

## Visual Arts at Alto

### Middle Years Program / IB Diploma Program

#### Introduction

Visual arts is taught at Alto throughout the middle school years. Students will experiment with a variety of mediums, develop their skills, learn about art movements, increase their appreciation for the arts, and develop an understanding of the meaning and function of arts. Units end with more elaborate projects, in which the students apply the knowledge and skills they have gained throughout the unit and are given the opportunity to express their ideas through art.

#### Middle Years Program

##### Grade 6

Major Unit	Statement of Inquiry	Topics / Content
Art in ancient cultures	Throughout history, artistic expression reflects and represents the aesthetics of the time and culture and can serve different purposes.	<ul style="list-style-type: none"> <li>• Functions of art</li> <li>• Storytelling through art: The chinese Willow pattern</li> <li>• Nature as inspiration for art: cherry blossom paintings</li> <li>• Art in ancient Egypt: Portraiture</li> <li>• Creating our own artwork that serves a function of our choice</li> <li>• Media: Acrylic paint, India ink, colored pencil, chalk pastels,</li> <li>• Media</li> </ul>
Superheroes	Creative representations allow people to experiment with identity.	<ul style="list-style-type: none"> <li>• Why do people need superheroes?</li> <li>• What have all heros in common?</li> <li>• What kind of hero could I use in my own life?</li> <li>• Intro to figure drawing: Proportions of the human body</li> <li>• Proportions of the face, facial features</li> <li>• Media: Pencil, collage, colored pencils, watercolor</li> </ul>

##### Grade 7

Major Unit	Statement of Inquiry	Topics / Content
Perspective drawing	Knowledge and understanding about linear perspective enhances the ability to translate a scene into an accurate drawing.	<ul style="list-style-type: none"> <li>• Illusions of space</li> <li>• Pencil techniques</li> <li>• Drawing in perspective</li> <li>• Planning a room/ outside space</li> <li>• Drawing it in correct one-point perspective</li> </ul>
From 2D to 3D	Artist's interpretation of the world around or within them can be expressed in a variety of art forms and mediums.	<ul style="list-style-type: none"> <li>• Inquiry into a variety of sculptors and their work</li> <li>• Wire sculpture techniques</li> <li>• Paper mache sculpting techniques</li> <li>• Abstraction in sculpture</li> <li>• Using a photo as inspiration for a sculpture</li> <li>• Writing an exhibition text</li> <li>• Presenting artwork to the class</li> </ul>
Me, Myself & I	Self-portraiture is a way to communicate an artist's vision of himself in a variety of ways.	<ul style="list-style-type: none"> <li>• Introduction to self-portraiture</li> <li>• Facial proportions</li> <li>• Drawing facial features</li> </ul>

		<ul style="list-style-type: none"> <li>• Expressing one's personality through art</li> <li>• Artist research: Artists who created identity work (presentations)</li> <li>• Creating expressive self-portraits using a variety of mediums</li> </ul>
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## Grade 8

Major Unit	Statement of Inquiry	Topics / Content
Collage	Collage can be used as the medium to visually communicate an idea, a story or a theme.	<ul style="list-style-type: none"> <li>• Understanding visual language</li> <li>• Artist connection: Romare Bearden and Henri Matisse</li> <li>• Analyzing and interpreting artwork</li> <li>• Learning a variety of collage techniques</li> <li>• Developing a narrative through collages</li> <li>• Researching a theme to visually interpret it</li> </ul>
Patterns of the world	People use patterns to express their cultural identity and creativity.	<ul style="list-style-type: none"> <li>• Research: Patterns around the world</li> <li>• Tessellations</li> <li>• Using nature as inspiration for patterns</li> <li>• Creating an own pattern, inspired by a personal or cultural experience</li> </ul>

