

IB Diploma Programme course outlines: Visual Art HL/SL

Course description:

The IB Diploma level art course at the Codrington School aims to enable students to:

Investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these

Develop an understanding of visual arts from a local, national and international perspective

Build confidence in responding visually and creatively to personal and cultural experiences

Develop skills in, and sensibility to, the creation of works that reflect active and individual involvement

Take responsibility for the direction of their learning through the acquisition of effective learning practices

The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all form of art in their many social and historical contexts. Students will be given the tools necessary to help them understand their own visual surroundings and to develop an international perspective of the arts through their research of contemporary trends in the arts and their exposure to the importance and function of the arts in other cultures. They will explore different ways of expressing themselves and communicating with others. The students, which in our school come from many different countries, will discuss standards for judging art and how those standards change within countries, cultures or art forms.

The IB Visual Arts is a course for students who are seriously interested in the Visual Arts. The course has specific criteria set for both Studio Work and the Investigation Workbook which are clearly defined by the IBO.

Over the two years of the course, the students will be working in a variety of techniques and media to develop their skills and understanding of the elements of the visual arts in both two and three-dimensional formats. They will develop and maintain a close relationship between investigation and their creative process in studio work. Students will produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal style. In the second year of the course students will develop their own themes and will have the opportunity to choose media preferences.

All of the efforts of the student lead up to the final examination at the end of the two year course. The students must then exhibit their studio work, show their investigation workbooks and discuss their development during an interview with an external examiner.

Visual Arts/ HLB and SLB Components:

The course includes two linked compulsory parts:

Option B (HL & SL)

60 % Investigation workbooks : Independent contextual, visual and critical investigation, both visual and written **40% Studio work**: Practical exploration and artistic production

The differences between Higher level and Standard level are the assessment criteria and the teaching time:

Higher level - 240 hours

Standard level - 150 hours

The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all forms of art in their many social and historical contexts.

In the beginning of the 2 year Diploma Level Visual Arts course the students may be given specific assignments or themes to deal with to get them started. By the second year the students will be expected to find a personal direction and theme(s) as well as choose the various media that they wish to work with. This personal work will lead to developing a portfolio and presenting a body of work in an exhibition at the end of the course which will be evaluated by an outside examiner.

Along with the studio work the students will be expected to keep an on-going series of written and visual art journals (Investigation Workbooks) to:

plan, record progress and critique their studio projects (ongoing reflection) research other artists, cultures and periods of art history that relate to their theme(s), record gallery and museum visits focusing on specific works that interest them develop a personal direction/ define individual interests and theme(s) make their own artist's statements

Basic art materials will be provided. However, depending on the choice of projects, students will need to be prepared to purchase some of their own materials.

Topics: *Art Elements and Principles of Design*

Visual Journaling/ Documentation of thought processes and Research in Investigation Work books

Media and artists

New media of the 21. century

Art Movements/ Art styles/ Art of the 20th century/ Modern Art

Drawing/painting techniques

Portraits/ Self-portraits/ Expressive techniques in portraiture

Figure and facial proportions

History of Sculpture/Modern Sculpture

Other forms of 3 dimensional art: installation, found objects, collage, mobiles

Work with clay

Modern Architecture

Environmental Art/ Land Art

Art with natural materials

Public Art/ Art in the environment

Global art forms - including performance art, fashion, graffiti, design,

Connection to TOK

Studying the visual arts requires students to explore the strengths and limitations of individual and cultural perspectives and to reflect on and question their own bases of knowledge. In the Visual Arts course students will use investigation workbooks to investigate issues related to life and knowledge as explored through the study of art in its cultural, social and historical context.

During the course students will consider many questions related to TOK activities, such as:
What is Art?

Does Art have to have meaning?

Can anything be art? Who decides? What are the standards by which we judge art? Can we justify these standards, and, if so, how?

What role does art play in our lives? Can art change the way we interpret the world?

What is the proper function of the Visual Arts: to capture a perception of reality, to teach or uplift the mind, to express emotion, to create beauty, or bind a community together?

What knowledge of art can be gained by focusing on its social, cultural or historical context?

