

Part 1: Comparative Study (20%)

Candidates who do not examine and compare at least 3 artworks by at least 2 different artists from at least two contrasting cultural contexts will not be awarded a mark higher than 2 in criteria B and C. Candidates who do not examine and compare at least 3 artworks by at least 2 different artists will not be awarded a mark higher than 3 in criterion D.

HL
ONLY

A Identification and analysis of formal qualities	B Analysis and understanding of function and purpose	C Analysis and evaluation of cultural significance	D Making comparisons and connections	E Presentation and subject-specific language	F Making connections to own art-making practice
0 The work does not reach a standard identified by the descriptors below	0 The work does not reach a standard identified by the descriptors below	0 The work does not reach a standard identified by the descriptors below	0 The work does not reach a standard identified by the descriptors below	0 The work does not reach a standard identified by the descriptors below	0 The work does not reach a standard identified by the descriptors below
1-2 The work provides an outline of the formal qualities of the selected pieces but this is limited, superficial or relies heavily on personal opinion.	1-2 The work provides an outline of the formal qualities of the selected pieces but this is limited, superficial or relies heavily on personal opinion.	1-2 The work provides an outline of the material, conceptual and cultural significance of the selected pieces but this is limited, superficial or relies heavily on personal opinion.	1-2 The work outlines connections, similarities and differences between the selected pieces, with little analysis. These connections are largely superficial or inappropriate and demonstrate a basic understanding of how the pieces compare and contrast.	1-2 The work is limited or inconsistent in conveying information clearly or in a visually appropriate manner. The work contains some appropriate subject-specific language but this is limited.	1-3 The work outlines the outcomes of the investigation in a limited way. There are few or only superficial connections to their own art-making practice.
3-4 The work provides a largely descriptive account of the identified formal qualities of the selected pieces. There is some evidence of informed analysis but this is underdeveloped.	3-4 The work provides a largely descriptive account of the function and purpose of the selected pieces from at least two contrasting cultural contexts. There is some evidence of informed analysis and understanding, but these are not fully developed.	3-4 The work provides a largely descriptive account of the material, conceptual and cultural significance of the selected pieces from at least two contrasting cultural contexts. There is some evidence of informed analysis and evaluation but these are not fully developed.	3-4 The work analyses and describes the connections, similarities and differences between the selected pieces, with some critical analysis. The connections are logical and coherent and demonstrate an adequate understanding of how the pieces compare and contrast.	3-4 The work clearly and coherently conveys information, in a visually appropriate and legible manner, with some consistent use of appropriate subject-specific language.	4-6 The work provides some analysis of the outcomes of the investigation. The student describes the extent to which their own art-making and pieces have been influenced by artworks, objects and artifacts examined in the comparative study, making inconsistent or incomplete connections.
5-6 The work provides a consistent, insightful and informed identification and analysis of the formal qualities of the selected pieces.	5-6 The work provides a consistent, insightful and informed analysis and demonstrates thorough understanding of the function and purpose of the selected pieces from at least two contrasting cultural contexts	5-6 The work provides a consistently insightful and informed analysis and thorough evaluation of the material, conceptual and cultural significance of the selected pieces from at least two contrasting cultural contexts.	5-6 The work critically analyses and discusses the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare and contrast.	5-6 The work clearly and coherently conveys information which results in a visually creative and legible study that enhances the impact of the work and the reader's understanding. Subject-specific language is used accurately and appropriately throughout.	7-9 The work provides an analysis of the outcomes of the investigation. The student explains the extent to which their own art-making and pieces have been influenced by artworks, objects and artifacts examined in the comparative study, making adequate connections.
					10-12 The work provides a consistent and insightful evaluation on the outcomes of the investigation. The student effectively analyses and evaluates the extent to which their own art-making and pieces have been influenced by artworks, objects and artifacts examined in the comparative study, making informed and meaningful connections throughout.

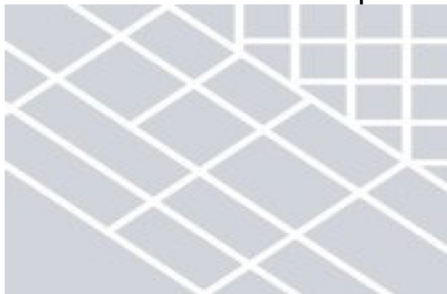
STANDARD LEVEL FORMAL REQUIREMENTS

- SL students submit **10–15 screens** which examine and compare at least three artworks, at least two of which should be by different artists.
- The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- SL students submit a list of sources used.

HIGHER LEVEL FORMAL REQUIREMENTS

- HL students submit **10–15 screens** which examine and compare at least three artworks, at least two of which need to be by different artists.
- The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- HL students submit **3–5 screens** which analyse the extent to which their work and practices have been influenced by the art and artists examined.
- HL students submit a list of sources used.

