



IB Visual Arts: Upper 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. By the end of this course they should possess the skills and understanding needed to study art at Higher Education.

Students will learn:

In the Upper Sixth

- 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 how to refine their ideas to a stage where they are able to produce a sequence of "resolved works" that are suitable for exhibition.
- 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 be 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:

Students will acquire the knowledge and skills to: -

- Pursue a consistent and focussed exploration of one or two ideas distilled from earlier work done in L6
- Increase depth of exploration by narrowing focus of work but still developing abilities in the following:
- 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.
- Students will understand how ideas generate starting points for art and design practice and
- form an integral part of the creative process
- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas



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?

By the end of the course students should have a body of work that is personal, thorough, ambitious and sophisticated.

This is externally assessed through electronic submission of a selection of work documenting development of process and ideas over the duration of the whole course.

The work will demonstrate:

- Technical investigation and competence at a high level and suitable to the student's intentions.
- High ability to connect their own work with that of artists and other practitioners, showing understanding of purpose and context.
- A personal and sustained investigation of visual processes and ideas in the form of artefacts, drawing, lens based or time-based products, annotations etc.

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