

Mid Atlantic IB Art Teachers Networking meeting



Black Reflections, 1959. Franz Kline. Oil and pasted paper on paper, mounted on Masonite. Metropolitan Museum of Art. [metmuseum.org](https://www.metmuseum.org).

Tuesday December 3, 2019

Rockville HS

Rockville, MD

AGENDA

8-8:30	Come early to park, sign in at the front office, log-in and connect to WiFi
8:30 – 8:45	Housekeeping, Ground rules Introductions via Community Circle
8:45 – 9:30 End of 1 st - 2 nd period	(C-Circle: Metaphor) Process Portfolio (End with pre-field trip video)
	Break
9:35 – 10:22 (3 rd period)	The Comparative Study (End with Game)
	Break
10:27 – 11:14 (4 th period)	The Exhibition (End with Aha, Appreciation, Apology)
11:14 – 11:54 (5 th period: Lunch)	Lunch in the Art Room, 1089
11:59 -1:30 6 th period - 1:30	Networking Game Other questions, Topics that come up during the day

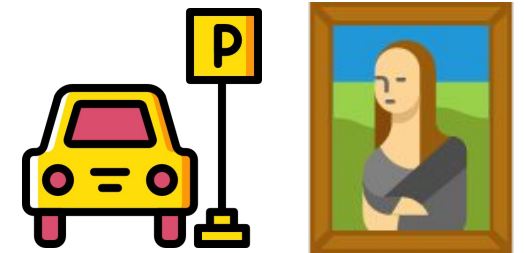


Before you leave:

- ☐ sign in sheet
- ☐ feedback form

Housekeeping: In the Physical Building

- Parking
- Bathrooms
- Snacks and Lunch
- Gallery
- Sign in sheet
- Feedback forms at the end of the day



Housekeeping: Digitally

- WiFi
- Note-takers: Thank you! add on slides and/or format as you wish...
- Parking Lot/Burning Questions: Type Questions directly onto slide 10 to be discussed during the last session of the day

Ground Rules

- This is a Networking meeting...We will be learning from each other, sharing our collective expertise. Please be ready to share.
- Let's be Solutions-focused and curb the temptation to complain
- Let's be digitally responsible
- Anything else?



Process Portfolio

Note-taker: Katie

Requested Topics on Registration Form

- How do teachers get their students to understand the importance of the Visual Journal and what do you do to get them to make them creative?
- How much time is spent in class on the Visual Journal?
- What constitutes better grades?
- Do you provide sketchbooks for your students, or do they buy their own?
- I need some guidance on what the examiner's are looking for. I feel like my assessment is always so different from theirs, even though I teach to the criteria.
- I feel good here. Since I am new to this whole process, I only have questions! I am interested in being an observer of the processes/ expectations involved in being an IB arts teacher.
- Best practices.
- Does IB seem to favor a lot of documentation in the Visual Journal? Especially whole pages that are well designed? How dense does each slide need to be?
- Breaking the research & process into separate assignments flanking the project.
- Are students permitted to submit a digital Process Portfolio?
- Improving student scores Portfolio
- Examples and networking.
- Framing and development process for student work towards the IA. Interviews with students for their CAF.
- ...

Minutes:

- VISUAL JOURNAL:
- Google classroom helps to organize
- doc form better than slide- can go right into slides for digital portion
- as physical as possible and scanned in
- do everything in sketchbook then scan in- seems to be what they like
- how to get them beyond just writing- try materials, sketches etc.
- break down of how IB scores- made into a rubric- go over with class
- grade them how examiners will look at them
- folder of process portfolios from previous year available to students
- 3 grades- research page, project, process
- in journal- then digital- which one do they like better? they pick
- concrete expectations
- BETTER GRADES... discussed in previous
- PROVIDE OR BUY SKETCHBOOKS:
- teacher buys cheap sketchbooks, students buy from them
- GUIDANCE on ASSESSMENTS FROM SCORERS:
- provided criteria- needs to be scaffolded, translate, dig down deeper
- seem vague- how can I support students? this is criteria we're going for, this is one small part
-

The Comparative Study

Note-taker: Katie

Requested Topics on Registration Form:

- How do you get kids to develop good, theoretical questions?
- What examples do you show them that does not make them panic?
- How do you guide student research?
- How many personal artworks should students reference for Criteria F (HL only)?
- I need some guidance on what the examiner's are looking for. I feel like my assessment is always so different from theirs, even though I teach to the criteria. Would like to have more information on strategies to evaluate.
- Since I am new to this whole process, I only have questions! I am interested in being an observer of the processes/expectations involved in being an IB arts teacher.
- What are the best techniques for ensuring that students find academic sources?
- How do you balance creating art with the comparative study?
- New strategy: centering INTERPRETATION as an ARGUMENT to build.
- Starting Junior year and completing Senior year. I am curious how early teachers begin explaining the Comparative Study criteria and expectations with the students.
- Improving student scores
- best practices
- function and purpose?

