

As part of the core syllabus students will be expected to:
(in a variety of media selected from the art-making forms table)

For assessment students will be expected to:
(in a variety of media selected from the art-making forms table)

Practices

Visual arts in context
Artists and why they make art

Visual arts methods
Ways of making artwork

Communicating visual arts
Ways of presenting art

Combining all they have learned from visual arts in context, visual arts methods and communicating visual arts core syllabus areas:

EXT INT SL HL

Theoretical practice

Examine and compare the work of artists from different cultures, using a range of critical methodologies. Consider the cultural contexts (historical, geographical, political, social and technological factors) influencing their own work and the work of others.

Look at different techniques for making art. Investigate and compare how and why different techniques have evolved and the processes involved.

Explore ways of communicating through visual and written means. Make artistic choices about how to most effectively communicate knowledge and understanding.

1

COMPARATIVE STUDY:

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

At SL:
Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 screens.

At HL:
As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 screens).

EXT 20% 20%

Art-making practice

Make art through a process of investigation, thinking critically and experimenting with techniques. Apply identified techniques to their own developing work.

Experiment with diverse media and explore techniques for making art. Develop concepts through processes that are informed by skills, techniques and media.

Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

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 two-year course.

At SL: 9-18 screens.
The submitted work should be in at least two different art-making forms.

At HL: 13 - 25 screens.
The submitted work should be in at least three different art-making forms.

EXT 40% 40%

Curatorial practice

Develop an informed response to work and exhibitions they have seen and experienced. Begin to formulate personal intentions for creating and displaying their own artworks.

Evaluate how their ongoing work communicates meaning and purpose. Consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.

Select and present resolved works for exhibition. Explain the ways in which the works are connected. Discuss how artistic judgements impact on overall presentation.

3

EXHIBITION:

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.

At SL:
4-7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).

At HL:
8-11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).

INT 40% 40%

Visual arts journal

The visual arts journal underpins every aspect of the course. Students will use the journal, which can take many forms, to record all aspects of their art-making journey, including experiments with media, research, reflections, observations and personal responses. Although not directly assessed, elements of this journal will contribute directly to the work submitted for assessment.

This table illustrates a snapshot of the visual arts course at a glance. The assessment tasks (on the right) are drawn horizontally from across the three core curriculum areas (on the left). Please refer to the relevant core syllabus or assessment tasks section of the guide for the full requirements of each area or task. Students must follow the principles of academic honesty in all their work in this visual arts course; they must ensure they acknowledge sources as well as the work, words and ideas of others in line with the consistent referencing style adopted by their school.