



School Year	2017-2018	Teacher Name	Ms. Katie Funk(2D); Ms. Carol Jennings (3D)
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All students enrolled in this course are required to take the corresponding AP/IB exam in May. If you do not take the exam, your score in this course will be **unweighted** and will impact your GPA. IB exams are non-refundable and after they are ordered, you will be billed for the exam for this class regardless of whether or not you sit for the exam.

Course Name	International Baccalaureate (IB) - Visual Arts		
Course Description	<p>IB art is for the serious student who is willing to generate a minimum of 8 quality pieces of art in two years. The student will also develop a sketchbook/journal that includes sketches and art history topics. The final artworks, visual journals, and comparative study are evaluated by an outside examiner. This class will earn a weighted grade and, as with all art classes, there is a lab fee requirement. Approximately five pieces per year and one visual journal per year.</p> <p>Students will be introduced to art concepts and techniques through practical work in the studio. To support students' abilities to express themselves in visual arts, the course includes a structured approach to:</p> <ul style="list-style-type: none"> o The exploration of media, including the use of material and equipment. o The exploration and development of artistic qualities in visual arts. o The study of relationships between form, meaning and content in visual arts. o The study of a variety of social and cultural functions of visual arts. o The appreciation and evaluation of their own work and that of others. <p>Throughout the course, students will:</p> <ul style="list-style-type: none"> o Develop the skills and techniques of investigation—both visual and written o Relate art to its cultural and historical contexts o Explore art concepts o Explore art elements o Develop and use the processes of art criticism and analysis o Develop confidence and expertise in the use of various media o Extend their knowledge of design o Share their work with an audience through displays and exhibitions or presentations o Extend individual investigation to inform practical work o Make connections between ideas and practice—both their own and others'. <p>**In visual arts, media (plural of medium) can be described as the selected material and the working processes used, and the relationship between these.</p>		



	In this course, you will be required to use e-mail, participate in google drive assignments, in class discussion, critiques, write artist reflections and visit art shows/exhibits outside of this class.		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment & formal requirements for submission
Visual Journal -Process Portfolio 40% external assessment	Students at SL and HL submit carefully selected materials which demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. The work, which may be extracted from their visual arts journal and other sketchbooks, notebooks, folios and so on, should have led to the creation of both resolved and unresolved works. The selected process portfolio work 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. They should be carefully selected to match the requirements of the assessment criteria at the highest possible level. The work selected for submission should show how students have explored and worked with a variety of techniques, effects and processes in order to extend their art-making skills base. This will include focused, experimental, developmental, observational, skill-based, reflective, imaginative and creative experiments which may have led to refined outcomes.	2 years	In each 5 week creation cycle journals will be assessed at the 50% mark and the 100% mark Formal requirements of the task—SL • 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. Formal requirements of the task—HL • 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.

Media Trials and technique practice (First Year Students)	Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document: • the development of art-making skills and techniques • experiments with media and technologies • the investigation of their own art development in the context of related art genres • personal reflections • their responses to first-hand observations • creative ideas for exploration and development • their evaluations of art practices and art-making experiences • their responses to diverse stimuli and to artists and their works, especially in relation to their own art • detailed evaluations and critical analysis • records of valued feedback received • challenges they have faced and their achievements.	1 semester	December 18/19
Comparative study 20% External Assessment	Students at both SL and HL must select at least three artworks, objects or artifacts, at least two of which should be by different artists. For each of the selected pieces, students should: • carry out research from a range of different sources (that they must be able to reference) • analyse the cultural contexts in which the selected pieces were created • identify the formal qualities of the selected pieces • interpret the function and purpose of the selected pieces • evaluate the material, conceptual and cultural significance of the selected pieces to the cultural contexts within which they were created. Students at both SL and HL should then: • compare the selected pieces, identifying links in cultural context, formal qualities, function, purpose, material, conceptual and cultural significance • present a list of sources used during the study. Students at HL should also reflect on the investigation outcomes and the extent to which their	2nd year-1 semester	Evaluate January of 2018 Formal requirements of the task—SL • SL students submit 10–15 screens which examine and compare at least three artworks, objects or artifacts, at least two of which need to be by different artists. The works selected for comparison and analysis should come from differing cultural contexts. • SL students submit a list of sources used. Formal requirements of the task—HL •



	own artmaking practices and pieces have subsequently been influenced by artworks, objects or artifacts examined in the comparative study		HL students submit 10–15 screens which examine and compare at least three artworks, objects or artifacts, at least two of which need to be by different artists. The works selected for comparison and analysis should come from differing cultural contexts. • HL students submit 3–5 additional 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.
Final artworks for Exhibit/ Curatorial Practice 20% Internal Assessment	Students at SL and HL submit for assessment a selection of resolved artworks for 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 to realize their intentions. Students also evidence the decision-making process which underpins the selection of this connected and cohesive body of work for an audience in the form of a curatorial rationale. During the course students will have learned the skills and techniques necessary to produce their own independent artwork in a variety of media. In order to prepare for assessment in this component, students will select the required number of pieces to best match the task requirements and demonstrate their highest achievement. Students at SL select 4–7 artworks for submission while students at HL select 8–11 artworks for submission. The final presentation of the work is assessed in the context of the presentation as a whole (including the accompanying text) by the teacher against the task assessment criteria.	2 years	Students will be required to complete a minimum of 4(SL) and 8 (HL) independent studio assignments related to their body of work Formal requirements of the task—SL • 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, and size of the artwork as well as an outline of intentions and/or reference to sources of inspiration) for each selected artwork. • SL students submit two exhibition photographs: only the selected artworks submitted for assessment should appear in the exhibition photographs. Formal requirements of the task—HL • 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 and size of the artwork as well as an outline of intentions and/or reference to sources of inspiration) for each selected artwork. • HL students submit two exhibition photographs: only the selected artworks submitted for assessment should appear in the exhibition photographs.