What is the origin and nature of a sense of beauty? Is this sense specific to the individual or to the culture, or is it universal?

Has the relationship between the arts and technology changed as a result of the possibility of mechanical reproduction and digital manipulation?

Does the artist carry any moral or ethic responsibility? Should art be judged on its ability to please or shock?

To what extent and in what ways might the arts be regarded as a representation of reality?

What kinds of art might be seen as “realistic”?

Students will also be asked to consider aesthetics and theories of art such as:

The purpose of art

The creative cycle

Developing a theme

Artists’ statements

Differences in art forms between two cultures

From realism to abstraction

Art history

Artwork as a social commentary

Local and global art

Form and function

The changing nature of the contemporary art world

International contemporary trends in art media

Visual Arts/ HLB and SLB

Components

The course includes two linked compulsory parts:

Option B:

- **40% Studio work:** Practical exploration and artistic production
- **60 % Investigation workbook :** Independent contextual, visual and critical investigation, both visual and written

The differences between Higher level and Standard level are the assessment criteria and the teaching time:

Higher level - 240 hours

Standard level - 150 hours

The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all forms of art in their many social and historical contexts.

YEAR 1 of the diploma Plan of our school year of 33 teaching weeks (11+12+10)		
	HL 4 hours per week	SL 3 hours per week
Week 1 - week 2 What is art? How can I develop as an artist? What are my personal interests?	<ul style="list-style-type: none"> ▪ Review of Art Elements and Principles of Design – practical exercises ▪ Aesthetic Theories ▪ How to judge art? ▪ Purpose of Art Discussions	<ul style="list-style-type: none"> ▪ Review of Art Elements and Principles of Design -- short practical exercises ▪ Aesthetic Theories ▪ How to judge art? Discussions
Week 3 – week 4 Introduction to Visual Journaling and the artist's journey The Creative Cycle	<ul style="list-style-type: none"> ▪ Investigation workbooks ▪ Scrapbooks ▪ Journals ▪ Sketchbooks Online research: artists and their Journals	<ul style="list-style-type: none"> ▪ Investigation workbooks ▪ Scrapbooks Journals ▪ Journals ▪ Sketchbooks <ul style="list-style-type: none"> ▪ Discussions/Samples
Week 5 – week 6 The world of Media, new media of the 21. century Photography/ film	<ul style="list-style-type: none"> ▪ Media and artists ▪ How do artists express themselves through the media they use? ▪ How to choose appropriate media? Variety in choices. 	<ul style="list-style-type: none"> ▪ Media and artists ▪ How to choose appropriate media?

	<p>Project: use photography and/ or film creatively/ combine various media</p> <p>Create a thaumatrope and flip book</p> <p>Deconstruction of the moving image</p>	<p>Project: use photography and/or film creatively/ combine various media</p> <p>Create a thaumatrope or flip book</p> <p>Deconstruction of the moving image</p>
Half term		
<p>Week 7 History of photography/ camera obscura</p>	<ul style="list-style-type: none"> ▪ Teacher led Introduction <p>Exercise: Digital photo shoots</p>	<p>Teacher led Introduction</p> <p>Exercise: Digital photo shoots</p>
<p>Week 8 – week 9 From Realisms to Abstraction Abstraction is a process Art Movements</p>	<p>Generating a series of realistic sketches, from which one develops an abstract composition</p> <p>Research of Piet Mondrian’s or other artist’s work and style (Abstract Art)</p> <p>Independent Research of Art Movements</p> <p>Studio Project: produce artwork in the specific style of a chosen artist (painting, drawing or mixed media)</p>	<p>Generating a series of realistic sketches, from which one develops an abstract composition</p> <p>Research of Piet Mondrian’s or other artist’s work and style (Abstract art)</p> <p>Independent Research of Art Movements</p> <p>Studio Project: produce artwork in the specific style of a chosen artist (painting or drawing)</p>
<p>Week 10 – week 11 Modern Art and its Message</p>	<ul style="list-style-type: none"> ▪ Artwork as a Social Commentary ▪ Research of local or international artists <p>Studio Project: social commentary in the style of modern artists (free choice of media: painting, cartoon drawing, photo-montage, poster,.....)</p>	<ul style="list-style-type: none"> ▪ Artwork as a Social Commentary ▪ Research of local artists <p>Studio Project: social commentary (poster or cartoon drawing)</p>
December break		
<p>Week 12 3-dimensional art: History of Found objects in Art</p>	<ul style="list-style-type: none"> ▪ Teacher led Introduction 	<p>Teacher led Introduction</p>
<p>Week 13 – week 15 Modern Sculpture/ 3 dimensional art</p>	<p>Independent research of modern sculptors</p> <ul style="list-style-type: none"> ▪ Installation art ▪ 3-dimensional art in Modern Art movements: Dadaism (Duchamp) 	<p>Independent research of modern sculptors</p> <ul style="list-style-type: none"> ▪ 3-dimensional art in Modern Art movements: Dadaism/ ‘Readymades’

