

Course Overviews DP , UWC Thailand

All units taught in grades 11 and 12 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Time Frame	Unit number and title	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Connections to TOK	Summative assessment
11	1 week			<p>Introduce 3 components to the course:</p> <p>Process Portfolio < Visual Arts Journal</p> <p>Comparative Study < Visual Arts Journal (Exhibition) < Visual Arts Journal</p> <p>Introduce the Visual Journal</p>	<p>Select Art and ToK topics from Art and Theory of Knowledge pages</p>	
11	2 Weeks	Subject/ Theme Exploration	<p>Self Management: Organisation: Reflective</p>	<p>Explore ideas for a possible scheme of work for the remainder the DP visual arts course. Students will research artists styles, movements. Analyze contexts for which artworks are made in relation to personal contexts.</p> <p>Students will have the opportunity to explore a variety of artists, movements, and styles from around the work in which they are personally interested in.</p> <p>Students will make a list of possible studio ideas they would like to explore in the two years of Visual Arts.</p>		<p>Investigation Students will explore an area of interest. An area of interest is pursued in depth and breadth across a range of media, through various influences and experimentation. A theme can be a subject, such as the human figure, or cities. A theme can be a concept, such as alienation, or transformation. A theme can explore elements of art, like light and shadow, or materiality and dissolution.</p>
11	3 weeks	A Sense of Place	<p>Thinking Self-management Research</p>	<p>A Sense of Place An assignment that encourages exploration of the local environment: visual, physical and cultural. There is also a sample Unit Plan using this material: Unit Plan: Exploring Place and Culture</p> <p>Teaching visual analysis of an artwork The Formal Elements</p> <p>Comparing two artworks given by teacher</p>	<p>Culture and geographic focus</p> <p>Exploring the cultural significance of place and the cultural influences of your surroundings.</p> <p>How does cultural</p>	<p>Studio:</p> <ul style="list-style-type: none"> • Photography • Drawing • Collage/assemblage • Mapping <p>Investigation:</p> <ul style="list-style-type: none"> • Learn new technical skills and understand of uses of media

				<p><u>Compare and Contrast</u> (journal) <u>Journal Reflections</u> <u>Showing Film and Video</u></p>	<p>understanding influence our interpretation of an artwork?</p> <p>Does art have a Social Function?</p>	<ul style="list-style-type: none"> • Develop independent and original thinking • Encourage continuity and coherence among artworks • Make connections with other artists/artworks <p>Engage in reflection, reviewing and refining</p> <p>(How Art Made the World Series)</p>
11	4 weeks	The Object Study	<p>Research Skills: Finding, interpreting, judging, and creating information.</p>	<p><u>Object Study</u> This one uses a chosen object to develop depth and breadth in thinking, and visual exploration in a range of media. Sets the stage for exploring using a wide range of <u>Art Making Forms</u></p> <p>Thinking beyond the obvious This is a teaching idea to generate thinking beyond the obvious. It can be used with students at the start of year 1 as a way of introducing investigation skills and learning to make connections.</p> <p>Sustained Investigation The idea that ONE thing can be the object of sustained investigation sets the stage for further development of a detective like inquiry. This is the quality we are aiming to cultivate with this activity.</p> <p>How does your object reflect a personal investigation into who you are as an international student? Student will investigate cultural contexts of their object.</p>	<p>Are an artist's intentions relevant to assessing the work?(and for the student of art, should your intention be self evident?)</p>	<p>Studio</p> <ul style="list-style-type: none"> • Pencil • Pen <p>Skills, Techniques and Concepts</p> <p>Drawing skills <u>Elements of Drawing</u> Experimenting with different types of media. Opportunity to introduce and teach drawing techniques, gradually allowing students to move to more independent choices. Refer to lesson plan: One Object, Many Ways of Looking. (Informal group discussion of work in progress)</p> <p>Investigation</p> <ul style="list-style-type: none"> • Learning the <u>Formal Elements of Art</u> • <u>Building Art Vocabulary</u> • <u>Compare and Contrast</u> images
11	4 weeks	The Cultural Iceberg	<p>Thinking Skills: Students will develop a clear and imaginative artistic intention.</p>	<p>The Cultural Iceberg: Students will look at the cultural iceberg and choose one topic they would like to explore further from their own culture. They will do analysis on artwork from artists who have also explored cultural themes. Formal analysis on artwork. Students will create an artwork in which they must record the process and reflect</p>	<p>When we look at art without any familiarity with the artist or the art historical context, how do we relate to it? Is it important to know the artist's intentions or should we make our</p>	<p>Investigation Developing brainstorming exercises. Visual Thinking and annotation. Using the Investigation Workbook. Contains: Introduction page, Brainstorming page, Experimentation page, Process page, Reflection Page.</p>

