

**Mr. Chad
Jr. and Sr. IB Visual Arts Syllabus
Ronald Wilson Reagan College Preparatory
High School**



Student Expectations During Virtual Learning (if necessary)

We (teachers, parents, and students) will need to work as a team to ensure academic success. Communication amongst all of us is key.

Students will need to take ownership of their learning, as outlined in the school's expectations for student virtual learning.

Communication with Teachers

Students are expected to:

1. **engage** in direct two-way communication with the teacher.
2. **read** daily communications and **respond** accordingly.
3. **save** and **access** the syllabus for each course to refer to often for course-specific expectations.
4. **advocate** for themselves if/when they need clarity, as well as if there are extenuating factors that could limit their participation or ability to meet deadlines.

Completing Work

Students are expected to:

1. **check** their virtual classrooms daily for assignments.
2. **complete** work by the dates determined by each teacher.
3. **use** the guidelines provided by their teachers to determine the time they must spend on each course.
4. **put** in the necessary time & effort to complete practice work to the best of their ability.

Maintaining School Technology

Students are expected to:

1. **care** for and **maintain** (using school services) Chromebooks.
2. **shut down** and **restart** each computer/device at least once a week, even once a day, to optimize performance.
3. **charge** a device and then let the battery run down completely before charging it again. Do not leave the device plugged in continuously. This makes the battery last longer!
4. **communicate** with school staff immediately if they have issues with connectivity,

online access, or hardware (i.e. the Chromebook) immediately.

Welcome to IB Visual Arts!

This course promises to be a very challenging and rewarding experience for those of you who can match with the effort and time for success. The IB Visual Arts curriculum is designed to empower students to be artists and to learn behaviors that encourage artistic growth. This is a two-year endeavor and results in an extensive portfolio.

Be Safe – Be Responsible – Be Respectful

*The Art Room has a no tolerance policy when it comes to safety!
Inappropriate safety behaviors may result in being removed from the course!*

Expectations:

In your first year, you will be expected to develop a familiarity and fluency with the IB Assessment Criteria. I will help guide you in the development of your ideas and help introduce you to media, themes and techniques that might enhance your ideas.

Understand: This is an HL course. SL in Visual Arts is not an option. It is expected that you test/submit your portfolio for IB.

Important:

- 1. It must be understood that the IB Test for Visual Art is the completion and submission of the three portfolios. Missing work is equivalent to skipping a part of the IB test.**
- 2. Every Junior in Visual Art must complete every task for every portfolio in order for the portfolio to be sent to IB for evaluation.**
 - a. Failure to complete these tasks results in the student being dropped from the course.**
- 3. A Junior must receive a final score of a C or above for admission in Senior IB Art.**

Jr. Year: The teacher will regulate your pace throughout Jr. Year.

Assignment due dates are tentative and will fluctuate (within a day or two) due to university collaboration timelines. Specific dates are accessible via Parent Portal on Infinite Campus or simply look at Google classroom.

Sem1

- August:
 - Project 1 and Journal: due last week of month
- September:
 - Project 2 and Journal: due third week of month
- October:
 - Project 3 and Journal due mid-month

- November:
 - Project 4 and Journal due second week month
- December:
 - Project 5 and Journal due first week of month
- *Portfolio Review with University will depend on University timeline*
- Sem 2
 - January:
 - Project 6 and Journal due mid-month.
 - 5 Comparative Study Slides due at the end of the month.
 - February:
 - Project 7 and Journal due the first week of the month.
 - Project 8 and Journal due at the end of the month.
 - 5 Comparative Study Slides due at the end of the month.
 - March:
 - Project 9 and Journal due beginning of month
 - 5 Comparative Study Slides due end of month
 - April:
 - Project 10 and Journal due mid-month
 - 5 Comparative Study Slides due end of month
 - *Portfolio Review with University will depend on University timeline*
 - May:
 - Gallery Night
 - First week in May
- The Visual Art Journal (Weebly)
 - 5 Studio works first Semester and 5 studio works second Semester
 - Completing a digital Process Portfolio that accompanies every studio work
- Comparative Study
 - A 15 screen Powerpoint rough draft of the Comparative Study
- Gallery Visits
 - 3 first Semester
 - 3 second Semester
- Portfolio Reviews
 - 50%: A presentation completed with a collaborative university.
 - Presentation is TBT
 - 50%: Final Portfolio Review of (Weebly) Visual Art Journal

Sr. Year: The pace of grade 12 will be decided on your own, but you will be expected to complete at least 5 major finished studio works before the beginning of December. These must be related to a theme you've developed and all relevant investigations must be recorded in your Visual Art Journal according to curriculum format. Second Semester you will compile, review and formatting the Process Portfolio, the Comparative Study, and Exhibition.

