

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

VISUAL ARTS SL, YEAR 2

Grade Level: 12

Credits: 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 2

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
<u>1: Black and White</u>	Students will create a 2D, 3D or lens/computer based work that shows understanding of value, shadow, and highlight and their effects on the viewer.	6 weeks
<u>2: Color</u>	Students will create a 2D, 3D or lens/computer based work that shows an understanding of color and its effects on the viewer.	6 weeks
<u>3: Self Expression</u>	Students create a work that is reflective of their identity, showing a synthesis of skill, medium, and concept.	6 weeks
<u>4: Art/Culture/Visual Communication</u>	Students explore ways of effective visual communication that conveys a personal social commentary.	4 weeks
<u>5: Abstraction</u>	Students will synthesize their skills into the creation of an abstract composition that originates either in the visual world or internally within the artist.	6 weeks
<u>6: Mixed Media</u>	Students will construct a work where they combine art-making forms and provide an explanation of how the chosen medium can affect the message.	6 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will create a 2D, 3D or lens/computer-based work that shows an understanding of value, shadow, and highlight and their effects on the viewer.

4	In addition to score 3 performances, the student can explain the influence of artistic movements and/or famous artists on their work.
3	The student can: <ul style="list-style-type: none"> • create a black and white work from a medium of their choice (2D/3D/lens- or computer-based) that demonstrates proficiency in the use of value, shadow, and highlights; • write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium; • draw connections from earlier works they produced to their final work.
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 assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Black and white works can have the same, if not greater, visual and emotional impact on the viewer as color works of art.	EQ1: Without using color, can an artist have an emotional impact on their audience?
EU2: One must have a solid grasp on how shadow and highlight affect the overall composition of a work.	EQ2: Why is black and white sometimes harder to work with?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 1.1.12.D.1 1.3.12.D.1 11-12.WHST.2 DOK 4	Students will create a black and white work from a medium of their choice (2D/3D/lens- or computer-based) that demonstrates proficiency in how the use of value, shadow, and highlights impact the aesthetic effect of the artistic work. Students will draw inspiration from their critical evaluation of their ongoing work in their art journal. Students will write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen. Students must show at least four examples of how they arrived at the final work through some combination of work from the art journal and/or unresolved works.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
achromatic cast shadow contrast core shadow genre hatching highlight light source midtone realistic shade shadow stippling tint value	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.
	Create an original black and white work of art in the medium their choice focusing on value, contrast, shadow and highlight (DOK 3)	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.
	Utilize appropriate blending techniques for the medium they chose in order to create the correct values and contrast within the work (DOK 2)	
	Construct a concluding statement that justifies their decisions in creating a 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.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will create a 2D, 3D or lens/computer-based work that shows and understanding of color and its effects on the viewer.

4	In addition to score 3 performances, the student can explain the influence of artistic movements and/or famous artists on their work.
3	The student can: <ul style="list-style-type: none"> • create a color work from a medium of their choice (2D/3D/lens- or computer-based) that demonstrates proficiency in the use of color; • write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium; • draw connections from earlier works they produced to their final work.
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 assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Color combinations can have an emotional as well visual impact on the viewer.	EQ1: Using only color, how can an artist impact their audience?
EU2: In order properly utilize color within a work, one must have a solid grasp of color theory and color mixing.	EQ2: Is use of color technical or subjective?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 1.1.12.D.1 1.3.12.D.1 11-12.WHST. DOK 4	Students will create a color work from a medium of their choice (2D/3D/lens- or computer-based) that demonstrates proficiency in the use of color how it impacts the aesthetic effect of the artistic work. Students will draw inspiration from their critical evaluation of their ongoing work in their art journal. Students will write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen. Students must show at least four examples of how they arrived at the final work through some combination of work from the art journal and/or from unresolved works.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analogous colors color theory color wheel complementary colors hue intensity primary colors saturation secondary colors shade split complementary tertiary colors tint	Apply innovative artistic 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.
	Create an original work of art in color using the medium their choice focusing on creating correct hues and values through correct color mixing techniques (DOK 3)	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.
	Apply concepts that reflect an understanding of color theory (DOK 3)	
	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.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students create a work that is reflective of their identity, showing a synthesis of skill, medium, and concept.

4	In addition to score 3 performances, the student can speak extemporaneously about the work they produced during a classroom critique.
3	The students can: <ul style="list-style-type: none"> • create a series of works (three or more) that are expressive of their personal ideas, feelings and thoughts; • write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium; • show examples of how they arrived at the final work through some combination of work from the art journal and/or from unresolved 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 assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: An artist’s concept is just as important as the imagery contained within a work.	EQ1: What is more important in a work of art: process or product?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 1.1.12.D.1, 2 1.3.12.D.1, 3 11-12.RST.4 11-12.WHST.2 DOK 4	Students will create a series (three or more) of works that are expressive of their ideas, feelings and thoughts. Students will draw inspiration from their critical evaluation of their ongoing work in their art journal. Students will write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen. Students must show an example of how they arrived at the final work through some combination of work from the art journal and/or from unresolved works.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
allegory alter ego analyze concept expressionism self-expression	Investigate and integrate multiple stimuli for the creation of a work of art (DOK 4)	1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
	Differentiate between art media and the visual statement (DOK 3)	1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
	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.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analogous colors contrast genre highlight hue intensity realistic saturation shadow stippling tint value	Apply artistic concepts derived from diverse cultures (DOK 4)	1.1.12.D.1 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
	Create an original work of art that focuses on self-expression and personal style (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.
	Construct a concluding statement that follows form 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.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students explore ways of effective visual communication that conveys a personal social commentary.

