

## **I.B. Middle Years Programme**

Course outline: Arts

Years 10 & 11

2009-2011

### **Aims: to help the students to:**

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others.
- Explore the processes of the visual arts.
- Acquire and develop skills needed for the creation of visual art work.
- Use the language, concepts and principals of the visual arts
- Communicate their thoughts and ideas through arts
- Create visual art work
- Reflect on, appreciate and evaluate their work and the work of others
- Develop receptiveness to visual art forms across time, place and cultures and to perceive the significance of these art forms as an integral part of life
- Sharpen their perceptual intelligence
- Develop divergent and higher thinking skills
- Observe and critically interpret the world around them
- Develop visual awareness and aesthetic sensitivity
- Express themselves through the use of various visual media
- Acquire cultural literacy
- Understand the integral role of the Visual Arts in many professions.
- Develop standards to evaluate their own work and others' work
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### **Objectives to be achieved by the end of Year 11: the students should:**

- Develop their thinking, working, communicating, reasoning, and investigating skills
- Grow in familiarity with the ideas, concepts issues and knowledge important in the Visual Arts
- Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work.
- Develop increasing abilities to use precise terminology and evaluate artistic aesthetic qualities in works of art, nature, and human-made environments. In doing so they should be able to reflect on the nature of human involvement in art as a viewer, creator, and participant.

## **Internationalism:**

The Visual Arts have become an increasingly prominent factor in globalization. The Visual Arts are pivotal in the process of representation, reaction, and construction of global identities. How we view the spectrum from low art to high art, marginal to mainstream, is an underlying theme that is evolving.

The Visual Arts course includes a study of the various art forms of many different cultures over many periods of time. Art crosses all boundaries of space and time and every culture since the Paleolithic period has produced artistic expressions of what it meant to be human for that group of people at that time. The Visual Arts course enables students to study the artistic work of those cultures and to reinterpret their insights.

## **Content**

**Introduction:** In Year 10 students are given a foundation course which will cover colour and design, an introduction to various artists, styles and techniques, drawing and creativity, 3D design and they will be introduced to the various Art Awards and competitions. In Year 11 they will continue to work in the above areas and will develop their understanding and skills. Towards the end they will concentrate on their own personal project. Students study and research artist models and art movements related to their topics and critique artists' work as well as their own. This is maintained through the use of the developmental workbook.

In both Years 10 and 11 students extend their study of the Visual Arts. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow more sophisticated in their working knowledge of the Visual Arts reflecting their feelings and emotions. Students will extend their knowledge in a way that promotes the maturity in their thinking, working, communicating, reasoning, and investigative skills. The Visual Arts range from folk arts, drawing, and painting, to sculpture and design, from architecture to computer aided design and any of these can be used to help inform creative goals. For example, graphic design can be used as the basis for creative activity, historical, and cultural investigations, or analysis in all aspects of life.

**A. Colour and design:** Organize and manipulate painting media, tools, and techniques/Identify various colour schemes/Discuss and take notes/Apply knowledge of colour theory when creating and analyzing different painting styles and techniques/Understanding and applying the element and principles of design/ Identify and illustrate line, organic and geometric shape in repetitive patterns/Distinguish difference between symmetrical and asymmetrical design/ positive and negative space/Explore the elements and principles of art/illustrate colour theory and colour relationships/create colour combinations and value change.

**B. Introduction to various artists, styles and techniques:** Daily reading journals/ Test on artists and characteristics/View reproductions/Take notes and discuss artists' styles and techniques and how they differ as well as their similarities/ Discuss well-known artists and how they "see the world" which will influence us to see and think differently/Identify "Who is the Artist?"/interrelate cultural differences

**C. Drawing and creativity:** Understanding what works for them/Introduction to perspective, contour and drawing from observation/How to fill up space "in a beautiful way"/Is there evidence of "good" craftsmanship/Improve eye and hand coordination in order to draw things you see and show them in great detail/Develop and practice skill in seeing with the understanding that their studies do not necessarily become finished art works.

**D. Three Dimensional Design:** Understanding the basic practices and techniques for forming and modeling, carving and constructing in a wide range of materials at different scales.

**E. Art Awards and various competitions:** Students are encouraged to participate in the Art Awards, and The Art Exhibition.

**Note:** The elements and principles of Art are taught and referred to throughout the two year programme.

### **Developmental Workbook**

Throughout the MYP Arts Programme, students will develop and use a Developmental Workbook (DW). It is a written record of the development of a student's artwork as well as their own development as an artist. The purpose of the DW is to encourage experimentation and critical thinking. It provides the opportunity for reflection and can be a source and stimulus for dialogue.

