

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

VISUAL ARTS SL, YEAR 1

Grade Level: 11

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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IB VISUAL ARTS SL, YEAR 1

COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.”*

COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: *“The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.”*

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze universal human values of empathy, diversity, and inquiry through the study of various internationally and culturally diverse works of art.

CG2: Students will explore universal themes in the arts and investigate contextually supported, varied interpretations by reflecting on the processes by which they were created.

CG3: Students will effectively communicate ideas in an open-minded, caring, and principled fashion through the use of multiple media.

CG4: Students will open-mindedly analyze, compare and contrast, and critique artwork through various lenses.

COURSE ENDURING UNDERSTANDINGS

CEU1: Cultural and historical events impact the creation and understanding of works of art.

CEU2: Artists manipulate the elements and principles of design during the creation of works.

CEU3: Art mirrors one’s own perceptions and biases, resulting in various valid interpretations.

CEU4: To effectively communicate ideas, concepts, and messages visually through a body of work, one must demonstrate a mastery of mediums, techniques, and global understanding.

COURSE ESSENTIAL QUESTIONS

CEQ1a: How are cultural, social, and political influences reflected in art?

CEQ1b: How does art reflect the artist?

CEQ2: Why must we deconstruct artistic pieces in order to understand ways in which they were created?

CEQ3: Is beauty truly in the eye of the beholder?

CEQ4a: How can you use art as a means to communicate ideas?

CEQ4b: How does the creative process help cultivate the growth of an idea?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
1: What Is Art & Creativity	Students will develop a logical argument for the criteria by which we judge art and the creative process.	3-4 weeks
2: Elements & Principles of Design	Students will synthesize the elements and principles of design into the creation of a non-objective work of art.	4-5 weeks
3: Aesthetics, Critique, & Curatorial Process	Students will formulate and justify a judgment about a work of art through the curatorial process.	3 weeks
4: Observational Drawing/Self Portraits	Students will analyze a variety of objects in order to accurately and effectively render drawings from life.	8 weeks

IB VISUAL ARTS SL, YEAR 1
UNIT 1: What Is Art & Creativity?

SUGGESTED DURATION: 3-4 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will develop a logical argument for the criteria by which we judge art and the creative process.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can assess the historical impacts of the two works used.
3	The student can: <ul style="list-style-type: none"> research two pieces of art from two different continents; critique using the Feldman model of art criticism; compare the two pieces in order to identify links between culture and the formal elements used; create a formal presentation with 10-15 screens.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Art is subjective and must meet certain criteria that defines it as a form.

EU2: The creative process is integral to evaluating a final art form.

ESSENTIAL QUESTIONS

EQ1: Should there be a set criteria to define art?

EQ2: What is more important when evaluating art: the creative process or the final product?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 1.1.12.D.1 1.4.12.A.3 1.4.12.B.1 11-12.RST.7, 9 11-12.WHST.1 DOK 4	Students will choose two works of art that originated from two different continents. Students will examine the works using the Feldman model of art criticism. Using this methodology, students will be able to identify the formal elements within the work and well as the function and purpose of each piece. Students will then compare the pieces in order to identify the links between culture and the formal elements used. Students will be required to research the works in order to make an informed response as well as to deconstruct the creative process. All research, impressions, and reflections will be recorded in their art journals. Final presentations should be in the form of 10-15 screens in a multimedia presentation. All research and images must be properly cited on each screen.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
analyze comparative study creative process critique describe Feldman model interpret	Apply artistic innovative concepts derived from diverse cultures (DOK 4)	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
	Develop informed personal response to works of art from throughout history and across cultures (DOK 3)	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works
	Formulate criteria for critiquing a work of art (DOK 4)	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
	Identify and integrate multiple sources of inspiration for the expression of an idea (DOK 3)	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	Integrate information from multiple sources into writing about the process by which we judge art (DOK3)	11-12.RST.9 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	Write an argument based on a work of art using domain specific vocabulary (DOK 3)	11-12.WHST.1 Write arguments focused on discipline-specific content.

IB VISUAL ARTS SL, YEAR 1**UNIT 2: Elements and Principles of Design****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will synthesize the elements and principles of design into the creation of a non-objective work of art.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use more than four elements of design while maintaining a balanced composition.
3	The student can: <ul style="list-style-type: none"> manipulate four formal elements of design as well as the medium chosen in order to convey a mood or idea; identify elements used and concepts being conveyed; critique a peer's work that offers positive constructive criticism.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: The elements and principles of design are the essential building blocks of any work of art.

ESSENTIAL QUESTIONS

EQ1a: In what ways can one apply the elements of design in order to create an aesthetically pleasing design?