4	In addition to score 3 performances, the student can speak on the topic they chose and how their work expresses their ideas about the subject.
3	The student can: <ul style="list-style-type: none"> • create a work in the medium of their choice that provides a social commentary on a global issue; • write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium; • show the exploration of iconography/symbolism and visual communication in their art journal.
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 assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS

EU1: Imagery can be a quicker, more powerful way of communicating a message.

EU2: Art has been used since the beginning of time to communicate ideas.

ESSENTIAL QUESTIONS

EQ1: Can imagery alone communicate a message?

EQ2: Is art a universal method of communication?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 1.1.12.D.1 1.3.12.D.2, 4, 5 11-12.WHST.2 DOK 4	Students will create a work in the medium of their choice that provides a social commentary on a global issue. Students will draw inspiration from their critical evaluation of their ongoing work in their art journal. Students will write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen. Students must show the exploration of iconography/symbolism and visual communication in their art journal.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
iconography social commentary symbolism visual communication	Investigate and integrate the use of symbols and icons within a work to communicate a theme (DOK 3)	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
concept self-expression	Apply artistic concepts derived from diverse cultures (DOK 4)	1.1.12.D.1 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
	Create a two or three-dimensional work of art that makes a specific statement that is culturally significant (DOK 4)	1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
	Create an original body of work that displays technical proficiency and cultural understanding in the medium that was chosen (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
	Formulate a concluding statement that 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.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will synthesize their skills into the creation of an abstract composition that originates either in the visual world or internally within the artist.

4	In addition to score 3 performances, the student can speak extemporaneously about how they arrived at their final work and what works/artist influenced them during the creative process.
3	The student can: <ul style="list-style-type: none"> • create a work of art that is abstracted in its composition; • draw inspiration from their critical evaluation of their ongoing work in their art journal; • write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen.
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 assistance, the student does not exhibit understanding of the performances listed in score 3.
ENDURING UNDERSTANDINGS	
EU1: Exaggerating and/or simplifying an object is the key to abstraction.	ESSENTIAL QUESTIONS
EU2: All art does not have to be representative of objects that exist in the real world.	EQ1: What rules can one follow to abstracting an object?
	EQ2: In what ways can a viewer connect with a work that has no foundation within our visual world?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 1.1.12.D.1 1.3.12.D.1, 2 11-12.WHST.2 DOK 4	Students will create a work of art that is abstracted in its composition. Students will draw inspiration from their critical evaluation of their ongoing work in their art journal. Students will write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen. Students must show the exploration of abstraction in their art journal or process portfolio.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
abstraction action painting color field exaggeration gesture non-objective simplification	Apply artistic 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.
	Create an original work of art that will be introduced into the student portfolio (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.
	Create an original body of work that is abstracted and displays technical proficiency in the medium that was chosen (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.
	Formulate 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.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will construct a work where they combine art-making forms and provide an explanation of how the chosen medium can affect the message.

4	In addition to score 3 performances, students can extemporaneously speak on why particular mediums were used and how they affect the statement of the work during a classroom critique.
3	The student can: <ul style="list-style-type: none"> • create a mixed media work that displays and understanding of how media can affect the artist's statement; • draw inspiration from their critical evaluation of their ongoing work in their art journal; • write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the medium they have chosen.
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 assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

EU1: Artists work with mixed media to help focus the message in their work.

EQ1: Why would an artist choose a mixed media composition?

EU2: The media chosen can contribute to the statement of a work just as much as the imagery contained within it.

EQ2: How could the media that was chosen by the artist affect the message being communicated by the work?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 1.1.12.D.1 1.3.12.D.1, 2, 4 11-12.RST.7 11-12.WHST.2 DOK 4	Students will create a mixed media work that displays and understanding of how media can affect the artist statement. Students will draw inspiration from their critical evaluation of their ongoing work in their art journal. Students will write a narrative that shows an understanding of the use of materials, theoretical ideas, and practices appropriate to the media they have chosen. Students must show the exploration of iconography/symbolism and visual communication in their art journal.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
assemblage collage evaluate investigate medium/media mixed media	Apply artistic 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.
	Create an original work of art that will be introduced into a student portfolio (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.
	Create an original body of work that displays technical proficiency across multiple mediums (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.
	Create a work that uses multiple media to convey an idea or message (DOK 4)	1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
	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.
	Formulate 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.