

## Curriculum Map for Visual Arts Diploma 1 Level, (Group 6)

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/ Content	Skills	Assessments		Key resources
<b>Cultural Patterns</b>  2-4 weeks	<p>Students will research and gather selections of patterns and motifs from a wide variety of world cultures.</p> <p>Students will know how to select and identify a pattern and a motif and be able to design, structure and use one.</p> <p>(2.Understanding the Cultural Dimensions and Contribution of the Arts to society.:</p>	<p><b>1 Creating Art</b> Creating / performing / participating</p> <p><b>2 Historical and Cultural Context</b> Knowing and using Art materials</p> <p><b>3 Perception and Evaluation</b> Responding to and analyzing works of Art</p> <p><b>4 Connections</b> Understanding the Cultural Dimensions and contributions of the Arts</p> <p>Awareness of Art Craft and Design</p>	<p>Students will select and identify patterns and motifs from a wide variety of world cultures. They will use their knowledge and understanding of techniques with a variety of various media to create art work with the use or theme of patterns.</p> <p>Standards 2a and 2b And 3a</p>	<p>Drawing and Painting</p> <p>Scruffito</p> <p>Frottage</p> <p>Image Transfer (Photo Release)</p> <p>Printmaking (Monotype-Block printing)</p> <p>Collage</p>	<p>Sketchbook visual research and notes regarding patterns and motifs from selected cultures</p> <p>Use of a wide variety of media and materials – evidence of this.</p> <p>Evidence of exercises in techniques taught (e.g. printmaking).</p>		<p>The Visual Arts blog</p> <p><a href="http://www.aicvisualarts.tumblr.com">www.aicvisualarts.tumblr.com</a></p> <p>The school “Art Library”.</p> <p>Electronic resources available on the DP Visual Arts Drive.</p>
					<p><b>Formative</b></p> <p>Gathered coursework</p>	<p><b>Summative</b></p> <p>Workbook research notes and drawings assessed.</p> <p>Specific technical tasks assigned assessed</p>	

	<input type="checkbox"/> <b>2.a.</b> develop an understanding of the personal and cultural forces the shape the arts.  <input type="checkbox"/> <b>2.b.</b> understand how arts shape the diverse cultures of the past and present.)	<p>from different cultures.</p> <p>Awareness of the heritage of Art Craft and Design</p> <p>Understanding and knowledge of techniques and processes</p> <p>Experimentation with a variety of media and materials.</p>					
<p><b>Chinese Folk Art – Traditional and Modern</b></p> <p>5-6 weeks</p>	<p>Students will study the traditions of Chinese Folk Art. Understand that there are two styles of folk art in China (Traditional and Modern).</p> <p>Standards: Understanding the Cultural</p>	<p><b>1 Creating Art</b> Creating / performing / participating</p> <p><b>2 Historical and Cultural Context</b> Knowing and using Art materials</p> <p><b>3 Perception and Evaluation</b> Responding to and analyzing works of</p>	<p>Students will make copies of Chinese Folk Art and select and identify the use of colour pattern and composition in the art work.</p> <p>Students will make research notes and drawings and paintings in response to their exploration of</p>	<p>Drawing and Painting</p> <p>Paper cut</p> <p>Collage</p> <p>Drawing and painting</p>	<p>Gathered Coursework</p> <p>Figure drawing portfolio.</p> <p>Sketchbook research into the styles of Folk Art</p>	<p>Completed pieces:</p> <p>Traditional Folk Art copy</p> <p>Painting in Chinese Modern Folk Art style</p>	<p>The Visual Arts blog</p> <p><a href="http://www.aicvisualarts.tumblr.com">www.aicvisualarts.tumblr.com</a></p> <p>The school “Art Library”.</p> <p>Electronic resources available on the DP Visual Arts Drive.</p>

