

Course Overviews DP , UWC Thailand (Revised 2019)

All units taught in grades 11 and 12 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year. A total of 6 artworks will be made in the first year of the course.

Grade	Time Frame	Unit number and title	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Connections to TOK	Summative assessment
11	1 week	Intro to Course		<p>Introduce the course and components of the course. Students will have an opportunity to look at final pieces of the below work and discuss.</p> <p>Introduce 3 components to the course:</p> <p>Process Portfolio < Visual Arts Journal</p> <p>Comparative Study < Visual Arts Journal (Exhibition) < Visual Arts Journal</p> <p>Introduce the <u>Visual Journal</u></p>	Select Art and ToK topics from Art and Theory of Knowledge pages	
11	2 Weeks	Subject/ Theme Exploration	Self Management: Organisation: Reflective	<p>Explore ideas for a possible scheme of work for the remainder of the DP visual arts course. Students will research artists styles, movements. Analyze contexts for which artworks are made in relation to personal contexts.</p> <p>Students will have the opportunity to explore a variety of artists, movements, and styles from around the work in which they are personally interested in.</p> <p>Students will make a list of possible studio ideas they would like to explore in the two years of Visual Arts.</p> <p>Graded assessments:</p> <ul style="list-style-type: none"> Visual Arts Journal 		<p>Investigation</p> <p>Students will explore an area of interest. An area of interest is pursued in depth and breadth across a range of media, through various influences and experimentation. A theme can be a subject, such as the human figure, or cities. A theme can be a concept, such as alienation, or transformation. A theme can explore elements of art, like light and shadow, or materiality and dissolution.</p>
11	3 weeks	(Drawing 101) Establish your voice through drawing	Thinking Self-management Research	<p>Students will explore drawing through a variety of mediums available to them used for drawing. They will have the choice to make a piece for their final artwork out of the mediums presented.</p> <p>Skills, and techniques will be presented to students including:</p> <ol style="list-style-type: none"> Drawing using basic shapes. 	<p>Culture and geographic focus</p> <p>Exploring the cultural significance of place and the cultural influences of your surroundings.</p> <p>How does cultural</p>	<p>Studio: Drawing</p> <ul style="list-style-type: none"> Pencils Pens Charcoals Ink <p>Skills, Techniques and Concepts</p> <p>Drawing skills Elements of Drawing</p>

				<ol style="list-style-type: none"> 2. 1 and 2 point perspective. 3. Creating space 4. Composition 5. Foreshortening 6. Figure Drawing 7. Gesture drawing 8. Mark Making <p>Graded assessments:</p> <ul style="list-style-type: none"> • Visual Arts Journal • Final artwork (Drawing) 	<p>understanding influence our interpretation of an artwork?</p> <p>Does art have a Social Function?</p>	<p>Experimenting with different types of media. Opportunity to introduce and teach drawing techniques, gradually allowing students to move to more independent choices. Refer to lesson plan:</p> <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understand of uses of media • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks • Learning the Formal Elements of Art Building Art Vocabulary • Compare and Contrast images <p>Engage in reflection, reviewing and refining</p> <p>(How Art Made the World Series) (Art 21: Series)</p>
11	3 weeks	(Printmaking 101)	Research Skills: Finding, interpreting, judging, and creating information.	<p>The students will continue to explore mediums through the lense of their area of focus. Students will research artists who they like who may influence their work related to forms of printmaking.</p> <p>Graded assessments:</p> <ul style="list-style-type: none"> • Visual Arts Journal • Final artwork (Printmaking) 	<p>Are an artist's intentions relevant to assessing the work?(and for the student of art, should your intention be self evident?)</p>	<p>Studio: Printmaking</p> <ul style="list-style-type: none"> • Drypoint • Woodcut and Linocut <p>Studio</p> <ul style="list-style-type: none"> • Drypoint and Linocut <p>Open approach to students to display skills they have in drawing. Final will be on A-2 sheet of paper.</p> <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understand of uses of media • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks • Learning the Formal Elements of Art Building Art Vocabulary • Compare and Contrast images <p>Engage in reflection, reviewing and refining</p>

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11	3 weeks	Clay 101	<p>Thinking Skills: Students will develop a clear and imaginative artistic intention.</p>	<p>The students will continue to explore mediums through the lense of their area of focus. Students will research artists who they like who may influence their work related to forms of printmaking.</p> <p>Graded assessments:</p> <ul style="list-style-type: none"> • Visual Arts Journal • Final artwork (clay) 	<p>When we look at art without any familiarity with the artist or the art historical context, how do we relate to it? Is it important to know the artist's intentions or should we make our own interpretation?</p>	<p>Studio: Clay (ceramics)</p> <ul style="list-style-type: none"> • Open approach to students to display skills they have in ceramics. <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understand of uses of media • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks • Learning the Formal Elements of Art Building Art Vocabulary • Compare and Contrast images <p>Engage in reflection, reviewing and refining</p> <p>Investigation Developing brainstorming exercises. Visual Thinking and annotation. Using the Visual Arts Journal. Contains: Introduction page, Brainstorming page, Experimentation page, Process page, Reflection Page.</p> <p>(How Art Made the World Series) (Art 21: Series)</p>
11	3 Weeks	Acrylic Painting (101)	<p>Self Management- Organisational Skills- Students must manage their time effectively.</p>	<p>The students will continue to explore mediums through the lense of their area of focus. Students will research artists who they like who may influence their work related to forms of painting.</p> <p>Graded assessments:</p> <ul style="list-style-type: none"> • Visual Arts Journal • Final artwork (Acrylic Painting) 	<p>Is it important for artworks to be original? Why? Is art simply an imitation of an idea?</p>	<p>Investigation Refer to lesson plan for Transcription. Some examples of cultural themes or areas of focus</p> <p>Studio</p> <ul style="list-style-type: none"> • Acrylic Painting • How to stretch Canvas <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understand of uses of media • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks • Learning the Formal Elements of Art

