Teacher Name: Bryan Carson

Course Name & Level: IB Visual Arts 11th 12th

Contact Information: email bncarson@volusia.k12.fl.us

Textbook(s) or Instructional Used: No specific textbooks will be used, but the students will have to reference a variety of resources for research purposes.

Suggested Materials (supplies): 8.5” x 11” hardbound sketchbook, pencil and eraser. Suggested to also have a DSLR Camera.

Course Objectives and Description: The goal of an International Baccalaureate Visual Arts Program is for the student to have an international understanding of artistic expression, and to develop a personal style that respects and demonstrates the shared heritage of world cultures. This personal style otherwise known as an area of concentration is based on a theme that the students concentrate on over a two year period. While it is encouraged that the student uses various media and techniques, there is an underlying connection between the majority of their work. In this way the IB program encourages focus, development, and exploration at the same time. An IB student demonstrates growth and commitment to the study of art, through Research Work Books as well as the studio works. The research allows students to develop a critical and intensely personal view of themselves in relation to the world, promote intercultural understanding and respect, learn about art history and artists, and develop well defined goals and planning before the completion of a studio work. At the conclusion of the student senior year they will have completed a large body of work and research to be presented for IB testing.

The Three Core Areas of the Visual Arts:

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:

• 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
• 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
• 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:**

• 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
• engage with the work of others in order to understand the complexities associated with different artmaking methods and use this inquiry to inspire their own experimentation and art-making practice
• 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:**

• 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
• 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
• 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.

**Major Units/Topics/Themes:** A production and study of various art forms, media, techniques, history and culture.
**Major Projects:** Students in their 11th and 12th grade year produce work based on their individual area of concentration. Therefore, they determine the direction which is overseen and guided by their instructor.

**Grading Practices and Methods of Assessment:** align to VCS Grading Guidelines and include the following:

- **Formative Assessments:** examples are research, planning, and experimentation based projects.
- **Summative Assessments:** examples are final artworks and research connections.

Grading scale as determined by the county:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>0-59</td>
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**Make-up Work Policy:** The school policy is one make up day for each day absent when an excuse note is submitted. You are required to make up all work missed as a result of the absence, regardless of reason or length of time. It is your responsibility to check Canvas for make-up work. Unexcused absences are not given equal make-up days. If there is not an online submission on canvas, then email to bncarson@volusia.k12.fl.us

**Late Work Policy:** Nothing past 30 days late or the last 2 days of any quarter is excepted. Artwork will receive a loss of 4% per day. Research, planning, sketchbook assignments, etc. will receive a loss of 10% percent per day. Weekend counts as 1 day.

**Tutoring and Remediation Policy/Practices:** available early release Wednesdays and Lunch or by appointment.