<p>Figurative and Non figurative three-dimensional art</p>	<p>and Pop art (Claes Oldenburg, Jasper Johns,...)</p> <ul style="list-style-type: none"> ▪ Found objects collage/sculpture (Robert Rauschenberg) ▪ Mobiles (Alexander Calder, local artist: Bill Grace) <p>Studio project/ group work: production of a 3 dimensional piece of art: installation/ sculpture/ mobile (for example with the use of found objects)</p>	<p>(Duchamp) and Pop art (Claes Oldenburg, Jasper Johns)</p> <ul style="list-style-type: none"> ▪ Found objects sculpture (Robert Rauschenberg) ▪ Mobiles (Alexander Calder, local artist: Bill Grace) <p>Studio project: production of a 3 dimensional piece of art: sculpture/ mobile (for example with the use of found objects)</p>
<p>Week 16 – week 17 Environmental Art/ Land Art</p> <p>Art with Natural Materials</p>	<ul style="list-style-type: none"> ▪ Independent Research on Andy Goldworthy’s work or other artists who use natural materials or make their art part of the environment ▪ Planning/ sketching/ constructing a model: Discuss individual ideas for studio group work <p>Studio project (individual or group work): use natural materials to produce art works - – inspired by Andy Goldworthy’s work (for example installation/ outside-sculpture on school grounds)</p>	<ul style="list-style-type: none"> ▪ Independent Research on Andy Goldworthy’s work or other artists who use natural materials <p>Studio project (individual or group work): use natural materials to produce art works – inspired by Andy Goldworthy’s work</p>
<p>Half term</p>		
<p>Week 18</p> <p>The Creative Cycle</p> <p>the Investigation Workbook</p>	<p>Complete last term’s projects/ reflection</p> <p>Discuss ways to improve the quality of IWB</p>	<p>Complete last term’s projects/ reflection</p> <p>Discuss ways to improve the quality of IWB</p>
<p>Week 19 – week 23</p> <p>Art and Nature</p> <p>The Fibonacci Sequence and the ‘Golden Rule’ in art</p>	<p>Individual Research on a globally recognized artist whose work was inspired by nature (for example Georgia O’Keeffe)</p> <p>Individual Studio Projects: choose one art form/ create artwork - Inspiration from a globally recognized artist (plan and execute an art work which emulates, but does not copy, the style of the artist the student was assigned to research)</p> <p>Close-up drawings/paintings</p>	<p>Individual Research on a globally recognized artist whose work was inspired by nature (for example Georgia O’Keeffe)</p> <p>Individual Studio Projects : choose one art form/ create artwork - Inspiration from a globally recognized artist (plan and execute an art work which emulates, but does not copy, the style of the artist the student was assigned to research)</p> <p>Close-ups drawings/paintings</p>

