IB Art Standards & Benchmarks

Creating Art - Use the creative processes and the language of art to communicate through a variety of media and techniques.

1.1 Students will use the creative processes to plan, organize, and problem solve.

by the end of IB ART
1. Identify and apply ways to plan, organize and solve visual problems.

1.2 Students will understand and apply the elements of art and principles of design

by the end of IB ART
IB Art, Year 1
1. Apply elements of art and principles of design in a variety of media and techniques.
2. Apply the elements of art and principles of design in thoughtful and inventive ways to convey personal meaning.

IB Art, Year 2
1. Demonstrate proficiency in the use of the elements of art and principles of design with a variety of media and techniques.
2. Demonstrate proficiency in using the elements of art and principles of design in thoughtful and inventive ways to convey personal meaning.

1.3 Students will apply visual awareness to the creative process

by the end of IB ART
IB Art, Year 1
1. Render in an art media what is visually observed.
2. Use observational strategies to translate what is seen into visual form.

IB Art, Year 2
1. Render in an art media what is visually observed.
2. Transform concrete observations into a new visual form.

1.4 Students will develop skills and craftsmanship with a variety of materials, tools and techniques

by the end of IB ART
IB Art, Year 1
1. Select and use tools, techniques and processes for given media.
2. Select and use tools, techniques and processes to represent subject, theme, and concepts.

IB Art, Year 2
1. Use tools, techniques and processes proficiently.
2. Purposefully select tools, techniques, and processes that best represent subject, theme, and concepts.

HISTORICAL AND CULTURAL CONTEXT: Understand how art has shaped and preserved history and culture

2.1 Understand how history and culture have influenced art

by the end of IB ART
IB Art, Year 1
1. Use analysis to discuss the context and function of specific art objects, artists, and art movements within varied cultures, times, and places.
2. Discuss ways that the roles of artists have changed over time and throughout cultures.
IB Art, Year 2
1. Critically analyze the context and function of specific art objects, artists, and art movements within varied cultures, times, and places.
2. Identify and discuss ways that the roles of artists have changed over time and throughout cultures.

2.2 Students will understand how art has influenced and defined history and culture

_by the end of IB ART_
1. Analyze and describe how societies throughout history have used imagery to define and promote political, social, and cultural agendas.
2. Evaluate the persuasive power images have in shaping/reinforcing the culture/society’s identity.
3. Analyze and describe ways that commercial and media images shape contemporary and traditional cultures.

PERCEPTION AND EVALUATION: Using the language of art, students critically analyze, derive meaning from, and evaluate artwork.

3.1 Students will describe and analyze art works using the language of art

_by the end of IB ART_
1. Use appropriate art vocabulary to describe and illustrate how the elements of art and principles of design contribute to a composition.

3.2 Students will interpret art works using the language of art.

_by the end of IB ART_
1. Communicate personal interpretations of art works.
2. Communicate interpretation of artwork based on artist’s intent.
3. Interpret works of art, taking into consideration the historic and social context of the work.
4. Demonstrate an informed curiosity that challenges conventional interpretations of works of art.

3.3 Students will judge and evaluate art works using the language of art

_by the end of IB ART_
IB Art, Year 1
1. Critique and evaluate the merit and significance of selected works of art, using social, cultural, historical and/or contextual relationships.

IB Art, Year 2
1. Communicate in-depth critiques of the merit and significance of works of art, using social, cultural, historical and/or contextual relationships.
2. Generate and apply criteria to select works for a portfolio that reflects artistic growth and achievement.

CONNECTIONS: Make connections between art, personal experience, and the world.

4.1 Make connections to other curricular areas

_by the end of IB ART_
1. Synthesize knowledge of visual art and other curricular areas in order to enhance products and/or performance in each area.
4.2 Make connections between visual art and the performing arts

by the end of IB ART
1. Synthesize knowledge of visual art and other art forms in order to enhance products in the arts.

4.3 Make personal connections with visual art

by the end of IB ART
1. Describe how art can foster growth and continuous personal enrichment.

4.4 Make connections between the study of art and art careers.

by the end of IB ART
1. Describe the habits of mind and the characteristics of the professional artist (e.g., taking risks, capacity to observe, self discipline, organization).
2. Identify the experience, education and training needed for various careers in art.
3. Identify portfolio requirements for employment in various art professions (e.g., architect, graphic designer, photographer, and book illustrator).