

IB DP VISUALARTS  
STANDARD LEVEL

HANDBOOK



SAPPORO KAISEI SECONDARY SCHOOL

This Visual Arts SL Handbook belongs to:

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## INTRODUCTION

The Visual Arts are integral to intellectual and physical development. The course will combine theoretical knowledge with practical skills to broaden your ability to create and innovate, as well as appreciate the past.

The Visual Arts builds a variety of life skills in a dynamic way. For students intending to continue into a life in the art, you will develop a strong foundational knowledge and skill-base. Otherwise, the communication, collaboration, and creative thinking skills, as well as the discipline nurtured through the Visual Arts, will help you with challenges that you might face as an adult. You will also gain the ability to appreciate and learn from art wherever you have the opportunity.

VISUAL ARTS  
STANDARD LEVEL  
(SL)

Visual Arts SL creates a safe environment for you to take risks and direct your own individual path as an artist, consumer, and thinker.

This course will meld together the theoretical and practical sides of art. You will be exposed to diverse practical skills and techniques in multiple mediums, while also exploring different approaches and contexts behind art practice. There will be particular emphasis on socio-political and cultural contexts.

Together with the TOK, the multi-disciplinary nature of the Visual Arts will help you see the relationships between different subjects. This will allow you to transfer the skills, knowledge and experiences gained in the Visual Arts to the rest of your school life and to your future.

## AIMS AND OBJECTIVES

Through studying the arts, you will become aware of how artists work and communicate. The aims and objectives of the Visual Arts subject are to enable you 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
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. Developing skills, techniques and processes in order to communicate concepts and ideas

APPROACHES TO  
TEACHING AND  
APPROACHES TO  
LEARNING

Visual Arts SL will integrate the ATLs (thinking, communication, self-management, social, research skills).

Besides creating your studio work, you will critique and present your artwork and thought processes. Sharing criticism with peers will develop your ability to defend your work and generate new ideas from criticism.

You will lead your own research into art history using the Media Centre, local exhibitions, and other resources. The teacher will advise you on useful areas to research, while introducing stimulating topics, basic art skills and techniques, and research strategies. Your research should help your artwork grow increasingly sophisticated and personalised in preparation for your final exhibition.

SYLLABUS  
OVERVIEW AND  
CONTENT

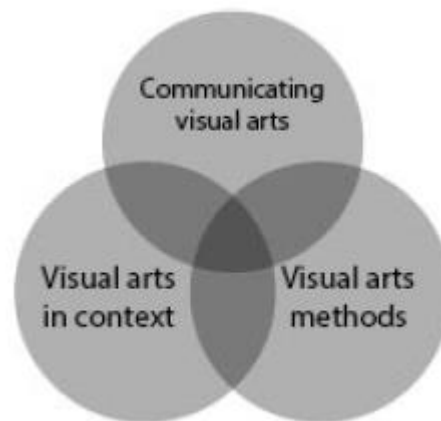
**Prior Learning**

It is required that you have taken Year 4 Visual Arts. In Year 4, you will have gained knowledge of various art forms, theories, and movements. You will have completed one painting, one sculpture, and one work in a third art form.

**Overview**

The syllabus has been designed as a continuous two-year process which will guide you in discovering your personal identity as an artist and producing a coherent portfolio of art.

It will balance the core areas of the Visual Arts:



*P.18, IB DP Visual Arts guide*

You will investigate these core areas through

- Theoretical practice
- Art-making practice
- Curatorial practice

At first, you will have more guidance as you develop your foundational skill and knowledge base. You will be given increasing independence until you create a mature and innovative studio environment where you can direct yourself in your own studio work, while sharing ideas, research, criticism, and skills.



## Year 1

You will develop your personal identity as an artist. You should start to have an idea of what you want to communicate through art. This year will focus on going deeper into the themes, passions and aesthetic that you are interested in.

This stage is split into **three units**, designed to help you build a solid and personal knowledge and skill base from which to grow as an independent artist. Stimulating skills and techniques, mediums, themes, and research topics will be introduced. You will apply these studies to your own work and self-assess your work with the support and guidance of peers and the teacher.

Content	Details	Guidance for Assessment (included in class-time)
Unit 1: Life development and cultural impact of 3 major artists	<p style="text-align: center;"><u>Theoretical Practice</u></p> <ul style="list-style-type: none"> <li>○ Ancient to Medieval art: Art History</li> <li>○ Research Assignment: 3 Major Artists of your own choice</li> </ul> <p style="text-align: center;"><u>Art Making Practice</u></p> <ul style="list-style-type: none"> <li>○ Skills and Techniques: Drawing: pencil, charcoal, or pen</li> <li>○ Art Projects: At least 1 piece in any medium adopting the Title of a Major Art Piece.</li> <li>○ Guided Studio Time</li> </ul> <p style="text-align: center;"><u>Curatorial Practice</u></p> <ul style="list-style-type: none"> <li>○ Research and Visit an Exhibition</li> <li>○ Research Assignment Presentation</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Visual Journal Advisory Meeting</b></li> <li>○ <b>Comparative Study:</b> Progress Check</li> </ul>
Unit 2: Explore an Art Movement	<p style="text-align: center;"><u>Theoretical Practice</u></p> <ul style="list-style-type: none"> <li>○ Renaissance to The Advent of Modern Art: Socio-historical takes on the history of art movements. Art History</li> <li>○ Research Assignment: Art movement of your own choice</li> </ul> <p style="text-align: center;"><u>Art Making Practice</u></p> <ul style="list-style-type: none"> <li>○ Art Projects: At least 1 piece in any medium influenced by an art movement (aesthetically or conceptually)</li> <li>○ Skills and Techniques: Acrylic painting, Photography, or Architecture</li> </ul> <p style="text-align: center;"><u>Curatorial Practice</u></p> <ul style="list-style-type: none"> <li>○ Art Projects Presentation as a Coherent Collection</li> <li>○ Art Project and Artistic Process Presentation</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Art Presentation</b> After unit</li> <li>○ <b>Individual meeting</b> for Unit1 • 2 Project Reflections</li> </ul>