	Individual Research on the Fibonacci Sequence and the use of the 'Golden Mean' in art (exploration in nature/ drawing)	Individual Research on the Fibonacci Sequence and the use of the 'Golden Mean' in art (exploration in nature/ drawing)
Easter break		
Week 24 - week 27 <i>Themes</i> in art	<ul style="list-style-type: none"> ▪ Individual projects: personal relevant theme Students choose a theme and develop an idea into realization (each student defines a favourite art form/ media he/she wants to use) 	<ul style="list-style-type: none"> ▪ Individual projects: personal relevant theme Students choose a theme and develop an idea into realization (each student defines a favourite art form/ media he/she wants to use)
Week 27 - 28 'Theme' and the variety of media choices	Use different media for creating an art work, same <i>theme</i> as previously	Use different media for creating an art, same <i>theme</i> as previously
Week 29 Reflection of the student as an artist/ Investigation Workbooks Preparation for exhibition	<ul style="list-style-type: none"> ▪ Discussion: What makes something into a body of related work ▪ Students' Presentation of their Investigation Workbooks ▪ Prepare for exhibition ▪ Complete individual projects 	<ul style="list-style-type: none"> ▪ Discussion: What makes something into a body of related work ▪ Students' Presentation of their Investigation Workbooks ▪ Prepare for exhibition ▪ Complete individual projects
Week 30 Students' Exhibition	Students set up an exhibition displaying their artwork, including their Investigation workbooks	Exhibition of students' artwork including their Investigation workbooks

YEAR 2 of the diploma Plan of our school year of 24 teaching weeks (11+11+2)		
	HL	SL
<p>Week 1 – week 2</p> <p>Developing a Theme</p> <p>Investigation Workbooks</p>	<p>Creating a cohesive theme: Devise, develop and investigate a theme</p> <p>Individual research</p> <p>Understand/ refine individual approach to art</p>	<p>Creating a cohesive theme: Devise, develop and investigate a theme</p> <p>Individual research</p> <p>Understand/ refine individual approach to art</p>
<p>Week 2 – week 4</p> <p>Critique of an exhibit/ Writing about art</p> <p>Intensive/ effective use of Investigation Workbooks</p>	<p>Fieldtrips to art studios of local artists or art galleries</p> <p>Invited artists visiting the school to introduce their work</p> <p>Comparison of exhibits, art forms, techniques and context of art</p> <p>Project inspired by art studio/ gallery/ museums exhibits or other researched art work</p>	<p>Fieldtrips to art studios of local artists or art galleries</p> <p>Invited artists visiting the school to introduce their work</p> <p>Comparison of exhibits, art forms, techniques and context of art</p> <p>Project inspired by art studio/ gallery/ museums exhibits or other researched art work</p>
<p>Week 5 – week 6</p> <p>Developing/Refining individual theme</p> <p>Proposal for final exhibits/ development of theme</p> <p>Documentation of thought processes and Research in Investigation Work books</p>	<p>Students examine their theme through several filters of thought</p> <p>Choose media preferences to produce personally relevant works of art that reveal evidence of the exploration of ideas that reflect cultural and historical awareness</p> <p>Develop a personal style</p> <p>Studio Project: Combining two cultures within a single piece of art work</p>	<p>Students examine their theme through several filters of thought</p> <p>Choose media preferences</p> <p>Develop a personal style</p> <p>Studio Project: Combining two cultures within a single piece of art work</p>
Half term		
<p>Week 7 – week 11</p> <p>Work on individual exhibits</p> <p>Artist statement</p> <p>Research / Investigation Workbook/ Sketchbook</p>	<p>Studio work: Students produce one studio work per month</p> <p>Focus on exhibit theme</p> <p>Exploration of ideas both visually and in writing (Investigation Work book)</p>	<p>Studio work: Students produce one studio work per month</p> <p>Focus on exhibit theme</p> <p>Exploration of ideas both visually and in writing (Investigation Work book)</p>

