

Diploma Visual Arts Comparative Study - This One

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Unit Description

This unit is intended for IBDP Visual Arts students at the beginning of the second year. It will cover specifics about analysis for the Comparative Study and set due dates to complete work incrementally.

Stage 1: Learning Goals

Established Goals	Transfer
	<p data-bbox="1272 715 1682 751">Long-Term Transfer Goals</p> <p data-bbox="819 783 2056 858">What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</p> <ul data-bbox="864 887 2136 1139" style="list-style-type: none"> <li data-bbox="864 887 2136 1007">■ Nuanced and specific understanding comes through finding the similar and the different across time and space. (T1) <li data-bbox="864 1018 1570 1093">■ Drawing conclusions requires synthesizing evidence. (T2) <li data-bbox="864 1104 1720 1139">■ We use intuition and verified evidence to draw conclusions. (T3)

Meaning	
Enduring Understanding(s)	Essential Questions
<p>What specifically do you want students to understand? What inferences should they make? Students will understand that...</p> <ul style="list-style-type: none"> ■ Theory of art includes the influence of culture and time period on a work of art and how these contribute to the aesthetic. (U1) ■ Over the years artists have developed art making practices that have become a standard for how we do things today and in the future. (U2) ■ Analyzing artwork requires formal and critical analysis. (U3) ■ To draw conclusions we synthesize information in a logical fashion. (U4) ■ Good resources are those which are verified academically and which the author is recognized in the field. (U5) ■ Artwork is understood and interpreted by ascertaining emotional and cultural impact; providing meaning about the artwork given historical background, why it was created and how it is used. (U6) 	<p>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</p> <ul style="list-style-type: none"> ■ What are good resources for investigating and researching visual art? (Q1) ■ What are the approaches to formal analysis in visual arts? (Q2) ■ What are the approaches to critical analysis in visual art? (Q3) ■ How can I learn from copying an important work of art? (Q4) ■ How do I evaluate a resource? (Q5)

- Evidence based conclusions are the best. (U7)
- The study is a combination of reporting and drawing conclusions. (U8)
- Some resources are better than others. (U9)

Acquisition of Knowledge & Skill

Essential Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- Different classifications of art genres, movements, and culture specific styles. (K1)
- The language of formal analysis. (K2)
- The IBDP Visual Arts definitions of function and purpose. (K3)
- Basic understanding of iconographic analysis, biographic analysis, and marxist analysis. (K4)
- IB command terms: Describe, analyze, compare and contrast; discuss, evaluate, identify (K5)
- Comparative Study consists of five parts: Formal analysis, function and purpose; cultural significance, comparisons, and influence on your own art making practices. (K6)

Essential Skill

What discrete skills and processes should students be able to use? Students will be skilled at...

- Identify various contexts in which the visual arts can be created and presented. (S1)
- Describe artwork from differing contexts, and identify the ideas, the conventions and techniques employed by the art makers. (S2)
- Recognize the skills, techniques, media, forms, and processes associated with he visual arts. (S3)
- Analyze artworks from a variety of different contexts. (S4)
- Apply knowledge and understanding of skills, techniques, media, forms, and processes related to art making. (S5)

- Critically analyze and discuss artworks created by themselves and articulate an informed, personal response. (S6)
- Evaluate how and why art making evolves and justify the choices made in their own visual practices. (S7)

Stage 2: Assessment Evidence

Formative Assessment

Alignment	Code	Assessment Evidence
	FA1	Formal analysis quiz Take a quiz on formal analysis and show your teacher.
	FA2	Formal analysis annotation For one of your works of art make a formal analysis annotation and show your teacher.
	FA3	Bibliography Select at least two works of art and compile potential resources for each. No fewer than five.
	FA4	McFee if/then Fill in the McFee chart for homework. With partners make if/then statements about the information.
	FA5	Formal Analysis, Cultural Significance, and Function and Purpose Turn in the completed formal analysis, cultural significance and function and purpose for three works of art.

