

2018/2019  
Germantown High School  
**IB ART I & II SYLLABUS**

Room # A 213  
Instructor: Ashley Gerst  
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<http://gersta.wixsite.com/ghs-art>  
5th Period: 11:07-12:37  
(D Lunch 12:16-12:37)

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## Course Description

IB Art is a two year class for the IB Diploma Program. The course focuses on art making, research, and writing. This class will walk students through the requirements for the IB Art Exam which is due at the end of the senior year. The class will teach students a variety of art making techniques and research skills. The class is intended to ensure students are successful on the IB Art Exam.

### **Course Requirements:**

Students will be given assignments that are meant to help guide them towards meeting the IB Exam requirements. The work however will be driven by the individual student. IB classes are open ended and require self-motivation. The teacher's job is to guide, but not to directly affect student outcomes. This means that students in this course will be expected to have ambition and a personal drive for education and improvement in the field of art.

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## IB Art Exam Components:

- Process Portfolio: (done mostly during junior year) The Process Portfolio is mostly focused on art exploration and the process behind exploratory art making.
- Comparative Study: (done half during junior year and half during senior year) The Comparative Study is a research based presentation where the student will compare and contrast multiple artworks by two or three different artists.
- Exhibition: (done during senior year) The Exhibition is the final component of the IB Art Exam it is based on an art show where the students curate their own work.

	Visual Arts in Context	Visual Arts Methods	Communicating Visual Arts
<b>Comparative Study</b>  <b>20%</b>	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
<b>Process Portfolio</b>  <b>40%</b>	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques, and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media, and concept.
<b>Exhibition</b>  <b>40%</b>	Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.	Students evaluate how their ongoing work communicated meaning and purpose. Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

**To complete the three components successfully the student must meet the following requirements:**

**Visual arts in context**

The visual arts in context part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Through the visual arts in context area, students will:

- be informed about the wider world of visual arts and they will begin to understand and appreciate the cultural contexts within which they produce their own works
- observe the conventions and techniques of the artworks they investigate, thinking critically and experimenting with techniques, and identifying possible uses within their own art-making practice
- investigate work from a variety of cultural contexts and develop increasingly sophisticated, informed responses to work they have seen and experienced.

### **Visual arts methods**

The visual arts methods part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Through the visual arts methods area, students will:

- understand and appreciate that a diverse range of media, processes, techniques and skills are required in the making of visual arts, and how and why these have evolved
- engage with the work of others in order to understand the complexities associated with different art-making methods and use this inquiry to inspire their own experimentation and art-making practice
- understand how a body of work can communicate meaning and purpose for different audiences.

### **Communicating visual arts**

The communicating visual arts part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

Through the communicating visual arts area, students will:

- understand the many ways in which visual arts can communicate and appreciate that presentation constructs meaning and may influence the way in which individual works are valued and understood
- produce a body of artwork through a process of reflection and evaluation and select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways in which selected works are connected
- explore the role of the curator; acknowledging that the concept of an exhibition is wide ranging and encompasses many variables, but most importantly, the potential impact on audiences and viewers.

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## The Visual Arts Journal

Throughout the course students are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document:

- the development of art-making skills and techniques
- experiments with media and technologies
- personal reflections
- their responses to first-hand observations
- creative ideas for exploration and development
- their evaluations of art practices and art-making experiences
- their responses to diverse stimuli and to artists and their works
- detailed evaluations and critical analysis
- records of valued feedback received
- challenges they have faced and their achievements.

**Students are encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the visual arts journal should take.** The aim of the visual arts journal is to support and nurture the acquisition of skills and ideas, to record developments, and to critique challenges and successes. It is expected that much of the written work submitted for the assessment tasks at the end of the course will have evolved and been drawn from the contents of the visual arts journal.

**Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.**

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## Classroom Policies, Rules, and Procedures

- Everyone in this class will participate and learn.
- Everyone in this class will be honorable and respectful.
- Everyone will be responsible and behave in a manner that promotes learning, teaching, safety, and is in accordance with the school code.

## Consequences

- 1st: Warning
- 2nd: Classroom consequence and communication with a parent or guardian
- 3rd: Communication with parents and administration
- 4th: Office Referral

While in the art-room, students are to abide by all school-wide rules and procedures. Policies concerning dress code, cell phone usage, student conduct, and all other school-wide practices/procedures also apply in the art-room at all times. (See student handbook for information on specific school-wide mandates.)

## Technology Use:

Devices will be used to invent, create, research, and design art projects. Behavior expectations for this class are the same on and off line. If a student is off task from the art project and using the device for any other purpose other than their school work it will result in the loss of that device as directed in the school code.

**Students must have access to a computer to complete the IB Exam.  
They will also need a Google account.**

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## Grades

**Your report card grades will be based on the following categories:**

- **Effort Grade (15%):** You will be required to participate in class discussions and use your class time wisely
- **Prep-Work (20%):** You will be required to practice and prepare for final projects in your sketchbook
- **Response Grade (25%):** You will be required to write about your work or the work of others
- **Final Project Grade (35%):** Your final projects will be graded based on rubrics which will be passed out before hand so you know what is required for each project
- **Cultural Experience Requirement (5%):** Every student is required to attend two arts events each semester (4 total for the year) either at Germantown High School or in the Memphis Area. After visiting an arts event, the student must write at least a one page critique of the

experience and attach documentation of the visit (brochures, photos, tickets, etc.). (see handout for more information)

**Seniors will often be graded using checklists, where they are in charge of what they will complete for two weeks. Checklists count as a final project grade. Checklists are student created lists, but will be evaluated by the teacher for adequacy. Everything on the checklist must be completed in order to receive an A grade.**

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## Art Class Fees

Art students at GHS are required to pay a class fee to cover the expensive cost of art supplies. Depending on which level of art the student is enrolled in the supply fees vary. The materials purchased with your class fee are to be shared with the others students in all Ms. Gerst's classes. If you would prefer to have your own supplies, you are still required to pay the fee because it covers many items everyone uses. However, you will receive your own sketchbook and portfolio.

**Class fees for the 2018-19 school year for IB Art are \$50**

***Due August 24th***

1. Sketchbook
2. Portfolio
3. Paper
4. scissors, glue, rulers, etc.
5. Paper towels, tissues, wipes
6. Drawing supplies
7. Painting supplies
8. Printmaking supplies
9. Sculptural materials

\*If students have any questions or concerns about the syllabus, please stay after class to talk to Ms. Gerst. Parents should email the teacher.