Comparative Study



Title
Author
Media, Date, Size, Whereabouts

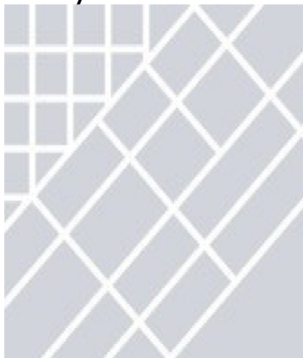
Describe the important aspects of the artwork after you have done the other screens. This is a summary of what you uncovered in your analysis.

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Title
Author
Media, Date, Size, Whereabouts

My Intention
This comparative study examines the links between
This study relates to my artwork.....

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Describe the important aspects of the artwork after you have done the other screens. This is a summary of what you uncovered in your analysis.

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“Artwork 1” Annotation

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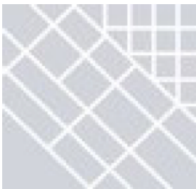
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1. Discuss what you see in the artwork that seems important to the meaning, offer interpretations
2. Identify the formal elements that are important to the impact of the artwork and say why it's important.
3. Identify the principles of composition that are important to the impact of the artwork, and why.
4. Discuss the style and/or art movement, the process or method of making the artwork, the size/scale.
5. Why did the artist make these choices for the form, technique, style? If this is a conceptual artwork, the formal aspects will not be dominant in the discussion. Instead, you will discuss the conceptual strategy used.

Use your knowledge of elements and principles of art - get out your vocabulary sheet!



“Artwork 1” Context

Created where, when? By or For Whom?

Why? What was the intention or purpose(s)?

Explain the **function, significance and relevance** of this artwork. Consider the following in the explanation: Personal (biographical), social, historical, cultural, artistic, educational, political, spiritual, or any other category of significance. Be specific about the biographical, historical, social and cultural impacts - what was the circumstance of the artist and what was happening in the world when this was made? Do you need to include an art historical timeline in a separate screen? In terms of the concept of modernism, is the artwork pre-modern, modern or post-modern, and why?

Continue-

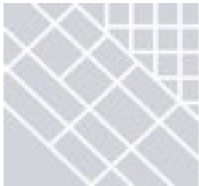
How does the situation the artist found themselves in affect what they are making art about?

How did the art critics and audience respond to the artwork at the time?

Can you find a quote from the artist about this or other work?

What about a quote from an art critic or art curator?

End with summary of significance of this artwork.



“Artwork 1” Theme

What is the Big Idea? (The broad subject, eg, conflict)

What is the specific subject matter? Point of view?

Discuss all connections you can find to visual or literary sources, art historical references, other arts connections (music, dance, theatre, film, new media), or other subject matter connections (science, math, language arts, sports, etc)

Are there any direct appropriations from other artists' works? If so, discuss the significance.

Continue Thematic discussion

If you feel the work is successful, state why.

If you feel the work is not successful, what could the artist have done differently to allow the theme to come through more clearly?

Summarize your findings in final paragraph.

“Artwork 2” Annotation

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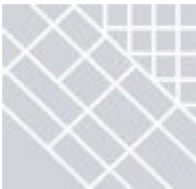
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1. Discuss what you see in the artwork that seems important to the meaning, offer interpretations
2. Identify the formal elements that are important to the impact of the artwork and say why it's important.
3. Identify the principles of composition that are important to the impact of the artwork, and why.
4. Discuss the style and/or art movement, the process or method of making the artwork, the size/scale.
5. Why did the artist make these choices for the form, technique, style? If this is a conceptual artwork, the formal aspects will not be dominant in the discussion. Instead, you will instead discuss the conceptual strategy used.

Use your knowledge of elements and principles of art - get out your vocabulary sheet!



“Artwork 2” Context

Created where, when? By or For Whom?

Why? What was the intention or purpose(s)?

Explain the **function, significance and relevance** of this artwork. Consider the following in the explanation: Personal (biographical), social, historical, cultural, artistic, educational, political, spiritual, or any other category of significance. Be specific about the biographical, historical, social and cultural impacts - what was the circumstance of the artist and what was happening in the world when this was made? Do you need to include an art historical timeline in a separate screen? In terms of the concept of modernism, is the artwork pre-modern, modern or post-modern, and why?

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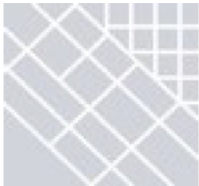
How does the situation the artist found themselves in affect what they are making art about?

How did the art critics and audience respond to the artwork at the time?

Can you find a quote from the artist about this or other work?

What about a quote from an art critic or art curator?

End with summary of significance of this artwork.



“Artwork 2” Theme

What is the Big Idea? (The broad subject, eg, conflict)

What is the specific subject matter? Point of view?