Summative Assessment

Alignment	Code	Assessment Evidence
	SA1	<p>Comparative Draft</p> <p>The First Draft of your Comparative Study - last one I can comment on. No late submissions.</p>

Stage 3: Learning Plan

Learning Activities

Alignment	Code	Learning Activity
	LA1	<p>Comparative Study Overview</p> <p>Content Objective: I understand the scope of the comparative study, what is required and the deadlines for the first term.</p> <p>Language Objective: I can articulate each component of the comparative study</p> <p>Culture Objective: I understand different cultural contexts</p> <p>Think skill questions:</p> <p>Salient: Of what I am hearing what will be easy and what do I need to work on more?</p> <p>Activating working memory: What are the first three things I need to do?</p> <ul style="list-style-type: none"> • Take Comparative Study Quiz • Review quiz answers • Quickly review exemplars • Review Comparative Study requirements - slide show • Compile information
	LA2	

How to choose a good art

Content Objective: I can choose artwork that is a good fit for my comparative study.

Language Objective: I can outline each work of art with description of imagery, time period, artist, and interest to me.

Culture Objective: I can provide a sample of art work from differing cultural contexts.

Thinking skill questions:

Symbolic: How does the artwork communicate to viewers, including myself?

Sacred: Does the work of art leave room for interpretation?

First examine the work you chose for your first comparative study section. Answer the questions below. Then spend time looking through the provided resources. Compile at least three different works of art and write a short, 100 word description of that work which tells us its subject matter, artist, media, its importance, and why you like.

- Am I engaged with the work? This can mean you really like it, really hate it, it causes you to ask questions, you identify with its message, you are fond of the story behind it/artist, you saw it in person, it reminds you of your own work.
- Is it a recognized work of art? It doesn't need to be famous but you should be able to find scholarly information about it. That is information comes from museums, books about art, articles from well know publications, and the like.
- Is it similar but also contrasts with the artwork you have already chosen? Similarities and differences can come in the form of style, place, time period, culture, idea, content, composition, art movement, theme.
- Does it influence my own work? Influence can be in a variety of ways. It's good to have a couple but too many will appear dubious. What are the answers to these questions: Do I copy the style, composition, meaning, idea, explore the same question, imagery, and/or technique?
- Do you want to make your entire comparative study about a similar theme, style, or idea?

		Have students look at the work they have already chosen. Using the current work and answers in the questions above, research artwork to find something new.
	LA3	<p>Formal Analysis</p> <p>Content Objective: I can assess the emotional impact of a work of art through formal analysis.</p> <p>Language Objective: I can use the elements of art and principles of design accurately.</p> <p>Culture Objective: I can understand that different works of art from different cultural contexts can have similarities.</p> <p>Thinking skill questions:</p> <p>Salient: What do I need to look at to accurately assess the emotional impact of a work of art.</p> <p>Communication: How do I make assertions and support them with visual evidence?</p> <ul style="list-style-type: none"> • Elements and principles quiz • Model and practice • Do it - come to class and I can do a spot check • Annotate
	LA4	<p>Evaluating resources</p> <ul style="list-style-type: none"> • Give students good resources to choose from - link the digital ones and enumerate the physical ones • In text citation practice • Rank resources • Citation practice - Use Perdue Owl • Good resources need to give you information about the specifically the artwork. Of course with cultural significance you will need information about the time period and the artist. • Use McFee chart for if/then practice.
	LA5	<p>Function and Purpose, Really</p> <p>Content Objective: I can understand the meaning of function and purpose and report on them.</p>

Language Objective: I can use visual and verbal research to draw conclusions.

Culture Objective: I can find the function and purpose of a work of art in regards to its culture and time.

Thinking skill questions:

Symbolic: How is the artist communicating through a visual experience? What aspects of the work of art tell us?

Salient: What information from my research is relevant in this situation?

- Focuses on the imagery
- The viewers use it - how
- Is there a utilitarian function to it?
- What did the artist want to achieve with this? How can you tell?
- For the above: It helps to know a bit about the artist's life at the time, use your cultural significance, compare this artwork to others by the artist and others of the time period,
- How did people interpret it? Has that interpretation changed over time? (this last one is a cultural significance question as well.)