## Grade 9

Major Unit	Statement of Inquiry	Topics / Content
Make your mark: Line drawing	In a composition, line can be used to convey shape, texture, and tone to represent nature.	<ul style="list-style-type: none"> <li>• Draw what you see: Variety of exercises for improved drawing practice</li> <li>• Variations in line</li> <li>• Exploring ink pens and their possibilities</li> <li>• Understanding composition: Landscape</li> <li>• Composition sketches</li> <li>• Taking successful landscape photographs</li> <li>• Using a photograph as a reference for a drawing</li> <li>• Developing a drawing from the planning to the final artwork</li> <li>• Artist connection: V.v. Gogh (drawings only)</li> <li>• Introduction to the "Feldman's method of art analysis"</li> </ul>
"Up close": Macro Photography and drawing (Abstracting nature)	Nature and the human environment inspires art and can lead to an aesthetic composition.	<ul style="list-style-type: none"> <li>• Oil pastel techniques</li> <li>• What is abstract art?</li> <li>• Color theory</li> <li>• Creating an abstract composition with focus on shape and color scheme</li> <li>• Artist focus: Georgia O'Keeffe</li> <li>• Intro into macro-photography (flowers)</li> <li>• Creating an abstracted flower painting (oil pastels)</li> </ul>
Printmaking	Different art genres provide opportunities and limitations for composition, presentation and expression of an artistic idea.	<ul style="list-style-type: none"> <li>• Notan Designs</li> <li>• History of printmaking</li> <li>• Linoleum cutting techniques</li> <li>• Creating a design with balanced positive negative space</li> <li>• Printmaking process</li> <li>• Expressing a message for a hopeful future through printmaking</li> </ul>

## Grade 10

Major Unit	Statement of Inquiry	Topics / Content
The human figure in art	The human form inspires artists and audiences to engage with sculptures and their changing style through time.	<ul style="list-style-type: none"> <li>● Research sculptors who created figures (student presentations)</li> <li>● Reflections on art in public spaces</li> <li>● Quick figure sketches</li> <li>● Gesture drawings</li> <li>● Developing a sculpture (wire, paper) based on a gesture sketch</li> <li>● Group project: Creating real size tape sculptures</li> </ul>
Painting	The use of color changed throughout time and expresses not only the artist's style but also the aesthetics of his time.	<ul style="list-style-type: none"> <li>● Applied color theory</li> <li>● Impressionism, Expressionism, Fauvism</li> <li>● Brush techniques</li> <li>● Palette knife techniques</li> <li>● Painting from observation</li> <li>● Building a painting in layers</li> </ul>

## IB Diploma Program

Students select either higher level (HL) or standard level (SL) subject at Alto.

The IB diploma 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.

## Grade 11

Major Unit	Topics / Content
This is me!	<ul style="list-style-type: none"> <li>● Self exploration through art</li> <li>● Artist research</li> <li>● Material exploration</li> <li>● Process and planning for an artwork</li> <li>● portrait drawing exercises</li> <li>● Expressing an aspect of your personality through art (medium of choice)</li> </ul>
A sense of place	<ul style="list-style-type: none"> <li>● Visual exploration of our surroundings</li> <li>● Drawing</li> <li>● Creative map making</li> <li>● Tracing your daily routines</li> <li>● photography</li> </ul>
5 artworks in 5 weeks	<ul style="list-style-type: none"> <li>● Exploration of 5 different materials and techniques in 5 weeks</li> <li>● Plaster, watercolor, collage, oil pastel, ink drawings with unusual tools</li> <li>● Exploring options to create studio works using these techniques.</li> </ul>
Culture and art	<ul style="list-style-type: none"> <li>● Exploration of an aspect of your own culture</li> <li>● Research</li> <li>● Defining a project to represent an aspect of your culture</li> <li>● Reflecting, presenting</li> </ul>

## Grade 12

Major Unit	Topics / Content
The comparative study	<ul style="list-style-type: none"><li>● Learning about the CS requirements</li><li>● Choosing artwork for the CS</li><li>● Art analysis exercises</li><li>● Compare and contrast</li><li>● Creating artwork inspired by the research done for the CS</li></ul>
Cohesion in art	<ul style="list-style-type: none"><li>● How to build a cohesive body of art</li><li>● Reviewing, refining, reworking artwork</li><li>● Writing an artist statement</li></ul>
The process portfolio	<ul style="list-style-type: none"><li>● Learning about the PP requirements</li><li>● Study of PP samples, evaluating the work</li><li>● Throughout the entire year the students create page for their PP</li></ul>
Exhibition preparation	<ul style="list-style-type: none"><li>● Learning about the PP requirements</li><li>● Defining a concept for the Exhibition</li><li>● Artist research</li><li>● Material exploration and technique practice</li><li>● Photographing artwork</li><li>● Writing artist statement and exhibition texts</li><li>● Planning, curating and setting up the exhibition</li><li>● Submission of all works</li></ul>

Learn more:

[IB Visual Arts Standard Level Subject Brief](#)

[IB Visual Arts High Level Subject Brief](#)

Detailed scope and sequences for each grade might vary. Also teachers are encouraged to incorporate current events into the curriculum and adapt their statement of inquiry based on classroom discussions.