine 30% of the student's grade.

Standard Level A – This is a one-year (150 hour) program in which the student's grade is determined by a combination of the Studio Work and the Research Workbook. The Studio Work will determine 70% of the student's grade and the Research Workbook will determine 30% of the student's grade.

Standard Level B - This is a one-year (150 hour) program in which the student's grade is determined by a combination of the Studio Work and the Research Workbook. The Studio Work will determine 30% of the student's grade and the Research Workbook will determine 70% of the student's grade.

This course is designed to fulfill one of the six curriculum area requirements for the International Baccalaureate Diploma Program.

The **AIMS** are as follows:

- Provide students with opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art.
- Exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms.

- Promote visual and contextual knowledge of art from various cultures.
- Encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media.
- Enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

International Baccalaureate Organization Visual Arts Guide, February 2000, page 4.

The **Objectives** are as follows:

General

- The student will demonstrate growth and commitment through the study of art.
- The student will demonstrate an interrelationship between their research and their artistic production.

Studio Work

- The student will demonstrate through purposeful exploration an inquiring and integrative approach to a variety of visual phenomena.
- The student will synthesize art concepts and skills in works that are personally, socioculturally and aesthetically meaningful.
- The student will solve formal and technical problems encountered in studio practice.
- The student will exhibit technical skills and an appropriate use of media.
- For HL and SLA, students will produce works of art with imagination and creativity through individual and where appropriate, collaborative work.

Research Workbooks

- The student will demonstrate clearly in visual and written terms how personal research has led to an understanding of the topics or concepts being investigated.
- The student will analyze critically the meaning and aesthetic qualities of art forms using an informed vocabulary.
- The student will show some awareness of the cultural, historical and social dimensions of themes in more than one cultural context.
- The student will examine the visual and functional qualities of art from their own and other cultures for meaning and significance.

International Baccalaureate Organization Visual Arts Guide, February 2000, page 5.

Assessment Information

- The assessment consists of an evaluation of each student's body of work as a whole. Both the finished **products**, and the **processes** of artistic research and development are assessed.
- Two criteria are used to assess the **Relationship** between Studio Work and Research Workbooks. **Growth and Commitment** is assessed primarily through the Studio Work, whereas **Integration** is judged primarily through the Research Workbook.
- A Visiting Examiner assesses each candidate. The Visiting Examiner will look at each candidate's Research Workbook three weeks before the studio work exhibit and interview.
- Each student will prepare an exhibition.
- Each student will have a 30-minute interview with the Visiting Examiner to discuss his/her Research Workbook and Studio Work.
- The Visiting Examiner will determine the grade to be assigned to the student along with the projected grade as determined by the classroom teacher.

IB Curriculum Glossary of Terms & Abbreviations

IB Aims - (See IB Overview).

RWB - Research Workbook – an evaluated independent critical research and analysis, visual and written exploration in more than one culture. (Refer to IB Overview).

IB Imaginative Expression - At the highest level of achievement the candidate's explorations are creative and imaginative. Ideas and forms are consistently and intelligently presented in an adventurous manner, resulting in surprising and unusual images, which challenge existing conventions. Unusual combinations of forms, techniques, and media and/or combinations of form and content are frequently evident.

IB Purposeful Exploration - 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.

IB Meaning & Function - At the highest level of achievement the Studio Work exhibits a synthesis of conceptual content, formal knowledge and technical skill. It has strong personal, sociocultural or aesthetic meaning. The relationship between form, function, and meaning is very clear and appropriate.

IB Formal Qualities - At the highest level of achievement the Studio Work consistently shows strong evidence of a thoughtful and inventive use of elements and principles of design. This has resulted in the production of strong unified works. A comprehensive ability to solve formal and technical problems is clearly evident as demonstrated by rigorous investigation of aspects of form in the body of work.

IB Technical & Media Skills - At the highest level of achievement the Studio Work shows an outstanding technical competence, and demonstrates a highly appropriate use of media in relation to the intended expressive purposes of the work.

IB Independent Research - The workbooks successfully and consistently demonstrate an independent, 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.

IB Critical Research - The workbooks show a methodical, critical examination of the meaning and significance of both visual and functional qualities of art related to the themes under consideration. They include 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.

IB Contextual Research - The workbooks 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 workbooks.

IB Visual Research - The workbooks illustrate 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.

IB Integration - 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 unify a mature body of work.

