



Visual Arts Networking Session

Trinity Episcopal School

December 12, 2016

Session Agenda:

8:30 - 9:00 Breakfast and Greeting

9:00 - 11:30 Session Leader Mary Scurlock

11:30 - 12:00 Lunch

12:00 - 1:30 Networking

- Tour of Trinity's Visual Arts Studios
- Q&A Session related to course design and remaining Qs for IB
- Small group practice assessments of two comparative studies (one with lower score and one with higher score)
- Send other Qs to Mary

Session Minutes/Discussion Notes:

- **Advice from examiner on Process Pages:**
- **Mary Scurlock presented followed by breakout small group discussions**
- **No handwritten text, type slides/transpose**
- **Fine balance between too much content on slide & just enough**
- **Make it easy to read**
- **Students need to justify choice of media/decisions (can be just to learn/practice, then over time needs to become more sophisticated and about theme)**
- **Looking for consistent refinement & further development of artwork.**
- **Investigate artists that really assist in own art making practice (thematic and technical)**
- **Articulate clearly/specifically about how technical skills, media, & idea**

- have helped them develop their work further. (Write pages for someone who has no idea what they're working/they have worked on because that will be the case with the examiner.)
- Work can be shown in in Process Portfolio even if it will be shown in the exhibition, all the way up to the final step prior to how it will show in exhibition. They need to say clearly that there is going to be more steps taken with piece.
- Step by step pictures
- Label everything on pages (artist research, artist inspiration, process/technique experimentation, future plan)
- Make sure there's a clear distinction between own work/words and others (captions underneath images)
- Fill page, no negative, unused space.
- Process Portfolio pages done by end of first year is what some chose to
 - do including Scurlock
- 3 slides due every few weeks. Content can come from visual arts journal or
 - other sources. Only grading the digital slides submitted, not the visual arts journal.
- Comparative Study:
 - Two artists, three pieces or three artists, three pieces (one needs to be
 - from a different culture from their own)
 - Suggested that they have seen the work in person
 - Every nine weeks Mary has her students do a formal gallery critique. One of these she has them interview and artist.
 - In-depth research
 - Someone with enough available information to have statement, artist CV
 - Grade like extended essay. Vague comments/general feedback
 - Pick artists with meaning in their work (if abstract what to those visuals in
 - the work mean?)
- Exhibition:
 - Clearly articulate intentions in their own artwork
 - Show technical accomplishments (Mary suggests sticking with 1-2 media)
 - Mary wants to get her students started working on their exhibition pieces
 - in the last 9 weeks of their junior year

11:30- 12:30 Lunch and Tour of Trinity art studios.

12:30-1:30

-Discussion of new 6VACAF Form for May 2017

-Break out groups- reading two CS, one high scoring and one middle of the road score.

Separate groups talked about why and how they would judge the CS example as it relates to the IB criteria.

We asked for participants to write down questions and we collected them, and we suggested emailing.

We discussed requesting and getting component score breakdowns and not agreeing or understanding scoring.