	Illustration of journeys, ideas, experiences, and research Weekly critiques (in written form)	Illustration of journeys, ideas, experiences, and research Weekly critiques
December break		
Week 12 – week 17 Work on exhibits Investigation workbooks/ sketchbooks Reflection	Independent studio work/ experiments with various media Investigation Workbooks: Emphasis is placed upon the students’ continued growth in recording and reflecting upon the process, the experiments and the idea development – in support to refine their approach to art	Independent studio work/ experiments with various media Investigation Workbooks: Emphasis is placed upon the students’ continued growth in recording and reflecting upon the process, the experiments and the idea development in support to refine their approach to art
Half term		
Week 18 - week 19 Refining themes Artist statement Completion of Candidate Record Booklets Preparation for Mock exams	Work on individual studio projects (students produce a series of independent studio works in the materials of their choice) Investigation Workbooks Discussions/ Reflection – prepare for Mock exams	Work on individual studio projects ((students produce a series of independent studio works in the materials of their choice) Investigation Workbooks Discussions/ Reflection – prepare for Mock exams
Week 20		Mock DP exams in year 2
Week 21 – week 23 Completion of artist statement Investigation Workbooks Final exhibits	Students are expanding on their themes (question aspects of their own approach, confront inconsistencies or weak areas, larger questions in the work are addressed) Students work on improvements of their studio works and their Investigation Workbooks/ prepare for exhibition	Students are expanding on their themes Students work on improvements of their studio works and their Investigation Work books / prepare for exhibition
Easter break		
Week 24 – week 25 Preparation for exams	Completion of independent studio works and	Completion of independent studio works and

	Investigation Workbooks	Investigation Workbooks
26		DP exams in year 2
27		DP exams in year 2
28		DP exams in year 2
29		DP exams in year 2
Half term		
30		
31		
32		
33		

In the beginning of the 2 year Diploma Level Visual Arts course the students may be given specific assignments or themes to deal with to get them started. By the second year the students will be expected to find a personal direction and theme(s) as well as choose the various media that they wish to work with. This personal work will lead to developing a portfolio and presenting a body of work in an exhibition at the end of the course which will be evaluated by an outside examiner.

Along with the studio work the students will be expected to keep an on-going series of written and visual art journals (Investigation Workbooks) to:

- plan, record progress and critique their studio projects (ongoing reflection)
- research other artists, cultures and periods of art history that relate to their theme(s),
- record gallery and museum visits focusing on specific works that interest them
- develop a personal direction/ define individual interests and theme(s)
- make their own artist's statements

For evaluation the studio work and the Investigation Workbooks are weighted separately at a 60% / 40% ratio (option A recommended).

Basic art materials will be provided, however depending on the choice of projects students will need to be prepared to purchase some of their own materials.

From the Application B booklet which each subject teacher has to complete in order for the school to obtain authorisation. Your subject guide will contain some of the information.

Appendix 5

IB Diploma Programme course outlines

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

Name of the teacher who prepared the outline:

Carla Hinds

Name of the course:

Visual Arts, SL/HL

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

The IB Diploma level art course at the Codrington School aims to enable students to:

- Investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- Develop an understanding of visual arts from a local, national and international perspective
- Build confidence in responding visually and creatively to personal and cultural experiences
- Develop skills in, and sensibility to, the creation of works that reflect active and individual involvement
- Take responsibility for the direction of their learning through the acquisition of effective learning practices

The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all form of art in their many social and historical contexts. Students will be given the tools necessary to help them understand their own visual surroundings and to develop an international perspective of the arts through their research of contemporary trends in the arts and their exposure to the importance and function of the arts in other cultures. They will explore different ways of expressing themselves and communicating with others. The students, which in our school come from many different countries, will discuss standards for judging art and how those standards change within countries, cultures or art forms.

The IB Visual Arts is a course for students who are seriously interested in the Visual Arts. The course has specific criteria set for both Studio Work and the Investigation Workbook which are clearly defined by the IBO.

Over the two years of the course, the students will be working in a variety of techniques and media to develop their skills and understanding of the elements of the visual arts in both two and three-dimensional formats. They will develop and maintain a close relationship between investigation and their creative process in studio work. Students will produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal style. In the second year of the course students will develop their own themes and will have the opportunity to choose media preferences.

All of the efforts of the student lead up to the final examination at the end of the two year course. The students must then exhibit their studio work, show their investigation workbooks and discuss their development during an interview with an external examiner.

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.

Topics:

- Art Elements and Principles of Design
- Visual Journaling/ Documentation of thought processes and Research in Investigation Work books
- Media and artists
- New media of the 21. century
- Art Movements/ Art styles/ Art of the 20th century/ Modern Art
- Drawing/painting techniques
- Portraits/ Self-portraits/ Expressive techniques in portraiture
- Figure and facial proportions
- History of Sculpture/Modern Sculpture
- Other forms of 3 dimensional art: installation, found objects, collage, mobiles,
- Work with clay
- Modern Architecture
- Environmental Art/ Land Art
- Art with natural materials
- Public Art/ Art in the environment
- Global art forms - including performance art, fashion, graffiti, design,.....

