

# CURRICULUM OUTLINE IB DIPLOMA PROGRAMME BATCH MAY – 2012

GRADE 11 – 12

SUBJECT: VISUAL ARTS

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<b>Semester 1 (August-December 2010)</b>				
<b>Exploring Processes and Techniques</b>				
<b>Teacher Directed</b>				
<b>Studio Work (SW)</b>	<b>Skills</b>	<b>Investigation Workbook (IWB)</b>	<b>Skills</b>	<b>IB Learner Profile</b>
Introduction: IB DP Visual Arts Studio Work and Investigation Workbooks What is culture?	The language and materials of visual expression.	Why, and What is, Art?	How to use IWB	Inquirer Knowledgeable Thinker Communicator Principled Open-minded
<b>Narrative Self -portrait</b>	Learning to draw and paint realistically.	The self portraits of Frida Kahlo	Symbolism in art	Caring Risk-taker
<b>Music Inspired Expressive Painting</b>	Changing and modifying. Mixed Media	Basquiat's Expressive Painting	Documenting creative processes	Balanced Reflective
<b>Print and Emotion</b>	Woodblock/Woodcut print 3 Colors reduction print Monoprint	Comparing and Contrasting the work of printmakers from different cultures	How to formally analyze an artwork	

<b>Semester 2 (January-June 2011)</b>				
<b>Exploring Themes</b>				
<b>Student/Teacher Directed</b>				
<b>Multicultural Focus</b>	Your starting point should be taken from the ethnic artwork of your choice. Some suggestions : South East Asian Art (Borneo, Thailand, Indonesia) East Asian Art (China, Japan, Korea) South and Central America (Mayan, Inca, Aztec ect.) Native North American Art. African Art Aboriginal Art Art from the Asian Sub-continent (e.a. India)	ADORNMENTS,  ICONS,  3 DIMENSIONAL EXPRESSION,  FUNCTION and  DECORATION?	Depth of research	Inquirer Knowledgeable Thinker Communicator Principled Open-minded Caring Risk-taker Balanced Reflective
<b>Contemporary Culture Sculpture</b>	Using new and traditional materials.	Research an issue to base your sculpture on.....	How to research a theme	
<b>Self Directed Artwork based around a theme</b>	Planning a studio work, including time line, including exploring media and materials.	Research own theme. Include at least 5 artists who have similar ideas, techniques, methods or materials.	Breath of research	

<b>Semester 3 (August-December 2011)</b> <b>Consolidating Individual Development</b> <b>Student Directed</b>		
Students develop a visual and written statement that outlines their intentions for developing a major body of work. This statement should include reference to artists being researched, themes to be developed and personal journeys to be taken. This is to be presented as an oral presentation to other students.		Inquirer Knowledgeable Thinker
Student planned and directed tasks.	Student driven and directed tasks. Based around inspiration for their own work, and the process of making art.	Communicator Principled Open-minded Caring Risk-taker Balanced Reflective
<b>Semester 4 (January-May 2012)</b> <b>Evaluation and Presentation</b>		
Students are to review the correlation between research, development and reflection with their completed works. Omissions can be identified and fulfilled, criteria revisited and assessed and an assessment of their current situation stated.		Inquirer Knowledgeable Thinker
Students are required to reflect on their development of a whole body of work and to evaluate it's strengths, weaknesses and omissions. Selection of pages for photocopying, revisitations of annotations and presentation are all part of this process.	Students focus on the development of a final piece of work that focuses on unity within exhibition pieces.	Communicator Principled Open-minded Caring Risk-taker Balanced Reflective
<b>EXHIBITION and Assessment</b>		