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11	3 Weeks	Comparative Study	<p>Research skills- Students will research an artist they are personally interested in. Using the course guide for structuring the CS students will investigate their artists and artworks of contextual, formal, and personal levels.</p>	<p>The Comparative Study: This task gives students the opportunity to elaborate, extrapolate and present a comparative study of three works by at least two artists from different cultural contexts that they have investigated as a part of their art-making practice. HL students are further required to articulate the connections between the work examined in the comparative study and their own art-making, giving them the chance to think about how theory is related to practice.</p> <p>Complete the individual The Comparative Study(CS)</p> <p>Guided activities Comparing Images,Function and Purpose</p> <p>Locating good Secondary Sources</p> <p>First draft The Comparative Study</p> <p>use CS Guiding Template if needed</p>	<p>To what extent does the work of the artist influence the culture in which it was created? To what extent does the existing culture influence the artist working in it?</p>	<p>Investigation Relates to above Transcription Unit</p> <p>(The Shock of the New Series) (Art 21: Series)</p>
11	1 Week	TOK and Art	<p>Thinking: Students will evaluate evidence and arguments. Consider ideas from multiple perspectives, propose and evaluate a variety of solutions.</p>	<p>In TOK class students examine how we know things, if we are sure we know them, and to try to make sense of what they encounter. Throughout the course they will consider viewpoints and knowledge perspectives from across a wide spectrum of subject areas. Hopefully they may begin to recognize some of their own assumptions and gain a richer more nuanced understanding of themselves and their own previously unquestioned belief systems.</p>	<p>4 TOK Elements</p> <p>* Me – student (Exploration of ideas relating to self)</p> <p>* Knowledge questions within the knowledge framework - Investigation workbook, criteria: 'Analyses and compares perceptively art from different cultures and times, considers it thoughtfully for its function and significance'.</p> <p>* WOKS – ways of knowing (emotion, faith, imagination, intuition,</p>	<p>Investigation Art and Knowledge Ai Weiwei Questions for discussion</p> <p>What does it mean to be an individual in today's society? Are we insignificant or powerless unless we act together? What do our increasing desires, materialism and number mean for society, the environment and the future? What is Beauty in Art? Do you think we still use these criteria when judging a painting today?</p> <p>There is no mention of the artist's intention, the personal meaning, significance, or the concepts the artist is dealing with as there would be today.</p> <p>What would our five criteria for judging an artwork</p>

					<p>language, memory, reason, sense of perception) Students look at artists' work exploring these different themes – critical analysis into artists work.</p> <p>AOK – looking at it from different knowledge perspectives This is an area that we need to develop. Example: How do we know when the artwork was created? How would an artist know? How would a historian know? How would a Scientist know?</p> <p>No barriers, or obstacles, dream big! Visit more galleries/Exhibitions with the students around Phuket/ Bangkok. Develop an Arts trip, which the students could then feedback into their art-making and knowledge base.</p>	<p>look like today?</p> <p>(The Shock of the New Series) (Art 21: Series)</p>
11	4 Weeks	Oil Painting (101)	<p>Communication skills: How can students demonstrate communication through visual art to effectively communicate who they are?</p>	<p>The students will continue to explore mediums through the lense of their area of focus. Students will research artists who they like who may influence their work related to forms of painting.</p> <p>Graded assessments:</p> <ul style="list-style-type: none"> • Visual Arts Journal • Final artwork (Oil Painting) 	<p>What does the development of portraiture tell us about the way we perceive the world?</p>	<p>Studio</p> <ul style="list-style-type: none"> • Oil Painting • How to stretch Canvas <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understand of uses of media • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks • Learning the Formal Elements of Art • Building Art Vocabulary

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12	Till end of School	Alternative Materials	Self Management- Organisational Skills- Students must manage their time effectively.	<p>The students will continue to explore mediums through the lense of their area of focus. Students will research artists who they like who may influence their work related to forms of sculpture. Students may not use items made from materials found commonly in the art room. This forces students out of their comfort zones and consider how many materials can be made into art. Also recognizing the power that lies within the material.</p> <p>Graded assessments:</p> <ul style="list-style-type: none"> • Visual Arts Journal • Final artwork (Sculpture) 		<p>Studio</p> <ul style="list-style-type: none"> • Sculpture <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understanding of the uses of media • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks • Learning the Formal Elements of Art • Building Art Vocabulary • Compare and Contrast images Engage in reflection, reviewing and refining (The Shock of the New Series) (Art 21: Series)