### **The Developmental Workbook includes:**

- Students' records of their development and the influences the work of others has had on them
- Records of the process of creation which could be recorded using videotape, audio tape, or other media as a supplement
- Work which is meaningful to the student and which can be used as a source of dialogue between the student and others
- Evidence of research which has informed the student's ability to create visual art, music and drama
- The application of approaches to learning (ATL) skills in its presentation, such as legibility, organization and referencing

### **Addressing the Areas of Interaction in the Visual Arts: students should:**

#### **Approaches to Learning:**

- Organize and structure their thinking with the processes of creating art.
- Record and reflect on their artistic and personal development
- Learn to be self-directed learners.
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#### **Community and Service:**

- Reflect on issues and themes in the wider community, learning from these issues.
- Learn to use drawing/painting/sculpture/collage to educate peers and the rest of the school community on issues such as smoking and other health issues.
- Learn to use the arts to initiate contact with groups of people, performance and exhibitions in school or for seniors can be valuable links with the community.
- Learn to use drawing/painting/sculpture/collage to help to bridge cultural or linguistic gaps between school and the local community.

#### **Human Ingenuity**

- Appreciate the nature of design that requires us to sense, plan, create and evaluate.
- Look at the development of the art process and develop an appreciation of themselves as maturing artists.

#### **Environment:**

- Explore the effect of art on the environment.
- Learn to use Visual Arts projects to help students in environmentally conscious decision making, examining the suitability and effective treatment of different materials for recycling.

- Use Art as an important force in shaping the design and appearance of such diverse ideas as building and the clothes we wear.

**Health and Social Education:**

- Use Art as a vehicle for the expression of concerns relating to any social issue.
- Use Art to highlight the issues relating to health and social issues relating to students and community.

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## SUBJECT: ART AND DESIGN (EDEXCEL)

Students are encouraged to draw upon skills acquired during Key Stage 3 and extend them to create more complex and professional art work. Students develop an individual approach to their work within a broader programme of study, for example within the fields of photography, ceramics and printmaking. Projects involve varied and in-depth research relating art, craft and design to its social, cultural and historical context.

The Art and Design GCSE helps students to explore and extend their *key skills* such as communication and problem solving. For example, students are asked to create art work suitable for a wide variety of audiences using developing design skills.

### Assessment

The Art and Design course leads to the GCSE examination. The examination is split into two areas: those of coursework and examination ( *see “Overview of GCSE Art and Design” table below for further details*). The coursework consists of two major units of work completed during Years 10 and 11. **It is important to note that every piece of work completed during the two year course consists of coursework and therefore it is important for GCSE Art students to have a good and consistent effort level throughout the duration of the course.**

OVERVIEW OF GCSE ART AND DESIGN.		
COURSEWORK	Two major units of work consisting of a portfolio of research and several final pieces.	60%
EXAMINATION	A portfolio of research ( <b>timed during eight College weeks in lesson time and prep</b> ). A final outcome ( <b>timed during a 10 hour examination</b> ).	40%

All practical outcomes require an accompanying portfolio of research which will explain and explore all ideas, collected information and practical experiments associated to the final outcome. The research period for all projects undertaken will be approximately 6 weeks (normally the first half of a term). The research portfolio for each project will consist of a sketchbook and larger scaled work mounted upon research sheets.

The main skills acquired during the two year course are those of **drawing, observing, analysing, communicating, reviewing, experimenting, designing and making**. An example of how these skills are acquired is detailed in the following example of a coursework project.

- The theme of “CHANGE” was first explored by brainstorming ideas of what is and what can be changed? After a short period of collecting appropriate primary and secondary source material, e.g. visiting art galleries and searching the internet, students were encouraged to start to design solutions for the theme by recording drawings with analysis.
- Once successful ideas had been examined and selected, students began to explore how other artists, craftspeople and designers had worked in a similar way to their ideas. Students record observations and analysis of the artist’s work with justifications on their choice of artists.
- An evaluated and selected final design is then explored relating it to the chosen artist. A series of experiments is then undertaken in order for the designs to be successfully realised in an appropriate media (such as photography, ceramic, printmaking, etc.).
- A final piece is then created with annotated notes on its construction.

PLEASE NOTE THAT THE EXAMINATION ONLY DIFFERS FROM COURSEWORK IN THE SENSE THAT IT IS A TIMED EXERCISE WITH LESS INPUT FROM THE TEACHER.

## **Career Opportunities**

Studying Art and Design broadens knowledge of ourselves as well as the society in which we live. It gives us a unique set of practical skills important in our everyday lives. GCSE Art and Design could be used to gain access onto a variety of further education courses, such as: The International Baccalaureate (standard or higher level Art and Design), 'A' level Art and Design (or a specialist 'A' level in the field of Art and Design e.g. photography), GNVQ courses or BTEC courses etc.

The GCSE Art and Design course could be used as a foundation to a career in:-

advertising, architecture, art therapy, ceramics, computer aided design, fashion design/tailoring, fine art, furniture design/cabinet making, graphic design, illustration, jewellery design, journalism, make-up artistry, photography, sculpting, sign writing, teaching Art, television/motion picture arts, textiles design, theatre design, window display design, etc.

