



Tohoku International School

Secondary School Course Syllabus

Course Title: Diploma Programme Visual Arts SL & HL	Teacher: Mr. Joshua Bengtson Email: jbengtson@tisweb.net
Level: Grade 11 (21-22) Grade 12 (22-23)	Time Frame: 2 years
Course Description: <p>The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.</p> <p>The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.</p> <p>Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.</p>	
Course Aims: <p>The aims of the arts subjects are to enable students to:</p> <ol style="list-style-type: none">1. enjoy lifelong engagement with the arts2. become informed, reflective and critical practitioners in the arts3. understand the dynamic and changing nature of the arts4. explore and value the diversity of the arts across time, place and cultures5. express ideas with confidence and competence6. develop perceptual and analytical skills.	

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A community of learners preparing for life in an evolving global society

In addition, the aims of the visual arts course at SL and HL are to enable students to:

1. make artwork that is influenced by personal and cultural contexts
2. become informed and critical observers and makers of visual culture and media
3. develop skills, techniques and processes in order to communicate concepts and ideas.

Units of Study:

Visual Arts in Context	Teaching Hours: SL 50, HL 70
Unit 1	The Cultural Context of Art and Artists
Unit 2	The Formal Qualities of Art
Unit 3	The Function and Purpose of Art
Visual Arts Methods	Teaching Hours: SL 50, HL 70
Unit 4	Methods of Art
Unit 5	Developing Intentions and Concepts
Communicating Visual Arts	Teaching Hours: SL 50, HL 70
Unit 6	Communicating as an Artist
Unit 7	Curation Study

Assessments:

External assessment	Assessment Tasks	Weighting
Part 1: Comparative study	<p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • Students submit 10-15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • Students submit a list of sources used. • HL students submit an additional 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. 	20%
Part 2: Process portfolio	Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the twoyear course.	40%



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	<ul style="list-style-type: none"> ▪ SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. ▪ HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	
Internal Assessment	Assessment Tasks	Weighting
Part 3: Exhibition (This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.)	<p>Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> ▪ Students submit a curatorial rationale that does not exceed 400 words for SL, and 700 words for HL. ▪ SL students submit 4–7 artworks, and HL students submit 8–11 artworks. ▪ Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. ▪ Students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition. 	40%
Resources: Textbook: Visual Arts Course Companion by Oxford University Press		