Senior IB:

Semester 1:

- 5 Independent projects (1 per month)
- The Visual Art Journal (Weebly) and Exhibition (Physical Artwork)
 - 2 summer works due upon return to school on the first day.
 - including Weebly journal
 - 5 Studio works first semester
 - Completion of digital Process Portfolio
- Comparative Study
 - Rough Draft (first 15 screens due second week of school)
 - Final Draft (of first 15 screens due first week in September)
 - 5 peer reviews (one per month)
 - 2 C.S. screens due second week of September (making this CS version 17 screens)
 - Last 3 C.S. screens due end of September (making the entire CS 20 screens)
 - Final Draft (due mid-November)
- Gallery Visits
 - 3
- Portfolio Review
 - 50% Visual Art Journal (Weebly)
 - 50% Presentation at collaborative university
 - Creation of Curatorial Rationale
- 1 on 1 progress check (VACCP)
- Process Portfolio
 - 5 screen rough draft due last week of November

Semester 2:

- Process Portfolio
 - 10 new screen rough draft due mid January (total 15 slides)
 - Final Draft of 25 screens due mid of February
- Exhibition Portfolio
 - Due end of February
- VACAF
 - Due second week of February
- Candidate Upload
 - Due first week in March
- Portfolio Review (student scoring for IB grade)
 - first week in March
- Gallery Night
 - May 3, 2024

Classroom Rules:

- 1.) Show respect to all people and property.
- 2.) Talk at appropriate times and use appropriate language.
- 3.) Come to class on time with all needed materials
- 4.) Use technology/art materials responsibly.
- 5.) Follow all school rules.

Preventive Discipline:

1. Clear rules and procedures given on first day (in syllabus)
2. Proximity control
3. Engaging lesson plans for all learning styles
4. Zero noise signal (countdown from 5...at 1 all must be silent. If room is not silent class gets held after bell)
5. Seating charts and differentiated instruction

Reactive Discipline:

1. Warning
2. One-on-one conversation
3. Depending on severity
 - a. Detention
 - b. Phone call home
 - c. Referral to administration

Cell Phone Policy

- a. During Lesson
Cell phone not allowed to be out or on
- b. During studio
One earbud rule
Students may have one earbud in listening to music
- c. Students may not use cell phones for anything other than listening to music.
- d. The following are examples but not limited to:
Playing videos
Texting
Social Media
Making phone calls
Playing video games
- e. Misuse and abuse of cell phone policy will result in loss of privileges

Plagiarism

“Any act in which a student obtains or provides help on an assignment that is to be completed solely by the student. This can be done in such ways as plagiarizing, copying, using unauthorized devices, or any other act that is deemed to be dishonest.”

1. If a student is caught plagiarizing work
 - a. Student will receive a U for the work
 - i. Depending on circumstances the student may be given 1 chance to change the work.
 - b. Work that is plagiarized can not be submitted to IB. Depending upon the situation the following will take place:

- i. Plagiarized work will be given a grade of zero and returned to the student. The teacher, in collaboration with the department chair and administration, will decide on appropriate consequences, which may include: replacement of the work, retention of the grade of “0”, or in some circumstances a suspension.
- ii. If any of the 3 IB Assessments (1 IA and 2 EA’s) are plagiarized, students will not be allowed to submit work for IB credit, a grade of U is received for the course, and the student will be removed from the course.

The use of Artificial Intelligence Tools

As noted in Appendix 6 of IB’s Academic Integrity Policy, the use of artificial intelligence is not banned by either IB or Reagan. However, students must know the following:

- Students must always be able to speak to their work
- Teachers must have steps in place to ensure they have “seen the student develop the work over a period of time” (reflections, drafts, meetings, etc)
- IB does not regard any work produced - even in part - by AI tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software and cited as such.
- The software must be credited in the body of the text and appropriately referenced in the bibliography.
 - Failure to do so is a form of academic misconduct.

Expectations and Responsibilities of the School Community

The Head of School at Reagan High School will ensure that:

- All stakeholders understand what constitutes academic honesty, authentic work, and the consequences of malpractice.
- All students receive guidance on the skills of academic writing and proper citation.
- The Academic Honesty Policy is reviewed annually

All Reagan High School classroom teachers will ensure that:

- Students are given multiple opportunities to practice writing where sources must be cited.
- To the best of his/her knowledge, all work submitted for assessment is authentic, with the works of others fully and correctly acknowledged.
- School internal deadlines for turning in assessments are met.
- Reagan’s policies regarding academic honesty are conveyed and maintained in their classes.

All Reagan High School IB project supervisors will ensure that:

- Students have met with their supervisors at least three times
- All work produced is authentic and not plagiarized or copied without citations

Reagan High School students will ensure that:

- All Reagan High School policies regarding academic honesty are followed.