Discuss all connections you can find to visual or literary sources, art historical references, other arts connections (music, dance, theatre, film, new media), or other subject matter connections (science, math, language arts, sports, etc)
Are there any direct appropriations from other artists' works? If so, discuss the significance.

Continue Thematic discussion

If you feel the work is successful, state why.

If you feel the work is not successful, what could the artist have done differently to allow the theme to come through more clearly?

Summarize your findings in final paragraph.

“Artwork 3” Annotation

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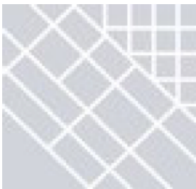
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1. Discuss what you see in the artwork that seems important to the meaning, offer interpretations
2. Identify the formal elements that are important to the impact of the artwork and say why it's important.
3. Identify the principles of composition that are important to the impact of the artwork, and why.
4. Discuss the style and/or art movement, the process or method of making the artwork, the size/scale.
5. Why did the artist make these choices for the form, technique, style? If this is a conceptual artwork, the formal aspects will not be dominant in the discussion. Instead, you will instead discuss the conceptual strategy used.

Use your knowledge of elements and principles of art - get out your vocabulary sheet!



“Artwork 3” Context

Created where, when? By or For Whom?

Why? What was the intention or purpose(s)?

Explain the **function, significance and relevance** of this artwork. Consider the following in the explanation: Personal (biographical), social, historical, cultural, artistic, educational, political, spiritual, or any other category of significance. Be specific about the biographical, historical, social and cultural impacts - what was the circumstance of the artist and what was happening in the world when this was made? Do you need to include an art historical timeline in a separate screen? In terms of the concept of modernism, is the artwork pre-modern, modern or post-modern, and why?

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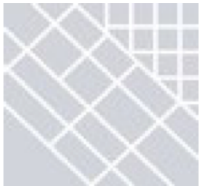
How does the situation the artist found themselves in affect what they are making art about?

How did the art critics and audience respond to the artwork at the time?

Can you find a quote from the artist about this or other work?

What about a quote from an art critic or art curator?

End with summary of significance of this artwork.



“Artwork 3” Theme

What is the Big Idea? (The broad subject, eg, conflict)

What is the specific subject matter? Point of view?

Discuss all connections you can find to visual or literary sources, art historical references, other arts connections (music, dance, theatre, film, new media), or other subject matter connections (science, math, language arts, sports, etc)
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Continue Thematic discussion

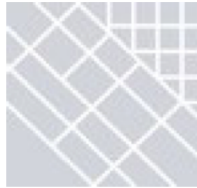
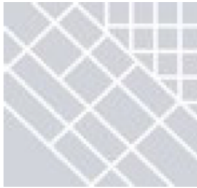
If you feel the work is successful, state why.

If you feel the work is not successful, what could the artist have done differently to allow the theme to come through more clearly?

Summarize your findings in final paragraph.

Comparison - Similarities & Differences

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“My Artwork” Annotation

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Use your knowledge of elements and principles of art - get out your vocabulary sheet!



“My Artwork” Context

Created where, when? By or For Whom?

Why? What was the intention or purpose(s)?

Explain the **function, significance and relevance** of this artwork. Consider the following in the explanation: Personal (biographical), social, historical, cultural, artistic, educational, political, spiritual, or any other category of significance. Be specific about the biographical, historical, social and cultural impacts - what was the circumstance of the artist and what was happening in the world when this was made? Do you need to include an art historical timeline in a separate screen? In terms of the concept of modernism, is the artwork pre-modern, modern or post-modern, and why?

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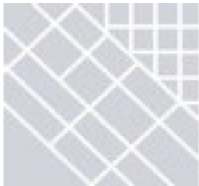
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How did the art critics and audience respond to the artwork at the time?

Can you find a quote from the artist about this or other work?

What about a quote from an art critic or art curator?

End with summary of significance of this artwork.



“My Artwork” Theme

What is the Big Idea? (The broad subject, eg, conflict)

What is the specific subject matter? Point of view?

Discuss all connections you can find to visual or literary sources, art historical references, other arts connections (music, dance, theatre, film, new media), or other subject matter connections (science, math, language arts, sports, etc)

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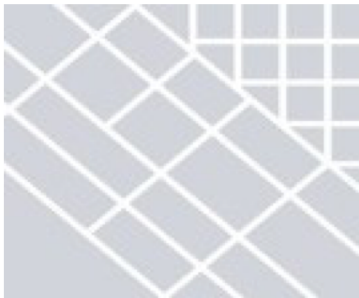
Continue Thematic discussion

If you feel the work is successful, state why.

If you feel the work is not successful, what could the artist have done differently to allow the theme to come through more clearly?

Summarize your findings in final paragraph.

The relationship to my artwork



Describe the influences of your study artworks to the artwork you produced.

Empty text area for describing influences.

Title of my artwork, media, size

Empty text area for title, media, and size.

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References (MLA)

Image Citations (urls)