

DP VISUAL ART | COMPARATIVE STUDY | EXTERNAL ASSESSMENT | 20%

SL & HL – 10-15 Screens for Criterion A, B, C, & D and a Bibliography; HL – 3-5 Screens for Criterion F

A. Identification & Analysis of Formal Qualities

* 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 a 3.*

5-6	The work provides a consistent, insightful and informed identification and analysis of the formal qualities of the selected pieces. <i>IDENTIFY – provide an answer from a number of possibilities; ANALYZE – break down in order to bring out essential elements or structure</i>	Is there an analysis of the elements of art? Is there an analysis of principles of design? Is there an analysis of mood or context related to formal qualities? Is there an analysis of techniques and media related to formal qualities?
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. <i>DESCRIBE – give a detailed account</i>	
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.	

B. Analysis & Understanding of Function & Purpose

* 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 a 3.*

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. <i>ANALYZE – break down in order to bring out essential elements or structure; DEMONSTRATE – make clear by reasoning or evidence, illustrating with examples or practical application</i>	Is the focus on the works, not the artists? Is the context of the original production the focus? Do you identify why this work was made? Do you identify what this work was originally for? Do you analyze the meaning of motifs, signs, symbols, moods used in the work?
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. <i>DESCRIBE – give a detailed account</i>	Expressive, Descriptive, Conceptual, Practical, Religious, Historical narrative, Commemorative, Political, Symbolic, Decorative, Ritual, Shock
1-2	The work provides an outline of the function and purpose of the selected pieces, but this is limited, superficial or relies heavily on personal opinion. <i>OUTLINE – give a brief account or summary</i>	

C. Analysis & Evaluation of Cultural Significance

* 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 a 3.*

5-6	The work provides a consistently insightful and informed analysis and thorough evaluation of the material, conceptual and significance of the selected pieces from at least two contrasting cultural contexts. <i>ANALYZE – break down in order to bring out essential elements or structure; EVALUATE – make an appraisal weighing up strengths and limitations</i>	Is the focus on the works, not the artists? Do you analyze the cultural, socio-political and historical significance? Do you evaluate the original audience and purpose? Do you evaluate the contemporary audience? Do you evaluate material significance? Do you evaluate conceptual significance? Do you evaluate cultural significance? Do you evaluate the meaning of the work and how its meaning communicated?
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. <i>DESCRIBE – give a detailed account</i>	
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. <i>OUTLINE – give a brief account or summary</i>	

D. Making Comparisons & Connections

* 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 a 3.*

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. <i>ANALYZE – break down in order to bring out essential elements or structure; DISCUSS – offer a considered and balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence</i>	Is the focus on the artworks, not the artists? Do you compare similarities and differences for cultural contexts? Do you compare similarities and differences for formal qualities? Do you compare similarities and differences for function and purpose? Do you compare similarities and differences for material, conceptual, and cultural significance? Are all three works compared individually (1 on 1) and collectively (all 3 together)?
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. <i>DESCRIBE – give a detailed account</i>	
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. <i>OUTLINE – give a brief account or summary</i>	

E. Presentation & Subject-Specific Language

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.	Are the slides visually creative (graphic organizers, diagrams, annotated images, varied compositions)? Have you used a clear, legible, and consistent fonts? Have you used a consistent and thoughtful color scheme?
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.	Are the titles and subtitled prominent? Is there a balance of visual and written content? Have you included correct visual art vocabulary? Is it highlighted?
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.	

F. Making Connections to Own Art-Making Practice

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. <i>EVALUATE – Make an appraisal by weighing up the strengths and limitations; ANALYZE – break down in order to bring out essential elements or structure</i>	Do you connect your art making practices and pieces to the cultural context of your CS artworks? Do you connect your art making practices and pieces to the formal qualities of your CS artworks? Do you connect your art making practices and pieces to the function and purpose of your CS artworks? Do you connect your art making practices and pieces to the materials, conceptual, and cultural significance of your CS artworks? Do you connect your art making practices and pieces to the concepts and ideas of your CS artworks? Are connections made visually and in written form?
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. <i>ANALYZE – break down in order to bring out essential elements or structure; EXPLAIN – give a detailed account including reasons or causes</i>	
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. <i>ANALYZE – break down in order to bring out essential elements or structure; DESCRIBE – give a detailed account</i>	
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. <i>OUTLINE – give a brief account or summary</i>	