Grading Scale	Grade Percentage s/Weights			
A	90-100	Summative Assessment s & Projects	80 %	100% Visual journal checks,, Artist Statements,Finished Products/Projects.
B	80-89	Formative Assessment s & Projects	20 %	50% Visual Journal Checks, Peer Evaluations, In-Process Critiques, Self-Evaluations,, Class Participation
C	70-79			
D	60-69			*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp
F	59-50			

* Criteria and expectations are given for each assignment and may differ for each assignment. If students' use their class time responsibly, turns in their work on time, and actively participates in class activities, success is guaranteed.



General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

IB Grade Descriptors:

Grade 7

Demonstrates in-depth and comprehensive knowledge and understanding of the media used with precise use of terminology to communicate this understanding. Highly effective use of research, investigation and technical skills. In-depth understanding of artistic intention and engagement with the artistic process demonstrated in consistent development of ideas, creativity and critical reflection.

Grade 6

Demonstrates detailed knowledge and understanding of the media used with appropriate and consistent use of terminology to communicate this understanding. Effective use of research, investigation and technical skills. Understanding of artistic intention and engagement with the artistic process demonstrated in development of ideas, creativity and critical reflection.

Grade 5

Demonstrates sound knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding. Research, investigation and technical skills are evident and sometimes well developed. Evidence of understanding of artistic intention and the artistic process and development of ideas, creativity and critical reflection.

Grade 4

Demonstrates secure knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding. Research and/or investigation skills are evident but not well developed. Some understanding of artistic intention and the artistic process, that is, understanding of the work of others, the student's own work and the connections between these. Some evidence, through the student's own work, of understanding of the artistic process. Technical skills are evident but not necessarily well developed. There is some evidence of development of ideas and some evidence of creativity and critical reflection.

Grade 3

Demonstrates basic knowledge and understanding of the media used with some use of terminology to communicate this understanding. There is evidence of research and/or investigation but this remains undeveloped. Partial understanding of artistic intention, that is, understanding of the work of others and the student's own work. Evidence in the student's own work of limited artistic process and technical skills. Creativity and critical reflection emerge occasionally in the work.

Grade 2

Demonstrates little knowledge and understanding of the media used with limited use of terminology. There is evidence of superficial research and/or investigation. The student's own work demonstrates very limited artistic process, technical skills, creativity and critical reflection.

Grade 1

Demonstrates very little knowledge and understanding of the media used, with inadequate use of terminology. Irrelevant research and/or investigation. The student's own work demonstrates almost no artistic process, technical skills, creativity or critical reflection.

Class Expectations

Attendance: Please refer to the school attendance policy. For each excused absence day, students will get 1 additional workday on a project. Make up work time on the project must take place outside of regular class time

Studio Time: At various times throughout the semester, students will have studio time. Sometimes this means time to leave the classroom to take photographs. Parents should be aware that during studio time, students may not be supervised by a teacher. Students are required to return to class at the end of studio time to check in with the teacher.

School Equipment:

At any point during the semester, students may be loaned and or using school equipment including but not limited to: drafting self-



healing table tops, computers, cameras, tripods, lighting equipment, card readers, flash drives, scanners, computer mice & keyboards, and other miscellaneous supplies. It is the student's responsibility to use school equipment in a safe manner. If equipment is broken, damaged, lost or stolen, it is the responsibility of the student or family to pay for any replacements. Large items that are checked out to be borrowed overnight must be signed out in the teacher's equipment logbook. **No food is allowed in the classroom.**

Visual Journal:

As part of the IB in the visual arts program, Visual Journals are a required part of the IB curriculum. **Teachers will provided sketchbooks and materials.**

Visual Journals are used for students to brainstorm, make preliminary sketches, and explore options in the creative process.

Movies, YouTube, Shows, Clips:

Throughout the course, instructional and animated movies or clips may be shown for inspiration and/or informational purposes. Movies will always be rated PG-13, PG, or G, anything else not rated will be appropriate for age level and content.

Art Fee:

In order to offer a variety of materials and to help pay for consumable supplies such as paints, glazes, clay, pencils, paper, metals, etc., we ask that students in Thornton High School art classes pay a \$25.00 materials fee per semester for IB (\$50.00 total). If this is a hardship in anyway please let Ms. Funk or Ms. Jennings know.

Student Expectations

1. Students are expected to be on time and prepared when class starts.
2. Students are responsible for cleaning their work area and taking care of shared materials in the art room. Clean up and care for materials and the room is part of the participation grade for each project.
3. Students are expected to respect themselves, each other, and the materials.
4. Students are expected to follow safety rules for tools and materials used in the classroom.
5. Students are expected to have a good attitude when entering the classroom, try new things, and give their best effort on each assignment.

Cut off and Return Please

I agree to abide by all rules for visual art class. I understand that if equipment is broken, damaged, or lost it is my responsibility to pay for any replacements. I understand that this contract must be signed by my parents and me in order to use materials and equipment. By signing my name and having my sign their name on this document indicates such person's approval of the information contained in the contract.

Student name _____ Date: _____

Parent name _____ Date: _____

Phone: _____ Email: _____

This contract must be returned by the 2nd week of class.