



# Visual Arts

## Nature of the Subject

Students taking visual art often go on to study: Architecture, Fashion Design, Interior Design, Product Design, Graphic Design, Animation and Fine Art in Universities in the U.S.A, U.K. and other European countries. We have also enabled students to enter the School of Fine Arts in Thessaloniki. Students should only choose Visual Art if they have an interest and reasonable ability in the subject.

Students studying Visual Art will create art pieces in 2D, 3D and lens based formats. They will study art and artists from different cultures and times and make connections with their own work. They will create exhibitions of their work and explain it from a curatorial point of view. They will visit exhibitions in Thessaloniki and have the opportunity to visit two European capitals in years 1 and 2.

## Distinction between Higher and Standard Level:

External assessment tasks		SL	HL
Task 1: Comparative study <ul style="list-style-type: none"> <li>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</li> </ul>		20 %	20 %
At SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 pages.	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 pages).		
Task 2: Process portfolio <ul style="list-style-type: none"> <li>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.</li> </ul>		40 %	40 %
At SL: 9–18 pages. The submitted work should be in at least two different art-making forms.	At HL: 13–25 pages. The submitted work should be in at least three different art-making forms.		

Internal assessment task	SL	HL
Task 3: Exhibition <ul style="list-style-type: none"> <li>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</li> </ul>		

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)		

## Syllabus outline

The visual arts course is designed to prioritize student exploration, offering a student-centered approach to holistic learning. Participants have the freedom to choose artists, artworks, cultural contexts, and media for study based on personal interest. The emphasis is on practical experience, communication, and developing essential skills like organization, self-management, and higher-order thinking. The course encourages decision-making, transforming knowledge into action, and creating art with integrity and awareness of its impact on the world. The absence of timed examinations distinguishes the visual arts course, with a focus on diverse artistic skills and analytical abilities. Teaching adopts a 'atelier' methodology, combining individual projects with one-on-one guidance and various class activities. Students engage in art-related excursions, including a European capital visit, fostering experiential learning. The course prepares students for diverse career paths within the creative industries, with many alumni pursuing higher education in art-related disciplines globally. Overall, the visual arts course emphasizes experiential learning, skill development, and the integration of theory and practice in a variety of creative expressions.

## Prior Learning

Whilst no previous experience is necessary, it would be of benefit if the student had an understanding of creative processes and some technical skills.

# Assessment Objectives

**Assessment objective 1:** demonstrate knowledge and understanding of specified content

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

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

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

**Assessment objective 3:** demonstrate synthesis and evaluation

1. Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
2. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
3. Demonstrate the use of critical reflection to highlight success and failure in order to progress work
4. 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

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

# Teaching Approach

## Visual arts in context

The visual arts in context part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Through the visual arts in context area, students will:

1. Be informed about the wider world of visual arts and they will begin to understand and appreciate the cultural contexts within which they produce their own works
2. Observe the conventions and techniques of the artworks they investigate, thinking critically and experimenting with techniques, and identifying possible uses within their own art-making practice
3. Investigate work from a variety of cultural contexts and develop increasingly sophisticated, informed responses to work they have seen and experienced.

## Visual arts methods

The visual arts methods part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Through the visual arts methods area, students will:

1. Understand and appreciate that a diverse range of media, processes, techniques and skills are required in the making of visual arts, and how and why these have evolved
2. Engage with the work of others in order to understand the complexities associated with different art-making methods and use this inquiry to inspire their own experimentation and art-making practice
3. Understand how a body of work can communicate meaning and purpose for different audiences.

## **Communicating visual arts**

The communicating visual arts part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

Through the communicating visual arts area, students will:

1. Understand the many ways in which visual arts can communicate and appreciate that presentation constructs meaning and may influence the way in which individual works are valued and understood
2. Produce a body of artwork through a process of reflection and evaluation and select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways in which selected works are connected
3. Explore the role of the curator; acknowledging that the concept of an exhibition is wide ranging and encompasses many variables, but most importantly, the potential impact on audiences and viewers.

## **Why students might choose this subject**

Students will be able to follow a programme which includes the following:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.
7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

# Course Assessment

## HL: External assessment

### Part 1: Comparative study 20%

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

HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.

HL students submit a list of sources used.

### Part 2: Process portfolio 40%

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

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

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

### Part 3: Exhibition 40%

Students at HL 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.

HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8–11 artworks.

HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

HL 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.

## **SL: External assessment**

### **Part 1: Comparative study 20%**

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

SL 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).

SL students submit a list of sources used.

### **Part 2: Process portfolio 40%**

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

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.

### **Internal assessment 40%**

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

### **Part 3: Exhibition**

Students at SL 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.

SL students submit a curatorial rationale that does not exceed 400 words. SL students submit 4–7 artworks.

SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

SL 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.