

Unit/Month	Key Concepts	Content	Objectives	Assessment	ATL Skills	Sources	Links
September (Year 1) Introduction . Art History	IB Learner profile, TOK, CAS Academic honesty . Elements of art Context and culture	Three core curriculum areas – context, methods, communicating VA . History of art – overview	Understanding core of the programme . How does context/culture influence art?	Students´ presentations, Art history test, Formative assessment (feedback)	Thinking, Interpreting the work of art	Handbook VA Guidelines IBDP . Art books Teacher and internet resources	History
October Face is a face (The Art of Portrait) . Figure as an art form . Looking out . Light in art	Techniques, media 2D, 3D, lens based	Understanding the key elements of making portraits, figures, landscapes and the role of light in art	Explaining and analysing artworks of selected artists, developing the art journal	Students´ presentations, Sketches and drawings (portrait, self-portrait, figure, landscape – in pencil, charcoal, watercolour), Formative assessment (feedback)	Thinking, Interpreting and analysing the works of art	Selected artworks by: David Hockney, Marlene Dumas, Hans Holbein . Fernand Léger, Henri Matisse, Jozef Jankovič . Landscapes, Renaissance, vayerism . L. Moholy Nagy, Impressionism, Rayonism, Camera obscura in Dutch 17c art	History Languages TOK
November	Techniques and	Understanding	Finding and	Inspection 1 -	Thinking,	Selected	History

<p>Reading and Looking at art</p> <p>.</p> <p>Abstract art</p>	<p>media, graphic desing, postmodern art, citation, appropriation, assimilation</p>	<p>the key elements of postmodern art, graphic design, art as a message and product</p>	<p>comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing ideas in the journal.</p> <p>.</p> <p>Gallery visit and workshop 1</p>	<p>Process portfolio (journal), Comparative study (researched artists), Body of work (for exhibition)</p> <p>.</p> <p>Mini-exhibition and curatorial rationale submitted by each student</p>	<p>Interpreting and analysing the works of art</p> <p>.</p> <p>Research and self-management skills</p>	<p>artworks by: The New York School, Kandinsky, F. Stella, K. Tekeľová-Blažová, A. Szentpétery, M. Rothko</p>	<p>Languages TOK</p>
<p>December</p> <p>Art as a message</p> <p>.</p> <p>Art as a product</p>	<p>Techniques and media, graphic desing, postmodern art, citation, appropriation, assimilation</p>	<p>Understanding the key elements of postmodern art, graphic design, art as a message and product</p>	<p>Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing ideas in the journal, developing body of work.</p>	<p>Students' presentations, Sketches and drawings (portrait, self-portrait, figure, landscape – in pencil, charcoal, watercolour), Formative assessment (feedback)</p>	<p>Thinking, Interpreting and analysing the works of art</p> <p>.</p> <p>Research and self-management skills</p>	<p>Selected artworks by: T. Emin, B. Kruger, E. Hesse, Cy Twombly, Banksy</p> <p>.</p> <p>A. Warhol, A. McCollum</p>	<p>History Languages TOK</p>

<p>January</p> <p>Citation, Appropriation Assimilation</p>	<p>Techniques and media, graphic desing, postmodern art, citation, appropriation, assimilation</p>	<p>Understanding the key elements of postmodern art, graphic design, art as a message and product</p>	<p>Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing ideas in the journal, developing body of work.</p>	<p>Students' presentations, Sketches and drawings (portrait, self-portrait, figure, landscape – in pencil, charcoal, watercolour), Formative assessment (feedback)</p>	<p>Thinking, Interpreting and analysing the works of art . Research and self-management skills</p>	<p>Selected artworks by: Banksy, Sherman, F. Bacon, Ai Weiwei</p>	<p>History Languages TOK</p>
<p>February</p> <p>Creating art . Local and personal culture</p>	<p>Makign art – what, how and why? . Artworks and their links to local and personal culture</p>	<p>Understanding the art making processes, communicating visal arts, impact on the audience.</p>	<p>Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing ideas in the journal, developing body</p>	<p>Students' presentations, Sketches and drawings (free compositions – in pencil, charcoal, ink, watercolour, acrylics, and combined media), Formative assessment (feedback)</p>	<p>Thinking, Interpreting and analysing the works of art . Research and self-management skills</p>	<p>Selected artworks by: Frida Kahlo, Slovak folk artists</p>	<p>History Languages TOK</p>

			of work.				
<p>March</p> <p><i>Family and Tradition</i></p> <p>.</p> <p><i>Identity</i></p>	<p>Makign art – what, how and why?</p> <p>.</p> <p>Artworks and their links to local and personal culture</p>	<p>Understanding the influence of local and personal culture on art making process and interpretation of art, national and international, local and personal, folk art and culture</p>	<p>Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing ideas in the journal, dveleoping body of work.</p> <p>.</p> <p>Gallery visit and workshop 2</p>	<p>Inspection 2</p> <p>Process portfolio (journal), Comparative study (researched artists), Body of work (for exhibition)</p> <p>.</p> <p>Mini-exhibition and curatorial rationale submitted by each student</p>	<p>Thinking, Interpreting and analysing the works of art</p> <p>.</p> <p>Research and self-management skills</p>	<p>Selected artworks by: Rineke Dijkstra, Lise Sarfati, Andrej Dúbravský</p>	<p>History Languages TOK</p>
<p>April</p> <p><i>Emotional landscape</i></p>	<p>Makign art – what, how and why?</p> <p>.</p> <p>Artworks and their links to local and personal culture</p>	<p>Understanding the influence of local and personal culture on art making process and interpretation of art, national and international, local and personal, folk art and culture</p>	<p>Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing</p>	<p>Students’ presentations, Sketches and drawings (free compositions – in pencil, charcoal, ink, watercolour, acrylics, and combined media), photography.</p>	<p>Interpreting and analysing the works of art</p> <p>.</p> <p>Research and self-management skills</p>	<p>Selecte dartworks by: Van Gogh, Anselm Kiefer</p>	<p>History Languages TOK</p>

