



IB Visual Arts Lower Sixth

Curriculum Intent

The Art Department seeks to develop students' visual language and hone the skills needed to make them confident and knowledgeable practitioners. They will understand the creative process and develop the skills and knowledge needed to produce art. They will have experience in working in a range of media and using a range of techniques. s students work independently at A level/IB the artists they research is dependent upon their area of interest and the line of enquiry they choose to follow. Students may look at the work of a range of painters, designers, sculptors, photographers and print artists from around the world. They may also investigate artefacts from a range of cultures.

"Art is a lie that makes us realise the truth" Pablo Picasso

Students will learn:

The Lower Sixth is dedicated to:-

- developing skills and learning how to select, explore and develop personal visual ideas
- exploring different approaches to making art

The key to this component is seeing the work as process rather than outcome driven

Students will :-

- develop how they use their sketchbook as a working document to gather visual and written research.
- learn how to produce visual studies that show a developing level of sophistication in their understanding of the Formal Elements.
- learn how to refine and improve their visual studies.
- learn to analyse the work of artists and designers who are relevant to their investigations and make connections between the artists'/designers' work and their own.
- learn how to annotate their work and the work of artists and designers using specialist language and terminology.
- learn how to develop ideas from their visual studies and, where relevant, use their knowledge and understanding of artists'/designers' work to inform these developments.
- learn to be tenacious and ambitious in their investigations.
- learn how to work independently and be able to make their own confident and well-informed judgements about their work and the developments they are making with it.

How will we assess impact?

By the end of the Lower Sixth course students:

Should have developed an identifiable personal direction in their work, that can sustain their investigations from the remainder of the course.

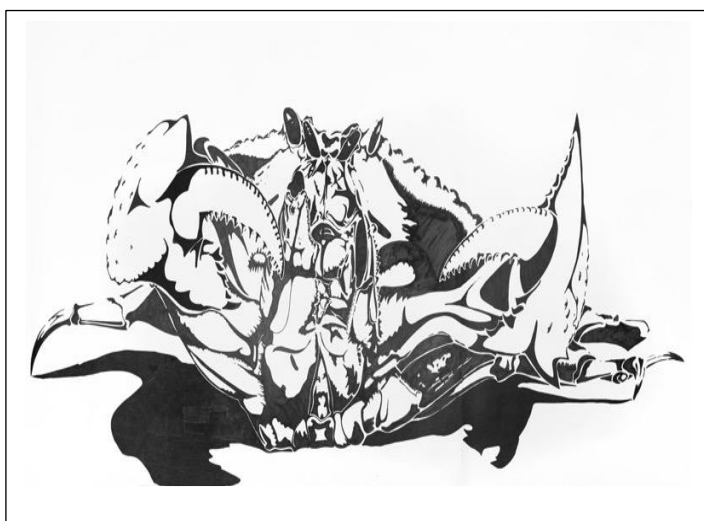
This will to assessed on their ability to :

- Demonstrate high level skill in a range of technical skill areas and subject matter
- Have scope for both radical and incremental developments
- create body of work which includes visual and written research in their sketchbooks and separate investigative studies.
- have the tenacity and ambition to undertake sustained investigations into a given theme.
- have developed and honed skills that show a sophisticated understanding of the role that the Formal Elements within their own work.
- have the knowledge to make connections between their work with the work of artists and designers from a range of cultural and historical references
- have the knowledge and experience to give them the confidence to work independently.

Key Concepts:

Key ideas is how to start investigating visual ideas and how to select ideas that have potential for sustained investigation.

- This is done through learning how to:
- record experiences and observations in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- organise, select and communicate ideas, solutions and responses, and present
- them in a range of visual, tactile and/or sensory forms.
- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas
- develop their visual language to communicate ideas
- demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
- record evidence of their progress, in an on-going critical and analytical review



Anglo Art Students' Destinations:

- **Architecture:** The Barlett School of Architecture
- **Art Foundation** (Ravensbourne , UCA, UAL, Kingston, DMU)
- **Fine Art BA** (Norwich School of Art, Central Saint Martins, Glasgow School of Art, University of Florence , Madrid University , Copenhagen University, Leeds, Slade
- **Theatre Costume Design BA** (UAL)
- **TV Make Up and Prosthetics BA**(Bournemouth)
- **Men's Wear BA** CSM
- **Graphic Design BA** CSM

What does excellence look like?

- Students will have explored ideas in different media in an open-ended way
- The work will show both technical experimentation and thematic development
- There will be evidence of mistakes, changes of mind and revision of ideas
- There will be evidence of review
- There will be increasing ability to relate own work to that of artists and other practitioners
- There will be evidence of the student narrowing their areas of investigation as the year progresses so that they have a clear set of personal ideas to focus on by late in the second term.

International Opportunities

International Visits and Exchanges:

- **Moscow** - Bulgakov House Museum
- **Lesotho** - Cradle of Humankind museum, District Six Museum & Cradle of Humankind museum, **Hartebeespoort Market** local artists
- **Shanghai:** Temple of Jade Buddha
- **Tokyo:** Metropolitan Museum
- **Paris Work Experience:** Centre George Pompidou, Musee d'Orsay, Musee National Rodin, Musee d'Art
- **Madrid Work Experience:** The Prado
- **Frankfurt Work Experience:** Museum Junge Kunst, Stadel Museum,

Diversity within the curriculum

As students work independently at A level/IB the artists they research is dependent upon their area of interest and the line of enquiry they choose to follow. Students may look at the work of a range of painters, designers, sculptors, photographers and print artists from around the world. They may also investigate artefacts from a range of cultures.

Wider Reading

Home Learning, Wider Reading and Research

Students will be required to work in a minimum of two of the disciplines listed below and will need appropriate resources to do this.

- Painting
- Drawing
- Printmaking
- Sculpture
- Lens-based image making.

Throughout the course students will gather visual information and research in a series of sketchbooks. These sketchbooks are working documents and as such should always be kept with students. This is to allow them to gather research; whether it be visual studies, note taking, artist research or other forms of planning. These sketchbooks should be organic and incremental, chronicling the development of ideas from seed to fruition. Where possible students should visit galleries, museums, buildings and any specialist collections that are linked to their own investigations.



"Art is not what you see but what you make others see." Edgar Degas