

## Diploma Programme subject outline—Group 6: the arts

<b>School name</b>	Thomas Jefferson High School	<b>School code</b>	052227
<b>Name of the DP subject</b> <i>(indicate language)</i>	Visual Arts		
<b>Level</b> <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
	<i>(indicate option(s) in visual arts)</i> <input type="text"/>	<i>(indicate option(s) in music)</i> <input type="text"/>	<i>(indicate option(s) in music)</i> <input type="text"/>
<b>Name of the teacher who completed this outline</b>	Michael Stoltz	<b>Date of IB training</b>	October 8-10, 2017
<b>Date when outline was completed</b>	11/7/2017	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Visual Arts-Category 1&2 Rice University Fall IB Workshop

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

### 1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.

- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit/assessment component  (as identified in the IB subject guide)  <i>State the topics/units/assessment components in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources  <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	minutes.		
				96		
			In one week there are	2.5	classes.	
Year 1	Introduction to the Course:  <ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is the role of art/ artists in society?</li> </ul> Visual Arts Journal (VAJ) Formative Assessment	Formal elements and principles of art  Critique in context(s)  Art making  Monuments and ritual	1st Quarter 35 Hrs		Formative assessment: self assessment, peer review, written critical reflection, one on one feedback with teacher, frequent VAJ grading, informal assessment, group discussion, empirical observation, student PP slides, art history quizzes, individual research, written formal analysis	On campus: tables for group work, shelves for storing work, 3 sinks, paper cutter, color and black & white printers, over sized printer, thermal poster maker, projector, computers, class library, school library including substantial art book collection, media and ipads for student checkout, school wifi.
	Art through History:  <ul style="list-style-type: none"> <li>• What different roles do artists and art play in discrete societies across space and time?</li> <li>• How do important movements of art relate to each other?</li> </ul> Analyzing Art in Cultural	Overview of key movements of art globally  Formal elements cont.  Critique and comparison in context(s)  Evolution of painting	2nd Quarter 35 Hrs		Summative Assessments: written formal analysis, formal class critique, external assessment, student Process Portfolio review	In area: San Antonio Museum of Art, McNay Art Museum, Artpace, Southwest School of Art, Blue Star Galleries, Instituto Nacional de México en San Antonio, Briscoe Museum of

	Context	Art making & Curation			Western Art, Institute of Texan Cultures, local independent galleries, local artists as guest speakers, visual arts for the IB diploma course textbook, classroom library, school library, San Antonio Public Library, Bexar County Bibliotech, university libraries such as UTSA, Trinity, St Mary's University
	Exploring Materials and Forms	Individual research  Critical Analysis within historical and social context  Workshops on Process and Techniques  Art making	3rd Quarter 35 Hrs		
	<ul style="list-style-type: none"> <li>How does media influence content in art?</li> <li>How do individual artists (and students) guide their own artistic development?</li> </ul>	2D vs. 3D, Assemblage			
	Mini-Comparative Study Assessment				
	Communicating in and about Art	Writing about art for understanding, description, analysis and criticism within multiple context(s)  Artist Statement  Critical Curation including selection and presentation	4th Quarter 35 Hrs		
	<ul style="list-style-type: none"> <li>How do artists create to communicate?</li> <li>How does the artist shape the audience's understanding with curatorial writing?</li> </ul>	Art making  Film and Drawing			
1st year Exhibition Assessment					
Year 2	Art History & Theory	100 artists and works of art	1st Quarter 35 Hrs	Formative assessment: self assessment,	

	<ul style="list-style-type: none"> <li>• How does the student's work respond with relevance to important historical and contemporary movements and artists?</li> <li>• How does the student form their identity as an artist within their particular historical, geographical, political, social and technological context?</li> </ul>	<p>Individualized research</p> <p>Issues in intellectual property and appropriation</p> <p>Writing and curation as process</p> <p>Art making</p> <p>Murals</p>		<p>peer review, written critical reflection, one on one feedback with teacher, frequent VAJ grading, informal assessment, group discussion, empirical observation, student PP slides, art history quizzes, individual research, written formal analysis</p> <p>Summative</p>	
	<p>Comparative Study Draft</p> <p>Exploration of Technique and Critique</p> <ul style="list-style-type: none"> <li>• How does the student communicate ideas through individual pieces of art and a growing body of work?</li> <li>• How will the student balance current strengths with experimentation within the context of an exhibition?</li> </ul>	<p>Outline &amp; Bibliography</p> <p>Peer Review</p> <p>Strategic Art making for exhibition</p> <p>Printmaking</p>	<p>2nd Quarter</p> <p>35 Hrs</p>	<p>Assessments: written formal analysis, formal class critique, external assessment, student Process Portfolio review</p>	

	Final Exhibition Curation				
	Presentation- Bringing it all Together <ul style="list-style-type: none"> <li>How do theory, art making, and curation interact within the student's art to create a cohesive body of work?</li> </ul> Final Exhibition Writing and Presentation	Art making Research Writing and Revision Curation Mold Making and Casting Sculptures	3rd Quarter 35 Hrs		
	Process Portfolio Exams, Reflection, and Interview <ul style="list-style-type: none"> <li>How has the student grown throughout the creative cycle?</li> <li>What is the role of art in the life of an individual?</li> </ul>	Art making Written Reflection Interview Self Portraits Community Service Independent Study	4th Quarter 35 Hrs		

**2. Diploma Programme external and internal assessment components to be completed during the course**

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages and timeline and how students will be prepared to undertake both.

