

DP Visual Arts

Preparing students for their IA



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The Foundations of the Exhibition

The Internal Assessment Exhibition of works involves multiple steps to which I utilize a series of checklists for each student to complete. This prepares the student for the rigor of what is required and confirms completion of needed items for the instructor when it is time to exhibit and submit student work.

Stress the connection between the Process Portfolio and the Exhibition. You can have students document their art making practice through photographs, sketches, and reflection for their Process Portfolio as well as write down titles, dates, inspirations, sources, and artist's statements at the completion of each piece.

This way all of the students' thoughts are organized and can assist the curatorial practice when needed. This also allows for screens to be created from their documentation in their visual arts journal with ease.

It is important to distinguish that not all resolved works should be included in an exhibition. The exhibition must be cohesive in whatever way the students choose. For example, the student may want to have a common color palette that unifies works (a visual cohesion) or they may choose to have an idea they investigate over time (a conceptual cohesion). This means that the Process Portfolio can and should include many other investigations of works aside from the Exhibition alone.

An exhibition must include:

- ☐ 4-7 pieces of resolved artwork (SL) or 8-11 pieces of resolved artwork (HL).
- ☐ Exhibition text for each artwork of no more than 500 characters per work.
- ☐ A curatorial rationale of 400 words maximum (SL) or 700 words maximum (HL).
- ☐ Two student-submitted photographs of the Exhibition.
- ☐ One photograph of each artwork individually and optionally up to two supporting photographs for each work, such as close-up shots or alternate angles.

My notes



Scheduling the Exhibition

I recommend having students exhibit around March either during the first year for SL or the second year for HL. This gives the teacher time to mark scores for students before the April deadline.

At the beginning of the school year for SL or HL, start thinking of spaces the students could exhibit as you may need to reserve the space, whether on campus or off campus. Work with students to consider what their needs will be in order to display their work since panels or tables may be needed.

What space could work for the Exhibition at your school?

What materials may students need to display their work in this space?

When planning for the IA, I work backwards, beginning with the date of the Exhibition. I always have to take into account when state testing occurs to avoid those days, which takes up a lot of April. This year the Exhibition is taking place at the end of March, so I have created the following calendar sketch:

End of February - Students submit a list of artworks selected for their exhibition. They also begin considering the layout of their artwork for the Exhibition. Advise students how many panels, easels, or tables they will have access to use and have them create their layout in their journals.

Before spring break (mid-March) - Students print and mount all exhibition texts. Instruction for matting and displaying artworks is given so that students can begin preparing each artwork for the Exhibition.

After spring break (the week before the Exhibition) - Students complete their curatorial statement, minus any alterations they may make after hanging their exhibition.

Day before exhibition - Students set up their exhibition per their pre-designed plans.

Day of exhibition - Students photograph their exhibition and individual works before it opens to the public.

Week after exhibition - Art teachers are given a day away from teaching to mark students' exhibitions.

Lesson Plans & Activities

It is important to incorporate many opportunities into your classroom for students to practice and plan for their Exhibition.

Here are some learning activities and lesson plans to help you plan out this part of the course.

Exhibitions

Talk to students about what an “exhibition” means in the context of a museum. When they present their work, they will not present it like the “permanent collection” of a museum, but rather like the “temporary exhibits.” Show them museum websites about upcoming exhibitions and encourage them to attend.

Browse exhibition websites with the class from local galleries and museums such as <https://www.themodern.org/exhibitions/upcoming> and some of the bigger museum websites such as <https://www.moma.org/calendar/exhibitions>.

Emphasize that whether it is one artist or a collection of artworks, there is a particular reason as to why these works will be exhibited together.

Field Trips

Take a field trip to a museum or gallery. On these excursions, have students select and sketch an artwork that appeals to them and then analyze the curatorial aspects of the gallery where it is displayed.

In the resources section, find:

- A field trip guide you can use when taking your students to a museum or gallery.

Sample Exhibitions

Show examples of IB exhibitions that can be found on google images with a quick search.

You can also search for college student exhibitions.

While reviewing this, I emphasize all of the creative ways you could display works.

In the resources section, find:

- A presentation I have created for my own students.

Curate your own Museum

A fun activity is to provide multiple small (4" x 6") reproductions of various artworks, then have students create their own museums, placing artworks in galleries where they feel they are most suited. Students then explain their curatorial choices to their peers.

In the resource section, find:

- A worksheet for students to curate their own museum for fun (and practice)!

Cohesive Exhibits

Creating a “cohesive” body of work is sometimes hard for a student to comprehend. Try a fun exercise of showing them two very different works of art, then challenge them to create a new work of art that would make these pieces all seem related if exhibited together.

In the resources section, find:

- An example of how you can do this activity with your own students.

Checklists & Organizational Charts

When it is time for them to set up their Exhibition, give the students a checklist so they can make sure they have all the elements they need for the IA.

You may also give them a worksheet where they can organize their final IA, which can be helpful for unorganized students.

In the resources section, find:

- An Exhibition Checklist.
- An Exhibition Organizational Chart.

Conclusion

Encourage students to be completely engaged in their artistic process and journey. Give students many opportunities in year one to practice curating an art exhibit of other people's work as well as their own. I remind students that everyday in IB art is part of their exam Senior Year. IB assesses their artistic journey. The Exhibition is an opportunity to show off their hard work.

Notes

Teacher Reflection

Think about your own students and classroom environment. What are some ways you can prepare your students for their IA?

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- _____

My notes



Resources

Find all the printables that were discussed in this Print and Go Pack by downloading the individual files in this Pack.



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