EQ1b: How does the combination of elements and principles affect the overall composition of the work?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1 EQ1a, b 1.1.12.D.1 1.3.12.D.1 11-12.RST.3, 4 11-12.WHST.2 DOK 4	Students will create an abstract artwork in the medium of their choice, demonstrating proficiency in the use of the elements and principles of design. Students must choose at least four elements with which to work. Each work must communicate a mood of joy, sadness, anxiousness, or tranquility. Students will utilize their art journal in order to reflect on their work and describe how the elements were used to create the principles and how they work together to affect the overall composition and "mood" of the work. Students will prepare an artist's statement and hold a mini-exhibition where they read and discuss their concept. During the mini-exhibition, students will select a peer's work and write a critique of it.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
balance color composition contrast elements of design form line medium/media movement pattern principles of design proportion shape space texture unity value	Create an original work of that utilizes at least four elements of design and communicates a mood (DOK 4)	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
	Follow precisely a complex multi-step procedure when producing a work of art (DOK 2)	11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	Determine the meaning of key terms and symbols specific to the arts (DOK 2)	11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
	Construct a concluding statement that follows from and supports the work of art (DOK 3)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
Apply artistic innovative concepts derived from diverse cultures (DOK 4)	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	

IB VISUAL ARTS SL, YEAR 1**UNIT 3: Aesthetics, Critique, & Curatorial Process****SUGGESTED DURATION: 3 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will formulate and justify a judgment about a work of art through the curatorial process.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student will speak extemporaneously about a work they have selected in an oral defense.
3	The student can: <ul style="list-style-type: none"> • curate an exhibition containing 10 works of art; • identify and explain a central theme; • write a brief explanation on why each work was chosen as part of the show; • create a catalog of selected works with location.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.
ENDURING UNDERSTANDINGS	
EU1: The curatorial process is a central component in the critique of any work of art.	ESSENTIAL QUESTIONS
	EQ1: How does your own research, the work's historical significance, and the artist's concept impact your curation judgment?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 1.2.12.A.1 1.4.12.B.1, 3 11-12.RST.4, 7 11-12.WHST.1 DOK 4	Students will curate an exhibition containing a minimum of 10 works of art with a coherent central theme. The artwork they choose must be culturally or historically significant. Works that are chosen should transcend time and be from a variety of artists and created with various media. Students must first identify a theme of their exhibition in a written statement. Students will compose a brief explanation on why each work was chosen as part of the exhibition, which can take place at a museum or gallery of their choice and must include a catalog of their selected works. Sample themes: realism, abstraction, expression, politics, landscapes, human body, symbolism, iconography, etc.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
aesthetics cultural/historical significance curatorial rational exhibition	Investigate how cultural and historical events impact art-making (DOK 3)	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
	Analyze how technology has influenced the role of art and art making around the world (DOK 3)	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
	Develop informed personal response to works of art from throughout history and across cultures (DOK 3)	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
	Formulate criteria for critiquing a work of art (DOK 4)	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
	Determine the meaning of key terms and symbols specific to the arts (DOK 2)	11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
	Identify and integrate multiple sources of inspiration for the expression of an idea (DOK 3)	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	Write an argument based on a work of art using domain specific vocabulary (DOK 3)	11-12.WHST.1 Write arguments focused on discipline-specific content.

IB VISUAL ARTS SL, YEAR 1**UNIT 4: Observational Drawing/Self Portraits****SUGGESTED DURATION: 8 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze a variety of objects in order to accurately and effectively render drawings from life.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can identify connections between their own work and historical works.
3	The student can: <ul style="list-style-type: none"> • create four observational drawings in the medium of their choice; • identify and justify the elements of design that are essential to the creation of the drawing; • apply concepts learned from studying historical works.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Close study of an object or scene is the key component to any successful observational drawing.

EU2: In order to build the skills to correctly render an object from life, one must create multiple sketches from a variety of angles in order to fully understand the complexity of the object.

ESSENTIAL QUESTIONSEQ1a: When viewing an object, what elements and principles of design are important to analyze?
EQ1b: How can the study of historical works influence us in the pursuit of a successful observational drawing? How can we differentiate between originality and influence?EQ2a: What can we learn about drawing and ourselves from studying a variety of subject matter?
EQ2b: What techniques can one use in order to have correct proportions in a life drawing?**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a,b EU2, EQ2a,b 1.3.12.D.2 11-12.RST.3, 9 DOK4	Students will create four observational drawings in the medium of their choice. It is required that one of the drawings be a self-portrait while the other three drawings must be objects that characterize the students' interests. The completed body of work should act as a depiction of the students' life. While the medium the students choose to work in is their choice, it must remain consistent throughout the four works. Students must show a minimum of five concept sketches and process drawings along with the four completed works.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
contour drawing gesture drawing observation perspective self portrait	Create an original body of work that displays technical proficiency in the medium that was chosen as well as cultural understanding (DOK 4)	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding
	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
	Follow precisely a complex multi-step procedure when producing a work of art (DOK 1)	11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	Integrate information from multiple sources into writing about the process by which we judge art (DOK3)	11-12.RST.9 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.