Connections to ToK:

Aesthetics/ Theories:

- What is Art?
- The purpose of art
- The Creative Cycle/ Developing a **Theme**
- Artists' statements
- Differences in art forms between two cultures
- From Realisms to Abstraction/ Art History
- Artwork as a Social Commentary
- Local/ global Art and its Function
- The Changing Nature of the Contemporary Art World/ International contemporary trends in art media

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

For the HL and SL Visual Arts, students will be assessed in a similar manner. Students will be assessed internally and externally to meet the guidelines of the IB program.

Students will be assessed through the 16 very particular Visual Arts criteria (prescribed by the Diploma Level program): Investigation, Understanding, Cultural & Contextual Awareness, Development, Technique, Process, Vocabulary, Sensitivity to Materials, Integration, Acknowledging Sources, Depth & Breadth, Critical Awareness, Relevance, Presentation, Confidence and Independence.

Investigative Criteria	Studio Criteria
Cultural & Contextual Awareness	Understanding
Technical Awareness	Relevance
Investigation	Development
Depth & Breadth	Sensitivity to Materials
Vocabulary	Technique
Acknowledges Sources	Confidence
Presentation	Independence
Integration	Process

The assessment criteria/mark bands (as prescribed in the DP Visual Arts Guide) help both the student and the teacher arrive at an understanding of the student's performance. Descriptors for each criterion are applied to a point scale to help the teacher determine a student's grade in that area of consideration. Finally, a holistic grade of 1-7 is derived from the marks in the various criteria, corresponding to the International Baccalaureate's overall descriptors of the 1-7 scale.

External assessment:

An outside examiner will visit and grade an exhibit designed by the students. The exhibit will include work from the beginning to the end of the student's course.

HL: student will exhibit at least 16 pieces

SL: student will exhibit at least 8 pieces

Students must present their externally assessed work in a Candidate Record Booklet (both, Studio and Investigation).

Internal assessment:

The student presents selected pages of his/her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

Investigation Workbooks:

- Pages will include analytical research, investigations, interpretations, inspiration, media-experiments, problem-solving and skill-building activities.

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Existing Texts, most useful:	
Title:	Publisher:
Movements in Modern Art Series (Abstract Art, Modernism, Cubism, Minimalism, Expressionism, Surrealism, Conceptual Art)	Tate Publishing
Directions in Art Series (Digital Media, Painting, Photography, Textiles, Printmaking, Sculpture)	Heinemann Library
Essential History of Art	Parragon
Introducing Art, Exploring Art, Understanding Art	Glencoe/ McGrawHill
The Usbourne Introduction to Art, Introduction to Modern Art and Book of Art	Usbourne
Eyewitness Companions Art (art dictionary)	DK
American Impressionist Masterpieces	Macmillan/ Harkavy Press
Frida Kahlo "I Paint my Reality" Andy Goldworthy "Time" Edward Steichen " Lives in Photography" The Way We Live with Colour" Fashion Illustration by Fashion Designers Icons of Graphic Design Creative Advertising	Thames&Hudson
<p>Additional resources (more reference books, DVDs, CD-Roms, art prints/posters etc.) are currently being ordered for the sum of more than 2000.- USD.</p> <p>Other requested materials and equipment : (some of these items are already ordered)</p> <p>Easels LCD projector Digital Camera Paper cutter Drying rack 2 Computers (for use in art studio) with photo shop programs 1 Printer (colour)</p> <p>Additional materials will be requested to enhance the program of study as they are determined.</p> <p>Classroom space: our current studio space (2 rooms) is sufficient to meet the needs of the students in this program. We have plenty of art supplies, 6 large work tables, 2 sinks, and various reference texts available. As mentioned above, lots of new resources have been ordered. Currently students have media and computer access in the IT-lab of the school, but will ideally also have the opportunity to use 1 or 2 computers in the art studio itself.</p> <p>In the school's library and in the art room itself students will have access to various art books and materials for reference, inspiration and techniques to use in activities or in personal time.</p>	