	<p>Dimensions and Contribution of the Arts to society.: <b>2a and 2b</b></p> <p>Figure drawing</p> <p>For the purposes of learning about proportion, stylization and economy of line</p>	<p>Art</p> <p><b>4 Connections</b></p> <p>Understanding the Cultural Dimensions and contributions of the Arts</p> <p>Making significant links with the host culture and accessing the heritage of Art Craft and Design from China</p>	<p>this genre.</p> <p>Awareness of Art Craft and Design from different cultures.</p> <p>Awareness of the heritage of Art Craft and Design</p> <p>Understanding and knowledge of techniques and processes</p> <p>Experimentation with a variety of media and materials.</p> <ul style="list-style-type: none"> <li>• Figure drawing skill</li> <li>• Proportion</li> <li>• Gesture pose</li> <li>• Stylisation</li> <li>• Economy of line</li> </ul> <p>Students will use stylisation simplification and</p>		<p>Planning pages which include: Evidence of stylisation Development of a composition Colour and pattern choices</p>		<p>Existing examples of student's work.</p>
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			reduction in order to depict a figure in traditional costume posed in a decorative setting which maximizes the use of pattern..				
<b>Abstract Expressionism</b>  4-5 weeks	<b>Standards</b>  <b>1 a,b, c</b>  <b>2 a,b,c</b>  <b>3 a,b,c</b>	<b>1 Creating Art</b> Creating / performing / participating  <b>2 Historical and Cultural Context</b> Knowing and using Art materials  <b>3 Perception and Evaluation</b> Responding to and analyzing works of Art  <b>4 Connections</b> Understanding the Cultural Dimensions and contributions of the Arts	Students will be able to:  Make an abstract expressionist painting derived from cultural patterns and a series of explorative drawings and experimentation with a range of media  Select and Identify Abstract Art.  Know and understand what Abstract Art is.  Select and develop a theme to create an in-depth study.  Researching an artist's style,	Drawing and painting in a range of media.  Exploratory drawing skill. Creating a series of developmental drawing.  Working with cultural pattern together with this drawing series.  Using collage (2D and 3D)  Using stencil  Working with impasto media	Explorative drawing portfolio.  Research on the Abstract Expressionists (sketchbook).  Playing card design task (using cultural patterns to bring in to a design for one of the character picture cards from a playing card suit)	Completed Abstract Expressionist painting.	The Visual Arts blog  <a href="http://www.aicvisualarts.tumblr.com">www.aicvisualarts.tumblr.com</a>  The school "Art Library".  Electronic resources available on the DP Visual Arts Drive.  "The Rules of Abstraction" documentary with Michael Collings / BBC  Powerpoints:  'Abstraction'

			materials and meaning. Make the link with the Abstract artists of the 20 <sup>th</sup> Century – specifically the New York Abstract Expressionist group.				<p>'Towards Abstraction'.</p> <p>Examples of existing student's work</p> <p>Found objects: (for observed drawing at the beginning of the exploratory drawing series)</p> <p>1 set of natural objects (shells bones, seed pods, dried plants etc).</p> <p>1 set of man-made objects (machine parts, broken appliances, tools, science apparatus etc.)</p>
<p><b>Robert Rauschenberg</b></p> <p><b>4-5 weeks</b></p>	<p><b>Standards</b></p> <p><b>1 a,b, c</b></p>	<p><b>1 Creating Art</b></p> <p>Creating / performing / participating</p>	<p>Students will be able to:</p> <p>Make a piece of art</p>	<p>Use photo release and other image transfer</p>	<p>Collage work : including photo release and any digital</p>	<p>Completed "combine" in the style of Robert Rauschenberg.</p>	<p>The Visual Arts blog</p> <p><a href="http://www.aicvisualar">www.aicvisualar</a></p>