Minutes:

- ."The Art Assignment" youtube
- "how to sound like you understand art"
- perfect for before field trip
- find the transcript- in youtube- can use the questions for discussions and comparative study
- museum etiquette- covered in video
- visit an art museum, science museum and history museum- reflect
- find legit sources and legit artists
- go to museum- find artwork that relates to your sustained investigation
- EXAMPLES THAT DON'T MAKE THEM PANIC
- "INTHINKING"- subscribe to visual arts expensive but has great resources including rubrics, worksheets
- class analysis, small group, individual of artists- from a variety of time periods
- work with English department for comparative study- compare a novel to a painting for example- gets them in the mindset- sometimes can be a grade for English class
- break it down- part 1: select artworks and put into powerpoint- document their details and make sure they are from different cultures
- part 2: develop it further (can only read through the final one once)
- HOW MANY TO REFERENCE
- makes some sort of impact- 3-5 slides so minimum of 3 pieces unless a lot of process. More is great. If the topic connects... sketchbook works can be more authentic, might not have them in the exhibition. Show how the artist has impacted you. Not copying the artists
- overarching concept, what are you comparing? how does that relate to you?
- 3 artworks by 2 different artists- one contemporary, one historical... different culture, gender etc. differences should be obvious- very different time periods etc.

CS Minutes continued

- FIND ACADEMIC SOURCES
- CULTURAL CONTEXT-
- how do you help them know what questions to ask about how culture impacts the artist/ artwork
- reach out- what is culture? where is that discussed in the school? Try not to work in isolation
- interpret the 3 pieces, find a connection, analysis has to support interpretation
- KAHN ACADEMY “Smart History”
- have students present their analysis to other faculty- consider this, research that... Here’s what I found, here is my argument
- comparative study- they have lots of practice with writing and analysis in English classes- build on that experience
- FUNCTION AND PURPOSE?
- most contemporary does not have a function- evoke something in audience, not an altar piece, not necessarily utilitarian
- function = intent of the artist
- book called Exploring Art a Global Thematic Approach
- 12 functions of art- ritual, customs, ideas, death, power, war, protest, social, portraits, education, and entertainment
- group artwork examples by function
- Maslovs hierarchy of need- where does art come in?
- Kahn Academy---choose something from the 250 AP Art History list for your comparative analysis, there will be lots of information available. Art assignment videos... immigration and other themes through art history...
- students choose a contemporary work- here are 2-3 images from art history you might look ar

Connie’s EdPuzzle referral code: <https://edpuzzle.com/signup/teacher?rc=8yzwv3>

CS Minutes continued

- some may need to pare down
- IB FAVOR DOCUMENTATION?
- slides can be pretty dense. Several visuals, small type, lots of information
- like a magazine spread for “People”
- “Canva” does spreads in an interesting way
- for slide- retype some of the text in the slide but in the journal page as well one slide may be 5 pages in a sketchbook?
- developing ideas- certain number of slides?
- sentence starters- reflection and explanation- write to someone who is not in the room, doesn’t know you
- stifles creativity when students take all IB classes- too much to manage
- FRAMING AND DEVELOPMENT - INTERVIEWS
- meetings as follows- write notes as you go- way better than doing it at the end
- The [250 artworks from AP Art History](#)

Aha, Appreciation, Apology

Summarizer!

The Exhibition

Note-taker: Katie

Requested Topics on Registration Form:

- How can we teach students to create "resolved" works?
- How is your course set up in year 2?
- How do you manage with limited art materials?
- I feel good about my student's exhibition work, though sometimes it's a struggle to get work completed.
- I'm curious about how many pieces other schools are producing each 9 weeks and how projects are introduced.
- Examples of exhibitions would be helpful.
- Since I am new to this whole process, I only have questions! I am interested in being an observer of the processes/expectations involved in being an IB arts teacher.
- How do people organize their exhibition - do they have openings, invitations, etc. Do the student's create them?
- Does anybody have an effective structure for the Curatorial Rationale? When do you schedule the CR to be written? Considering half way through and then revise at the end.
- My self scoring is off but the comments provided by IB are unhelpful and inconsistent.
- Use Google Classroom to upload artwork from the beginning.
- Final images and supplemental.
- During the last week in April, my senior IB Art students curate their final exhibition at the local art gallery. Although this is a terrific experience, I am interested in learning how to further promote the IB Art program and foster the connection between creativity and our community.
- Improving student scores.
- Exhibition photos.
- Can work that can be submitted from CS for Exhibition? Can work that final product, but is not included in PP be part of exhibition. How big can files be for film submitted as art piece in exhibition be for the E.A.?
- ...