- All work submitted for assessment is authentic and properly cited.

Late work

- Student has three weeks to turn in late work
 - Work will not be accepted three weeks after the due date.

Resubmission of work

- Students that turn in work on time will have two weeks *following the date it was returned to the class* to resubmit the work.

*****Work must be complete to be considered on time*****

- Students that turn in work late will not be able to resubmit.

Grading Scale

Milwaukee Public Schools uses a standards-based grading system within Infinite Campus. Grades are calculated in stages, not a raw average. The system is based on a simple grading rubric:

| | | | |
|--------------------|----------------------|-----------------|-------------------|
| Advanced: 4 | Proficient: 3 | Basic: 2 | Minimal: 1 |
|--------------------|----------------------|-----------------|-------------------|

A diagram to show what happens within a teacher’s grade book:

| Step 1 | Step 2 | Step 3 |
|--|--|--|
| <p>Evidence assignments: Tests Quizzes Classroom based assessments etc.</p> <p>All assignments are scored using AD, PR, BA or MI.</p> <p>This averages to a number on the 4-point scale and Infinite Campus assigns a Proficiency level of:</p> <p>Advanced: 4 Proficient: 3 Basic: 2 Minimal: 1</p> | <p>Criterion or standards & Proficiency Levels All courses have multiple criterion or standards</p> <p>Infinite Campus recognizes the proficiency score as a whole number (4,3,2,1) and needs a value to calculate. Leaving the value at the whole number of 4,3,2,1 would not calculate equitably. For example, to earn an Advanced, ALL assignments would need to be marked as such, leaving no room for a student with some Proficient scores to earn Advanced.</p> <p>AD: 4 PR: 3.20 BA: 2.10 MI: 1.10</p> | <p>Letter Grade: A, B, C, D, U</p> <p>The final grade is calculated as an average of all the standards’ proficiency levels and a letter grade is determined on the following scale.</p> <p>A = 3.405 - 4.0 B = 2.745 - 3.39 C = 2.145 - 2.74 D = 1.595 - 2.14 U = 0 - 1.59</p> |

This standards-based system is an improvement over the standards-based system used in the past. It allows for the examination of a body of evidence while maintaining grade integrity. We look forward to feedback from the school community to make Infinite Campus even better in the future. Students and parents continue to see proficiency scores, comments and letter grades on the Campus Portal.

International Baccalaureate Diploma Programme Subject Brief



The arts:

Visual arts—Higher level

First assessments 2016 – Last assessments 2022

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.



These IB DP subject briefs illustrate three key course components.

- I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

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

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

II. Curriculum model overview

| Component | Recommended teaching hours |
|---|----------------------------|
| Visual arts in context <ul style="list-style-type: none"> • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks. | 80 |

| | |
|--|-----------|
| <p>Visual arts methods</p> <ul style="list-style-type: none"> • Look at different techniques for making art. • Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of “exhibition”, and think about the process of selection and the potential impact of their work on different audiences. | 80 |
| <p>Communicating visual arts</p> <ul style="list-style-type: none"> • Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation. | 80 |

- Analyse artworks from a variety of different contexts
 - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
 - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
 - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
 - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
 - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
 4. Select, use and apply a variety of appropriate skills and techniques
 - Experiment with different media, materials and techniques in art-making
 - Make appropriate choices in the selection of images, media, materials and techniques in art-making
 - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
 - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

| Type of assessment | Format of assessment | Weighting of final grade (%) |
|--------------------|---|------------------------------|
| External | | 60 |
| Comparative study | <ul style="list-style-type: none"> • 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined • A list of sources used | 20 |
| Process portfolio | <ul style="list-style-type: none"> • 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities | 40 |
| Internal | | 40 |
| Exhibition | <ul style="list-style-type: none"> • A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork | 40 |

Throughout the course students are required to maintain a 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.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
 - Identify various contexts in which the visual arts can be created and presented
 - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
 - Recognize the skills, techniques, media, forms and processes associated with the visual arts
 - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
 - Express concepts, ideas and meaning through visual communication

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, and a complete list of DP subject briefs, visit: <http://www.ibo.org/diploma/>.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org.

This syllabus is a contract
Turn in this page to Mr. Chad

You agree to:

1. Follow the rules and expectations
2. Step up to the challenges of the curriculum

I agree to:

1. Challenge you
2. Help you, according to the limitations set previously
3. Help prepare you for the IB examination

You will take this home and have your parent/guardian read and sign it. Signing this document is evidence that you know and understand the rules, regulations and expectations of IB Visual Art course.

Mr. Chad Sperzel-Wuchterl

Student Name (Print)

Student signature

Date

Parent/Guardian signature

Date

Parent/Guardian Phone Number (please print)