			ideas in the journal, developing body of work.	Formative assessment (feedback)			
May Critiquing art . Personal mythology and sign	Art Criticism and visual communication	Understanding the two-way/multiple communication processes in art, the role of mythologies and signs in art	Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting and developing ideas in the journal, developing body of work.	Students' presentations, curatorial rationales for virtual exhibition, experimenting with free media and digital photography.	Interpreting and analysing the works of art . Research and self-management skills	Selected artworks by: Keith Haring, david Lynch, Kiki Smith, sigmar Polke	History Languages TOK
June 3rd dimension . 4th dimension	Art Criticism and visual communication . Digital photography and screen-based art	Understanding the two-way/multiple communication processes in art, the role of mythologies and signs in art	Finding and comparing artists and artworks for the comparative study, practical options for selecting own techniques and media, experimenting	Inspection 3 Process portfolio (journal), Comparative study (researched artists), Body of work (for exhibition) . Mini-exhibition	Interpreting and analysing the works of art . Research and self-management skills	Selected artworks by: Yayoi Kusama, Rachel Whiteread, Rudolf Sikora, Michal Kern, Claes Oldenburg	History Languages TOK

			and developing ideas in the journal, developing body of work. <ul style="list-style-type: none"> • Gallery visit and workshop 3 	and curatorial rationale submitted by each student			
September (Year 2) <i>Overview of the year</i> <ul style="list-style-type: none"> • <i>Developing ideas</i> 	Review of the assessment tasks and calendar	Developing ideas and compositions for internally and externally assessed tasks (PP, VA journal, Exhibition)	Planning the final body of work for exhibition, selecting pages from VA journal for process portfolio, and drafting comparative study.	Viewing the students' work – PP, CS, artworks for E.	Thinking, research and self-management skills	Handbook VA Guide Teacher's resources Internet art links	History Languages TOK
October <i>Developing ideas</i>	Developing ideas for further work	Developing ideas and compositions for internally and externally assessed tasks (PP, VA journal, Exhibition)	Planning the final body of work for exhibition, selecting pages from VA journal for process portfolio, and drafting comparative study. <ul style="list-style-type: none"> • Gallery visit and workshop 4 	Inspection 4 Process portfolio (journal), Comparative study (researched artists), Body of work (for exhibition)	Thinking, research and self-management skills	Handbook VA Guide Teacher's resources Internet art links	History Languages TOK

<u>November</u> <i>Comparative study</i>	Developing comparative study	Developing ideas for the comparative study, selecting artists and artworks for CS	Comparing and contrasting at least 3 artworks, at least of which should be by different artists from contrasting contexts (10-15 screens)	Viewing the CS	Thinking, research and self-management skills	Handbook VA Guide Teacher's resources Internet art links	History Languages TOK
<u>December</u> <i>Process portfolio</i>	Developing process portfolio	Developing ideas for the process portfolio, selecting pages and artworks for PP	Selecting samples of students' work (8-18 screens) documenting work in at least 2 art-making forms, each from separate columns of VA forms.	Viewing the VA journal and PP	Thinking, research and self-management skills	Handbook VA Guide Teacher's resources Internet art links	History Languages TOK
<u>January</u> <i>Exhibition</i>	Developing and selecting artworks for exhibition	Developing ideas and artworks for the exhibition	Developing a selection of artworks for the exhibition (4-7 artworks), writing curatorial rationale and exhibition text	Viewing the selected artworks for the exhibition	Thinking, research and self-management skills	Handbook VA Guide Teacher's resources Internet art links	History Languages TOK
<u>February</u> <i>Exhibition</i>	Developing and selecting artworks for exhibition	Developing ideas and artworks for the exhibition	Developing a selection of artworks for the exhibition (4-7	Viewing the selected artworks for the exhibition	Thinking, research and self-management	Handbook VA Guide Teacher's resources	History Languages TOK

			artworks), writing curatorial rationale and exhibition text		skills	Internet art links	
March Internal assessment – exhibition (deadline) . Comparative Study and Process portfolio – external assessment (deadlines)	Completing the requirements for internal and external assessment	Submitting the CS, PP and exhibition, completing the IBDP forms	Representing coherent collection of works based on thematic or stylistic relationships, showing application and manipulation of media and materials, resolution of imagery, signs, and symbols to realise the function, meaning and purpose. . Analysis of formal qualities, function, purpose and cultural significance, comparisons and connections.	Internal and external assesemnt	Thinking, research and self-management skills	Handbook VA Guide Teacher’s resources Internet art links	Lanugages TOK

			Representation of skills, processes and techniques, critical investigation, communication of ideas and intentions, reviewing, refining and reflecting.				
<u>April</u> <i>Internal and external assessment closed</i>	Completing the requirements for internal and external assessment	Submitting the CS, PP and exhibition, completing the IBDP forms		Assessment closed	-	-	-