**For further advice please see:**

Mr. J. James                      (Head of Art)  
Mrs. R. Abraham

**MYP (Visual) Arts Assessment Criteria**  
**Criterion A: Knowledge and Understanding**

**Maximum 8**

*Students are expected to have a knowledge and understanding of the art form(s) studied.*

*This criterion includes*

- *Knowing and understanding the theoretical basis of the art form(s) studied*
- *Developing an understanding of themes and issues studied through the arts*
- *Using subject specific terminology to show aesthetic and critical awareness when discussing their work or the work of others*
- *Understanding how historical developments and cultural perspectives have shaped the arts*
- *Understanding how theorists, practitioners and artists have contributed to the arts*

<b>Level of Achievement</b>	<b>Descriptor</b>
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student has acquired <b>limited</b> theoretical knowledge and <b>little</b> understanding of the topic under consideration
3-4	The student shows a <b>basic acquisition</b> of theoretical knowledge and understanding of the topic under consideration. The student uses <b>some</b> subject specific terminology to show a critical awareness.
5-6	The student shows a <b>broad</b> understanding of the topic under consideration and applies theoretical knowledge and subject-specific terminology to <b>identify</b> some of the complexities of the materials studied.
7-8	The student shows a <b>thorough</b> understanding of the topic under consideration. The student <b>confidently</b> applies theoretical knowledge and subject-specific terminology to <b>identify clearly</b> the complexities of the materials studied.

**Criterion B: Application****Maximum 10**

*Students are expected to apply knowledge, understanding, skills and strategies to develop and elaborate ideas, themes or compositions.*

*This criterion includes:*

- *Planning and organizing effectively to define and set goals, negotiate and make decisions*
- *Experimenting through both spontaneous and structured activities*
- *Choosing appropriate forms for the expression of idea, thought and feelings in a creative manner*
- *Demonstrating a range of techniques and skills*
- *Finding original and inventive solutions*
- *Developing and elaborating ideas, themes and compositions to a point of realization*
- *Presenting work through formal or informal exhibitions*

<b>Level of Achievement</b>	<b>Descriptor</b>
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student demonstrates <b>limited abilities</b> to use skills and strategies. The work is of <b>poor</b> quality.
3-4	The student demonstrates success with <b>basic</b> skills and strategies. The work reaches a <b>point of realization</b> and <b>shows some proficiency</b> in technique(s).
5-6	The student applies skills and strategies needed to produce <b>creative</b> work showing <b>reasonable proficiency</b> in technique(s).
7-8	The student <b>shows competence</b> in applying skills and strategies needed for the realization of work which shows <b>creativity</b> and <b>proficiency</b> in technique(s).
9-10	The student is <b>highly competent</b> in choosing and applying a <b>range</b> of skills and strategies for the realization of work. The student's processes and resolved artwork reflect a <b>high level</b> of proficiency and creativity.

**Criterion C: Reflection and Evaluation****Maximum 8**

*Students are expected to reflect on the themes and issues encountered during the course and to evaluate creative development and processes.*

*This criterion includes:*

- *Using a developmental workbook throughout the creative cycle*
- *Reflecting upon, evaluating, assessing and appraising work to support and promote creative development*
- *Using feedback and discussion on artwork to support creative development*

<b>Level of Achievement</b>	<b>Descriptor</b>
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student's use of feedback and reflections upon themes and processes is <b>minimal</b> . The student completes a <b>rudimentary</b> evaluation of his/her level of skill.
3-4	The student finds it difficult to take feedback into account when working. The student <b>provides an evaluation</b> of his/her development as well as evaluating the themes and issues. Some aspects of the evaluation maybe <b>unrealistic or incomplete</b> .
5-6	The student <b>reflects</b> on themes and issues and takes feedback into account when working. The student provides an evaluation of his/her development and the process of working. The evaluation includes <b>an appraisal of the quality</b> of produced work and an <b>identification</b> of areas of improvement.
7-8	The student gives a <b>considered response</b> to feedback and provides a <b>thorough</b> reflection and evaluation of his/her development and of the process of working. This evaluation includes an <b>accurate analysis</b> of the quality of produced artwork and <b>details of improvements</b> which could be made.

**Criterion D: Artistic Awareness and Personal Engagement      Maximum 8**

*Students are expected to develop an aesthetic, cultural and critical awareness and to engage with the arts.*

*This criterion includes:*

- *Showing sensitivity to one's own and different cultures*
- *Inviting and accepting views from others*
- *Showing self-motivation, initiative and a willingness to take artistic risks*
- *Supporting and encouraging peers towards a positive working environment*

<b>Level of Achievement</b>	<b>Descriptor</b>
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student participates to some extent in an activity associated with the task yet shows <b>little interest</b> and <b>personal engagement</b> in the work.
3-4	The student <b>participates</b> in activity associated with the task and shows some <b>self-discipline</b> and <b>motivation</b> in the work.
5-6	The student is <b>fully engaged</b> in the work and shows a willingness to <b>develop further</b> his or her potential.
7-8	The student demonstrates a <b>high level</b> of interest and personal engagement in the work, and shows <b>initiative, enthusiasm and commitment</b>