	<p><b>2 a,b,c</b></p> <p><b>3 a,b,c</b></p>	<p><b>2 Historical and Cultural Context</b> Knowing and using Art materials</p> <p><b>3 Perception and Evaluation</b> Responding to and analyzing works of Art</p> <p><b>4 Connections</b> Understanding the Cultural Dimensions and contributions of the Arts</p>	<p>work which reflects their knowledge and understanding of the work of Robert Rauschenberg.</p> <p>Work with a current news item from applying conventions covered earlier in Semester 1.</p> <p>Develop an idea to produce work after the artist’s model.</p> <p>Students will produce a photo / photo copy collage using image transfer methods using the theme of “Identity”.</p> <p>Attempt digital versions of the above using simple layers and layer blends in Photoshop Collect found objects and select and identify a group of objects / items which</p>	<p>techniques to create a collage.</p> <p>Work with mixed media to produce collage.</p> <p>Gather and select found objects and arrange them into a series of possible compositions before using them in a final piece of “Combine” art work in the style of Rauschenberg. Use paint in the derivate style of the artist.</p>	<p>collage work.</p> <p>Research into artist(s) using this style.</p> <p>Clear planning showing the intent for the final outcome evidenced in series of photographs, notes and sketches.</p> <p>Reflection and Evaluation</p>	<p><a href="http://ts.tumblr.com">ts.tumblr.com</a></p> <p>The school “Art Library”.</p> <p>Electronic resources available on the DP Visual Arts Drive.</p> <p>Documentaries on Robert Rauschenberg (in the DP Drive – Folder documentaries)</p> <p>Existing examples of students work.</p> <p>Collection of still life objects.</p>
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			are suitable for use within a 3D collage after Rauschenberg.				
<p><b>“The Artist’s Mirror”</b></p> <p><b>(A study of Realism Expressionism and Abstraction)</b></p> <p><b>4-5 weeks</b></p> <p>(Carries over into DP2)</p>	<p><b>Standards</b></p> <p><b>1 a,b, c</b></p> <p><b>2 a,b,c</b></p> <p><b>3 a,b,c</b></p>	<p><b>1 Creating Art</b> Creating / performing / participating</p> <p><b>2 Historical and Cultural Context</b> Knowing and using Art materials</p> <p><b>3 Perception and Evaluation</b> Responding to and analyzing works of Art</p> <p><b>4 Connections</b> Understanding the Cultural Dimensions and contributions of the Arts</p>	<p>Students will be able to produce a relief self- portrait using one, or a combination of; or all of the artistic styles:</p> <p>Realism / Expressionism / Cubism.</p> <p>Students will research each of these distinctive styles finding appropriate artist model examples from each category (example: Rembrandt Van Rijn, Lucian Freud - Realism Egon Schiele, Oskar Kokoshcka – Expressionism, Pablo Picasso, Fernand Leger – Cubism) which they will make copied studies from</p>	<p>Drawing and painting.</p> <p>Compile a study of the three styles of Art.</p> <p>Photography.</p> <p>Work with photography to produce a series of experimental portraits using different lighting conditions and photographic techniques.</p> <p>Post-production with Adoibe Liightroom and Photoshop.</p> <p>Work with mixed media to produce 2D and 3D collage.</p> <p>3D Card construction Make a Cardboard</p>	<p>Series of drawings / paintings in Expressionist , Realist , Cubist style</p> <p>Accompanying notes and research into the three styles.</p> <p>Mixed media Collage</p> <p>Moquette – small model work</p> <p>Reflection and Evaluation</p>	<p>Completed “Artist’s Mirror” Self Portrait.</p>	<p>The Visual Arts blog</p> <p><a href="http://www.aicvisualarts.tumblr.com">www.aicvisualarts.tumblr.com</a></p> <p>The school “Art Library”.</p> <p>Electronic resources available on the DP Visual Arts Drive.</p> <p>Documentaries and DVDs on Various artist: Picasso / Mogdiliani/ Renoir/ Fauvism in the Art library</p>

			<p>and research notes.</p> <p>Students will make a series of drawing and painting using all of the three styles to depict themselves in self portraits.</p> <p>A variety of media will be used and students will work in 2D and 3D to create their series of portraits.</p>	<p>moquette for a proposal for a final piece.</p> <p>Polystyrene carving and Papier mache work</p> <p>Assemblage with MDF / polystyrene / papier mache/ wire/ wood / found objects.</p> <p>Produce a series of drawing and painting (informed by the above)</p> <p>Show evidence of individual research and reference to particular artists.</p> <p>Be able to identify which part(s) of this proposal are Realistic, Expressionistic or Cubistic.</p>			
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## Curriculum Map for DP2 Visual Arts Diploma (Group 6)

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/Content	Skills	Assessments		Key resources
<b>Individual Personal Projects</b>  <b>8 - months</b>	<b>Standards</b>  1 a,b,c  2 a,b,c  3 a,b,c	<b>1 Creating Art</b> Creating / performing / participating  <b>2 Historical and Cultural Context</b> Knowing and using Art materials  <b>3 Perception and Evaluation</b> Responding to and analyzing works of Art  <b>4 Connections</b> Understanding the Cultural Dimensions and contributions of the Arts	Applied knowledge and understanding of research into Art making practices and individual artist's work linked to individual choices of topic.	As outlined in the DP1 Curriculum Map.  Skills appropriate and specific to the aims of individual projects.	<b>IBO Examination</b>		
					<b>Formative</b>	<b>Summative</b>	
					Accumulated Coursework	<b>Process portfolio</b> 18 screens SL 18-25 screens HL  <b>Comparative Study</b> 10-15 screens SL 15-20 screens HL  <b>Exhibition</b> HL 8-11pieces SL 4-7pieces  <b>Curatorial Rationale</b> 400 words SL 700 words HL	The Visual Arts blog  <a href="http://www.aicvisualarts.tumblr.com">www.aicvisualarts.tumblr.com</a>  The school "Art Library".  Electronic resources available on the DP Visual Arts Drive.