LA6

Cultural Significance

Content Objective: I can use information about the time and place of the art work and the artist's circumstances specific to the art work, and draw conclusions about the cultural significance of the work.

Language Objective: I can synthesize information from multiple sources to draw a conclusions.

Culture Objective: I can ascertain the relationship between a work of art and its time and place; and how we view the work today.

Thinking skill questions:

Physical: How has the interpretation of the work changed over time?

Salient: Which information is important to drawing conclusions?

- Write about the artwork you are evaluating.
- Discuss time and place and artist's life and then use this information as evidence for your conclusions - don't just report on what was happening.
- Review your Marxist analysis.
- How do we view the work presently? Consider that it is like that this work is now much more important than it was when it was first created, how does the work' notoriety changed its importance to humanity?

LA7

Comparing Artworks

Content Objective: I can compare and contrast artwork from differing cultural contexts.

Language Objective: I can elicit how artwork has visual similarities. I can elicit how similarities between artworks are not always visual. I can point out the nuance of differences.

Culture Objective: I can understand there are real ways artwork is related between time and place.

Thinking skill questions

Symbolic: How are the artworks communicating to us?

Salient: Which information will tell the reader the similarities and differences?

Communication: How can I explain in words and images the similarities and differences between artwork?

- Identifying similarities in form, function, and significance
- Venn Diagram is only a beginning point
- Don't just summarize
- Graphic organizer - What is the work's theme? What is the work's form? Which elements and principles are most prevalent? What is the overall impression through form? What is the overall impression through imagery? In one sentence, why did the artist create the work? In one sentence how did the audience use it? How did the work confirm existing beliefs about art? How did the art break with existing beliefs about art?

		<ul style="list-style-type: none"> • Graphic organizer: Where are the artworks doing the same thing in the same way formally? where are the artworks doing the same thing emotionally but not formally? Vice versa? To what extent do the artists' intention overlap? To what extent does the work's function overlap?
	LA8	<p>Making Connections</p> <p>Content Objective: I can show the connections between my own work and that which I studied.</p> <p>Language Objective: I can illustrate how artworks' form, concept, function, technique, and/or style influenced my practice.</p> <p>Culture Objective: I can explore how artists from different times and places influence my own practice.</p> <p>Thinking skill questions:</p> <p>Symbolic: How does my artwork communicate in ways similar to others? What am I using to communicate and what am I saying?</p> <ul style="list-style-type: none"> • Where of the following is your art influenced by that you studied: Style, technique, concept, function, form,? • use imagery
	LA9	<p>Using the subject guide</p> <p>Content Objective: I can evaluate my comparative study according to assessment criteria and guidance and make places for edits.</p> <p>Language Objective: I can describe, analyse, compare and contrast; discuss evaluate, and identify the work in my comparative study.</p> <p>I can use subject and media-specific language.</p> <p>Culture Objective: I can understand art work in context.</p> <p>Thinking skill questions:</p> <p>Physical: How has the method on interpretation changed over time?</p> <p>Salient: Which information is going to be most relevant in the comparative study?</p>

Epistemological: How do I discuss the relevance of each artwork?

Independent work:

- Review Comparative Study comments.
- Answer the questions about your comparative study.
- Review Subject report.
- Build screens for new artwork based on questions and answer.

Questions:

- To what extent am I using language specific to the work of art?
- To what extent am I writing about the art work itself?
- Am I citing factual information in function and purpose?
- Do I discuss the art work's influence on succeeding art?
- To what extent is biographic information related to the artwork I am analyzing?
- To what extent am I using specific parts of the artwork as evidence of cultural significance?
- How even is the space I am give to each artwork in comparisons?
- How repetitive is my information?
- To what extent am I describing and anlysing the techniques?
- Is my text easy to read? Is the flow of the work obvious n the screen?
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Resources/Comments

Resources

Code	Name
RES2	EL Request Approved.pdf