				on their experimentations along the way.	own interpretation?	Studio <ul style="list-style-type: none"> • Drypoint and Linocut Open approach to students to display skills they have in drawing. Final will be on A-2 sheet of paper.
11	4 Weeks	Transcription or Re-Interpretation	Self Management-Organisational Skills- Students must manage their time effectively.	This assignment develops students understanding of contextuality while encouraging an individual approach. Students choose a famous work of art that they will recreate using formal and or contextual elements that address some manner of personal relevance. This unit allows for students to explore various cultures and deeper their understanding of contextuality.	Is it important for artworks to be original? Why? Is art simply an imitation of an idea?	Investigation Refer to lesson plan for Transcription. Some examples of cultural themes or areas of focus Studio <ul style="list-style-type: none"> • Acrylic Painting • Stretch Canvas Refer to lesson plans: Re-interpretation. Taking apart an artwork and reconstructing or reinterpreting it in your own way. The medium is not specified as in previous assignments so there is more room for personal choices.
11	5 Weeks	Comparative Study	Research skills- Students will research an artist they are personally interested in. Using the course guide for structuring the CS students will investigate their artists and artworks of contextual, formal, and personal levels.	The Comparative Study: This task gives students the opportunity to elaborate, extrapolate and present a comparative study of three works by at least two artists from different cultural contexts that they have investigated as a part of their art-making practice. HL students are further required to articulate the connections between the work examined in the comparative study and their own art-making, giving them the chance to think about how theory is related to practice. Complete the individual The Comparative Study (CS) Guided activities Comparing Images, Function and Purpose Locating good Secondary Sources	To what extent does the work of the artist influence the culture in which it was created? To what extent does the existing culture influence the artist working in it?	Investigation Relates to above Transcription Unit

				<p>First draft The Comparative Study use CS Guiding Template if needed</p>		
11	3 Weeks	TOK and ART	<p>Thinking: Students will evaluate evidence and arguments. Consider ideas from multiple perspectives, propose and evaluate a variety of solutions.</p>	<p>In TOK class students examine how we know things, if we are sure we know them, and to try to make sense of what they encounter. Throughout the course they will consider viewpoints and knowledge perspectives from across a wide spectrum of subject areas. Hopefully they may begin to recognize some of their own assumptions and gain a richer more nuanced understanding of themselves and their own previously unquestioned belief systems.</p>	<p>4 TOK Elements * Me – student (Exploration of ideas relating to self) * Knowledge questions within the knowledge framework - Investigation workbook, criteria: 'Analyses and compares perceptively art from different cultures and times, considers it thoughtfully for its function and significance'. * WOKS – ways of knowing (emotion, faith, imagination, intuition, language, memory, reason, sense of perception) Students look at artists' work exploring these different themes – critical analysis into artists work. AOK – looking at it from different knowledge perspectives This is an area that we need to develop. Example: How do we know when the artwork was created? How would an artist know?</p>	<p>Investigation Art and Knowledge Ai Weiwei Questions for discussion What does it mean to be an individual in today's society? Are we insignificant or powerless unless we act together? What do our increasing desires, materialism and number mean for society, the environment and the future? What is Beauty in Art? Do you think we still use these criteria when judging a painting today? There is no mention of the artist's intention, the personal meaning, significance, or the concepts the artist is dealing with as there would be today. What would our five criteria for judging an artwork look like today?</p>

					<p>How would a historian know? How would a Scientist know?</p> <p>No barriers, or obstacles, dream big! Visit more galleries/Exhibitions with the students around Phuket/ Bangkok. Develop an Arts trip, which the students could then feedback into their art-making and knowledge base.</p>	
11	4 Weeks	Renaissance Portraits	<p>Communication skills: How can students demonstrate communication through visual art to effectively communicate who they are?</p>	<p>Students will analyze formal elements of portraits as well as the cultural contexts for which portraits are made. Students will provide evidence in their Investigation Workbooks on the following: Artists page, Art Analysis page, Technique Experimentation Page, Medium Experimentation Page, Research Page, TOK link page.</p> <p>Students will examine their own cultural backgrounds in the context of attending an international school. To what extent does attending an international school enhance or even take away from international mindedness?</p>	<p>What does the development of portraiture tell us about the way we perceive the world?</p>	<p>Investigation Students will research on an artist, planning, and developing ideas, drawing skills, image analysis, and comparison. Refer to: Artist Research The Formal Elements Compare and Contrast</p> <p>Developing and refining skills, working through observation and imagination.</p> <p>Studio</p> <ul style="list-style-type: none"> • Oil Painting Students will observe the elements and principles of art and how they can enhance their personality. How does being aware of the elements of art allow artists to communicate more effectively? Create a portrait using acrylic paint.
12	Till end of School	Art Making Forms Table		<p>Students will have an opportunity to look at the Art making forms table and select their interests for year 2. . They can explore in the media of their choice.</p>		