#### Exhibition - Internal

Introduced Year 1 Quarter 1

Year 1 Exhibit (internal) Year 1 Quarter 4- Takes the students through the curatorial process of assessing and organizing artwork created through first year art making. Students will also employ writing skills for artist statements and description of individual pieces.

Year 2 Quarter 2- Students will assess progress and create any further items needed for final exhibit.

Year 2 Quarter 3- Students will exhibit works and document it. Teacher will review and make suggestions for final submission.

#### Comparative Study - External

Introduced Year 1 Quarter 1- Students will learn formal elements of critique and write analysis of individual works of art.

Year 1 Quarter 2- Focus will extend to art critique with a focus on unfamiliar cultural context.

Year 1 Quarter 3- Students will create a comparative essay of two works of art with one work of art discussed and analyzed within class and another of their choice for internal formative assessment.

Year 2 Quarter 1- Students will write a formal complete draft of the Comparative Essay for external assessment.

Year 2 Quarter 2- Students will revise and complete the externally assessed Comparative Essay.

Year 2 Quarter 3- Students will upload file to IB.

#### Process Portfolio - External

Introduced Year 1 Quarter 1- Guidelines and requirements for IB credit will be reviewed.

Year 1 Quarter 3- Students will review the process and submit as a 3-6 slides for formative assessment. These slides do not necessarily reflect content in the final Process Portfolio to be completed in year 2 but rather demonstrate student understanding of the reflective process of artmaking.

Year 2 Quarter 2- Identify at least 2 media to present in PP and propose a plan. This may include details on how to round out skills and theoretical knowledge and on any other weaknesses identified in order to complete the Process Portfolio.

Year 2 Quarter 3- Students will turn in PP for review of teacher and upload file to IB.

Assessments will be arranged to minimize conflict with assessments from other courses as much as possible.

Earlier internal deadlines will be given in anticipation of student workload.

### 3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lessons.

Topic	Link with TOK (including description of lesson plan)
What is the role of art/artists in society?	The student will explore the ways in which imagination, memory and emotion are presented in monuments within society and their importance to the world as record. Public and religious monuments will be presented and critiqued as subjects of unique cultural context. Connections to history and literature may be identified to strengthen student understanding of the interconnectedness of diverse fields of study.

### 4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
How does the artist shape the audience's understanding with curatorial writing?	Students will have to communicate visually and verbally on a timeline. Students will communicate directly with the audience in words the audience can understand. Students will choose to clarify the content and purpose of their art or to convolute and add mystery to their art through their writing.

### 5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
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How does the student form their identity as an artist within their particular historical, geographical, political, social and technological context?	The student will explore murals as private and public art across cultures. Murals will be critiqued within unique cultural contexts of ancient art (greek and roman), christian works, modern protest works and graffiti. Additional source material may be drawn from core classes such as literature and history as well as resources from the public library and local universities.
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## 6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
How will the student balance current strengths with experimentation within the context of an exhibition?	This topic addresses specifically the IB learner profiles of reflective, balanced and risk taker. Students will be challenged to balance their current artistic strengths with the risks of exploring new techniques and media for exhibition. In addition students will need the IB profile traits of being open minded, thinker and inquirer to most effectively address this topic.

## 7. Facilities and equipment

The teaching of this subject requires facilities and equipment to ensure a successful teaching and learning process. Describe the facilities and equipment that you have in your school to support the development of the course. Include any plans to further develop them and indicate the timeline.

Tables for group work, shelves for storing work, 3 sinks, paper cutter, color and black & white printers, over sized printer, thermal poster maker, projector, computers, class library, school library including books, media and ipads for student checkout, school wifi.

#### **8. Other resources**

Describe other resources that you and your students may use at school, whether there are plans to improve them and by when. Include any resources from the outside community that may contribute to a successful implementation of your subject.

San Antonio Museum of Art, McNay Art Museum, Artpace, Southwest School of Art, Blue Star Contemporary, Instituto Nacional de México en San Antonio, Briscoe Museum of Western Art, Institute of Texan Cultures, local independent galleries, local artists as guest speakers, visual arts for the IB diploma course textbook, classroom library, school library, San Antonio Public Library, Bexar County Bibliotech, university libraries such as UTSA, Trinity, St Mary's University.



