



**CARSON GRAHAM
SECONDARY**

COURSE OUTLINE – DP VISUAL ARTS

Course Description:

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art. The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world (IBO).

IB Visual Arts 11 and 12 is a two-year course where the students work with a variety of materials and concepts, exploring their own art making practice and developing an understanding of other art forms and artists. Emphasis will be on expanding student understanding of communication in the arts, developing a body of work that is personally meaningful and understanding how art production reflects both their own and others' worlds, ideas and experiences. A sketchbook is mandatory for recording ideas, process work, art criticism, visual explorations, as well as the further development of technical skills. Field trips to galleries and/or artists' studios are a part of the curriculum.

Assessment Objectives:

Having followed the visual arts course at SL or HL, students will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a. Identify various contexts in which the visual arts can be created and presented
- b. Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- c. Recognize the skills, techniques, media, forms and processes associated with the visual arts
- d. Present work, using appropriate visual arts language, as appropriate to intentions

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a. Express concepts, ideas and meaning through visual communication
- b. Analyse artworks from a variety of different contexts
- c. Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

Assessment objective 3: demonstrate synthesis and evaluation

- a. Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- b. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- c. Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- d. Evaluate how and why art-making evolves and justify the choices made in their own visual practice

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a. Experiment with different media, materials and techniques in art-making
- b. Make appropriate choices in the selection of images, media, materials and techniques in art-making
- c. Demonstrate technical proficiency in the use & application of skills, techniques, media, images, forms & processes
- d. Produce a body of resolved and unresolved artworks as appropriate to intentions



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IB Concepts and Considerations

- **THEORY OF KNOWLEDGE (TOK):** Students will reflect on the nature of knowledge in Visual Arts, and on how we know what we claim to know throughout the course.
- **CREATIVITY, ACTIVITY, SERVICE (CAS):** Students will be encouraged to consider ways they can take meaningful action in their CAS activities connected to topics learned in Visual Arts throughout the course.
- **APPROACHES TO LEARNING (ATL):** **Thinking, Social, Communication, Research,** and **Self-Management** skills will be developed and encouraged throughout the course.
- **LEARNER PROFILE ATTRIBUTES (LP):** Connections will be made to the IB Learner Profile Attributes (**Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced,** and **Reflective**) throughout the course. Students are encouraged to embody these traits as IB learners.

Assessment Overview & Timeline:

External Assessment - Comparative Study

20%

June Year 1

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

External Assessment - Process Portfolio

40%

March Year 2

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Internal Assessment – Exhibition

40%

February Year 2

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.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school’s Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

In accordance with this policy, students can use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permission is given to use the aforementioned tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Additionally, if students are allowed to use advanced automated tools on assignments in this course, that use must be properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.[1]

[1] Adapted from <https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/>

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>





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BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

Grade Descriptors:

Grade 7

Demonstrates in-depth and comprehensive knowledge and understanding of the media used with precise use of terminology to communicate this understanding.

Highly effective use of research, investigation and technical skills.

In-depth understanding of artistic intention and engagement with the artistic process demonstrated in consistent development of ideas, creativity and critical reflection.

Grade 6

Demonstrates detailed knowledge and understanding of the media used with appropriate and consistent use of terminology to communicate this understanding.

Effective use of research, investigation and technical skills.

Understanding of artistic intention and engagement with the artistic process demonstrated in development of ideas, creativity and critical reflection.

Grade 5

Demonstrates sound knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding.

Research, investigation and technical skills are evident and sometimes well developed.

Evidence of understanding of artistic intention and the artistic process and development of ideas, creativity and critical reflection.

Grade 4

Demonstrates secure knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding.

Research and/or investigation skills are evident but not well developed.

Some understanding of artistic intention and the artistic process, that is, understanding of the work of others, the student's own work and the connections between these.

Some evidence, through the student's own work, of understanding of the artistic process. Technical skills are evident but not necessarily well developed.

There is some evidence of development of ideas and some evidence of creativity and critical reflection.

Grade 3

Demonstrates basic knowledge and understanding of the media used with some use of terminology to communicate this understanding. There is evidence of research and/or investigation but this remains undeveloped.

Partial understanding of artistic intention, that is, understanding of the work of others and the student's own work.

Evidence in the student's own work of limited artistic process and technical skills.

Creativity and critical reflection emerge occasionally in the work.

Grade 2

Demonstrates little knowledge and understanding of the media used with limited use of terminology.

There is evidence of superficial research and/or investigation.

The student's own work demonstrates very limited artistic process, technical skills, creativity and critical reflection.

Grade 1

Demonstrates very little knowledge and understanding of the media used, with inadequate use of terminology.

Irrelevant research and/or investigation.

The student's own work demonstrates almost no artistic process, technical skills, creativity or critical reflection.