<p>Unit 3: Communicate a narrative through illustrative pictures</p>	<p style="text-align: center;"><u>Theoretical Practice</u></p> <p>○ Douglas and Aspects of Negro Life: From Slavery Through Reconstruction.</p> <p style="text-align: center;"><u>Art Making Practice</u></p> <p>○ Art Projects: .At least 1 illustrative work based on a narrative</p> <p>○ Printing making, Photography, or Collage</p> <p>○ Skills and Techniques: Carving, hatching, stippling, and Photo-shooting skills</p> <p>○ Studio work with guidance on Pictorial Representation</p> <p style="text-align: center;"><u>Curatorial Practice</u></p> <p>○ Art Presentation of projects as a Mini-Collection with Curatorial Rationale</p>	<p>○ <b>Exhibition Workshop :</b> Organise works as a coherent collection, Introduction to Curatorial Rationales</p> <p>○ <b>Mock Comparative Study:</b> Progress Check, Submission, Reflection, Individual Feedback Sessions</p>
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## Independent Stage

By March, you will have reached some self-awareness as an artist and will have the discipline to direct yourself in designing and executing projects. This stage will focus on producing artworks autonomously, with your vision of your **Final Exhibition** in mind, so that when the assessment comes, you can present your works in a logical and communicative way. The projects should reflect your interests and show sophisticated considerations of art, culture, and world issues.

Time will be spent on polishing up process portfolios and the exhibition presentations for assessment.

Details	Guidance for Assessment and <b>Assessment</b>
<p style="text-align: center;"><u>Theoretical Practice</u></p> <p>○Independent Research to support Studio Work</p> <p style="text-align: center;"><u>Art Making Practice</u></p> <p>○Independent Studio Work and Visual Journal</p> <p>○By September. 4-7 of the best pieces will be selected for the final exhibition.</p> <p style="text-align: center;"><u>Curatorial Practice</u></p> <p>○Polish Exhibition Plans, Curatorial Rationale and Exhibition Presentation</p> <p>○Art Project Presentations with Written Curatorial Rationale</p>	<p>○ <b>Comparative Study:</b> Advisory Meeting, <b>E-Submission</b></p> <p>○ Individual meetings for Unit 1~3 Visual Journal Reflections</p> <p>○ Process Portfolio Workshop: select pages</p> <p>○ <b>Process Portfolio:</b> Advisory Meeting, <b>E-submission</b></p> <p>○ Mock Exhibition, Reflection, Feedback Session</p> <p>○ <b>Exhibition Presentation :</b> Advisory meeting, <b>E-submission</b></p> <p>○ <b>Exhibition,</b> Reflection</p>

## ASSESSMENT

External and internal assessments are both essential in the Visual Arts SL. External assessments are graded by IB examiners, while internal assessments are graded by the teacher and moderated by the IB. Three components make up the assessment:

External Assessment:

- Comparative Study (20%)
- Progress Portfolio (40%)

Internal Assessment:

- Exhibition (40%)

Guidance for the assessments is scheduled throughout the two years.

For each assessment, you will have:

- Introduction sessions
- Peer Assessment
- Progress Check Meetings
- Advisory Meetings
- Workshops: assessments and research skills

You will also have a Mock Comparative Study and Mock Exhibition

## Visual Arts Assessment Overview (SL)

Assessment Component	Weighting
<p><b>External Assessment</b></p> <p><b>Part 1: Comparative Study</b></p> <p>Analyse and compare artworks by different artists. This independent critical investigation explores artworks, objects and artefacts from different cultural contexts.</p> <ul style="list-style-type: none"> <li>- submit <b>10-15</b> screens which examine and compare at least <b>three</b> artworks, at least two of which should be by different artists</li> <li>- submit a list of sources</li> </ul> <p><b>Part 2: Process Portfolio</b></p> <p>Submit carefully selected materials which evidence your experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> <li>- submit <b>9-18</b> screens</li> <li>- submitted work must be in at least <b>two</b> art-making forms</li> </ul>	<p><b>60%</b></p> <p>20%</p> <p>40%</p>
<p><b>Internal Assessment</b> (externally moderated)</p> <p><b>Part 3: Exhibition</b></p> <p>Submit a selection of resolved artworks from your exhibition. The selected pieces should show evidence of your technical accomplishment during the course and an understanding of the use of materials, ideas, and practices appropriate to visual communication.</p> <p>Submit:</p> <ul style="list-style-type: none"> <li>- <b>4-7</b> artworks</li> <li>- Curatorial Rationale (400 words max)</li> <li>- Exhibition Text (500 words max)</li> <li>- Two Exhibition Photographs</li> </ul> <p>Assessed on:</p> <ul style="list-style-type: none"> <li>- technical accomplishment</li> <li>- conceptual strength of your work</li> <li>- resolution of your stated intention</li> </ul>	<p>40%</p>

## GLOSSARY

You are expected to be familiar with the following key terms and phrases used in the Visual Arts assessments. The most frequent terms are defined below. Please note that other terms and phrases may be used depending on the examination question.

Command Term	Definition
Analyse	Break down in order to bring out the essential elements or structure.
Apply	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Compare and Contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Identify	Provide an answer from a number of possibilities.
Justify	Give valid reasons or evidence to support an answer or conclusion.
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
Show	Give the steps in a calculation or derivation.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.