Teaching time:

List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

HL/SL course	Teaching hours
Visual Arts HL	144 hours studio work 96 hours Investigation Workbook 30 hours non-class room (extra home work projects, field trips to exhibitions)
Visual Arts SL	90 hours studio work 60 hours Investigation Workbook 30 hours non-class room (extra homework projects, fieldtrips to exhibitions)

In addition:

For group 6 subjects: Arts

- Are all group 6 courses adequately supported with materials and laboratory/studio space?
- Does the course outline adequately demonstrate that the school has prepared for the required internal assessments for the subject(s)?

<ol style="list-style-type: none"> 1. Yes. The Visual Arts course is adequately supported with studio space, basic materials and art text books. Our Art resources will tremendously increase in quantity and quality in the near future (by September 2009), as lots of new reference materials have been ordered. Adequate studio space is available for students at any given time. 2. The school's art teacher, Ms. Hinds has more than 10 years experience as an artist and art teacher and has over the years received extensive PYP and MYP teacher training regarding her subject. She will attend a DP Visual Arts teacher training course in summer 2009, at the Montezuma College in New Mexico, USA.
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For theory of knowledge:

- Is the TOK course designed to conform to IBO requirements in substance and classroom hours?
- Indicate the distribution of TOK topics over the two years of the IB Diploma Programme.
- Does the course provide adequate training in analytical and critical thought?

TOK:

Studying the visual arts requires students to explore the strengths and limitations of individual and cultural perspectives and to reflect on and question their own bases of knowledge. In the Visual Arts course students will use investigation workbooks to investigate issues related to life and knowledge as explored through the study of art in its cultural, social and historical context.

Some of the Visual Arts' TOK topics are already listed above.

During the course students will consider many questions related to TOK activities, such as:

What is Art?

Does Art have to have meaning?

Can anything be art? Who decides? What are the standards by which we judge art? Can we justify these standards, and, if so, how?

What role does art play in our lives? Can art change the way we interpret the world?

What is the proper function of the Visual Arts: to capture a perception of reality, to teach or uplift the mind, to express emotion, to create beauty, or bind a community together?

What knowledge of art can be gained by focusing on its social, cultural or historical context?

What is the origin and nature of a sense of beauty? Is this sense specific to the individual or to the culture, or is it universal?

Has the relationship between the arts and technology changed as a result of the possibility of mechanical reproduction and digital manipulation?

Does the artist carry any moral or ethic responsibility? Should art be judged on its ability to please or shock?

To what extent and in what ways might the arts be regarded as a representation of reality? What kinds of art might be seen as "realistic"?

For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

As part of the process of completing this application we are continually reviewing our needs for the next two years. Departmental itemized budgets are submitted each year. A review of available resources has been made and each year more are added to enrich the department. There are a number of software programmes which are available online are used by our students and the school is in the process of ordering the necessary GDCs.

Appropriate teaching materials will be sourced and available to our students when those students enter the IB years. Books will be ordered as appropriate. The internet has a vast amount of information on the history of art, its influence on culture and all topic areas.

Appropriate use of community resources is part of an ongoing discussion at the school and suitable field trips will be planned for the IB students. Local artists will be invited to come to school as Guest speakers and trips to art exhibitions and art studios of well known local artists will be organized, so our students have the first hand opportunity to learn from other artists and also to discuss their own work with other people in the field. Some of the planned projects will also give them the chance to investigate in the local community (Artwork as a Social Commentary/ Research of local artists, Public Art/ Art in the environment, Local Art and its Functions/ Purpose).

The Art Department will conduct its usual yearly audit of the costs of acquiring the appropriate materials and equipment. The school has sufficient funding for the resources required to run the course. Each year, software and other resources will be added to the department.

Art is by its nature an international endeavour with its own history going back to ancient times in all parts of the world. The course will focus on the history of Western Art and Caribbean Art and will lead students to an exploration of Contemporary Art worldwide. Current affairs and news articles which involve international recognized new art trends will also add to the international awareness of the course (for example with the help of the Scholastic Art Magazine subscription). Local and international artists will be invited to talk about their work.