High School - Visual Arts  
Middle Years Programme / IB Diploma Programme

Introduction

Visual Arts is taught throughout the middle school years and can be selected as a higher level or standard level course in grades 11 and 12. Students will experiment with a variety of mediums, develop their skills, learn about art movements, increase their appreciation for the arts, and develop an understanding of the meaning and function of arts. Units end with more elaborate projects, in which the students apply the knowledge and skills they have gained throughout the unit and are given the opportunity to express their ideas through art.

Middle Years Programme

Grade 9

<table>
<thead>
<tr>
<th>Major Unit</th>
<th>Statement of Inquiry</th>
<th>Topics / Content</th>
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</thead>
</table>
| Make your mark: Line drawing                   | In a composition, lines can be used to convey shape, texture, and tone to represent nature. | ● Draw what you see: Variety of exercises for improved drawing practice  
● Variations in lines  
● Exploring ink pens and their possibilities  
● Understanding composition: Landscape  
● Composition sketches  
● Taking successful landscape photographs  
● Using a photograph as a reference for a drawing  
● Developing a drawing from the planning to the final artwork  
● Artist connection: V.v. Gogh (drawings only)  
● Introduction to the “Feldman’s method of art analysis” |
| "Up close": Macro Photography and drawing     | Nature and the human environment inspires art and can lead to aesthetic composition.  | ● Oil pastel techniques  
● What is abstract art?  
● Color theory  
● Creating an abstract composition with focus on shape and color scheme  
● Artist focus: Georgia O’Keeffe  
● Intro into macro-photography (flowers)  
● Creating an abstracted flower painting (oil pastels) |
| Printmaking                                     | Different art genres provide opportunities and limitations for composition, presentation and expression of an artistic idea. | ● Notan Designs  
● History of printmaking  
● Linoleum cutting techniques  
● Creating a design with balanced positive-negative space  
● Printmaking process  
● Expressing a message for a hopeful future through printmaking |
### Grade 10

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| The human figure in art | The human form inspires artists and audiences to engage with sculptures and their changing styles through time. | ● Research sculptors who created figures (student presentations)  
● Reflections on art in public spaces  
● Quick figure sketches  
● Gesture drawings  
● Developing a sculpture (wire, paper) based on a gesture sketch  
● Group project: Creating real size tape sculptures |
| Painting            | The use of color changed throughout time and expresses not only the artist’s style but also the aesthetics of his time. | ● Applied color theory  
● Impressionism, Expressionism, Fauvism  
● Brush techniques  
● Palette knife techniques  
● Painting from observation  
● Building a painting in layers |

### IB Diploma Programme

Students select either higher level (HL) or standard level (SL) subjects.

The IB Diploma 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 further study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### Grade 11

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| This is me!         | ● Self-exploration through art  
● Artist research  
● Material exploration  
● Process and planning for an artwork  
● Portrait drawing exercises  
● Expressing an aspect of your personality through art (medium of choice) |
| A sense of place    | ● Visual exploration of our surroundings  
● Drawing  
● Creative map making  
● Tracing your daily routines  
● Photography |
| 5 artworks in 5 weeks | ● Exploration of 5 different materials and techniques in 5 weeks  
● Plaster, watercolor, collage, oil pastel, ink drawings with unusual tools  
● Exploring options to create studio works using these techniques. |
| Culture and art     | ● Exploration of an aspect of your own culture  
● Research  
● Defining a project to represent an aspect of your culture  
● Reflecting, presenting |
## Grade 12

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| The comparative study       | ● Learning about the CS requirements  
|                             | ● Choosing artwork for the CS  
|                             | ● Art analysis exercises  
|                             | ● Compare and contrast  
|                             | ● Creating artwork inspired by the research done for the CS  
| Cohesion in art             | ● How to build a cohesive body of art  
|                             | ● Reviewing, refining, reworking artwork  
|                             | ● Writing an artist statement  
| The process portfolio       | ● Learning about the PP requirements  
|                             | ● Study of PP samples, evaluating the work  
|                             | ● Throughout the entire year, the students create pages for their PP  
| Exhibition preparation      | ● Learning about the PP requirements  
|                             | ● Defining a concept for the Exhibition  
|                             | ● Artist research  
|                             | ● Material exploration and technique practice  
|                             | ● Photographing artwork  
|                             | ● Writing artist statement and exhibition texts  
|                             | ● Planning, curating and setting up the exhibition  
|                             | ● Submission of all works  

Learn more:  
[IB Visual Arts Standard Level Subject Brief](#)  
[IB Visual Arts High Level Subject Brief](#)  

Detailed scope and sequences for each grade might vary. Teachers are encouraged to incorporate current events into the curriculum and adapt their statement of inquiry-based on classroom discussions.