Minutes:

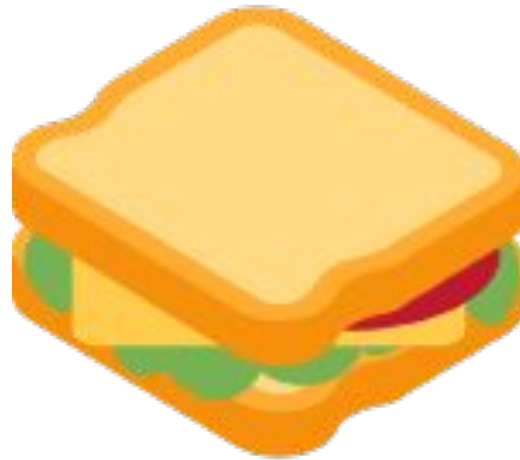
- do you need all 3 columns in process and in show?
- SL 2, HL 3
- in journal- needs to represent experimentation
- in show- should be best work
- sometimes conceptual and deeply personal to the kid is more important than the technical skills
- curatorial rationale must be in the exhibit photos
- RESOLVED WORKS
- how do you know if something is resolved or not?
- deadline - critique - fixes for final grade
- YEAR TWO SET UP:
- skill base in junior year - senior year figure out what they want to do
- 1st experiment with materials and build skills- make 2 for their focus
- 2nd year comparative study... then focus should show growth
- is the IB becoming inaccessible? Hurting the programs?
- HL vs SL- same time for uneven amount of work?
- LIMITED ART SUPPLIES
- paper, pencils, markers, sculpture- cardboard, recyclables, air dry clay (Stonex)
- 9 week periods - 2-3 pieces beginning of the year more process pieces then move into more final pieces with less prelim

Exhibition minutes continued

- HOW EVALUATE:
- process- brainstorming, sketch, artist research, media experimentation, reflection on final... give feedback for each part
- grade journals softly, make a slide for process portfolio which is graded more stringently
- grade as much as possible in class- verbally?
- grade online- have comments ready for future assessments
- google classroom- have digital copies of all their pages- easy to convert to PDF
- CURATORIAL RATIONALE
 - don't wait until the end to make the exhibition text
- initial exhibition text- part way through
- studio slide- artwork, title, size, materials, exhibition text
- have tables set up with artwork and text- students use sticky notes to give feedback
- pizza critique- IB teachers interview the students about their work- curatorial statement, images and descriptions- talk it through and try to convince the teacher...
- invite other artists in to critique
- juniors become assistant curators for the seniors- senior exhibits, juniors each put up 2 pieces

LUNCH BREAK!

We're in the Art room, 1089.



Questions, Misc.

Note-taker:

Topics: (add to during meeting)

- Examples of some fill-in-the-blank titles for the CS my students can use to help them begin to think on the level required for the paper.
- I'd like to have some insight into how different teachers teach the class (course structure, how to tackle the CS/PP, timeline, etc.) Examples of sample timelines to share would be great!
- I think the last yr's IB grades are hard on students than previous yr. World wide avg was lower than 4 last yr. I'd like to know why this trend. How we can prepare students for exams.
- Can somebody explain world averages of IB Art? Why so low? How can we do PR with out own coordinators, principals, and districts so there's not a question about ""why low scores in art?"" when world wide it's a hard course? (vs. Anthro which is understood to be more accessible?) Further, should we advocate to IB that have this had of an Exam is bad PR for us?"
- Understanding the IB philosophy more completely.
- I hope to finalize my ideas around MYP/IB and how I can better support my two IB students that I am mentoring.
- My goal is to improve my practice, and help focus my attention where I can help students improve. One of my questions would be how to help students that haven't taken art since middle or elementary school have enough art knowledge to do well on IB tasks?
- How to improve student analysis.
- "Topics I am interested in discussing include:
 - * diverse grading methods
 - * teaching creative art history connections
 - * encouraging originality
 - * how to teach creative thinking
- My goal for the day is to learn strategies and techniques that will increase my students' imaginative process and development.
- IB For all and visual arts, prerequisites, 9/10 art courses leading into DP
- thinking
- To see what other teachers are doing in their schools and to network.
- Is anyone else having trouble with students being overwhelmed because they are taking all of their courses at the DP level? Students' creativity being stifled by workload?

Minutes: Katie

- comparative study research questions
- interpretation- research to support
- choose one artist that you most identify with...
- COURSE STRUCTURE:
- when do they choose HL or SL? sometimes end of junior year?
- two structures posted in the shared folder
- structure changes based on the kids in the individual class
- Is AP more consistent in scoring than IB?
- different cultures have different definitions of what art is, how does that impact scoring with an international exam?
- [Free SCAD workshop for AP Art & Design](#)