The Comparative Study is a required element of your IB Art class. It counts 20% of your final IB grade. It gives students the opportunity to study and understand the relationship between theory and practice in the visual arts. In it, all students will study and compare at least three artworks by two different artists from different cultural backgrounds. HL students are further required to show how the work has influenced their own art work.

The Comparative Study can take any form as long as you can create the required documents to turn into IB next year.

You’ll be turning in the following at the beginning of next semester:

**SL:** 10-15 slides (images) showing a commentary about at least three different artworks by two different artists from different cultural backgrounds.

**HL:** 10-15 slides (as above) + 3-5 additional slides showing how the work studied has influenced their own art.

**Ideas to include in your study:**

**Art in CONTEXT:**

Social, historical, political, and intellectual contexts of the work studied.
How are these things explored by the artists?

How does the work reflect aspects of the world when they were created?

What experiences of the world does the audience bring when they interpret or appreciate the work?

What methods of analyzing, interpreting, or evaluating the work are appropriate (Feldman Model of Art Criticism)?

How has exploring these works affected your own work?

**Art METHODS:**

What media, process and technique has been used in each artwork?

Is the process used conventional or innovative?

How have the formal qualities (art elements & principles) been used and are they effective?

What signs, motifs, or symbols have been used and what do they communicate to the audience?

How would you evaluate the artworks?

How have the methods used influenced your own work (HL only)?
**COMMUNICATING Visual Arts:**

How have the artists you chose found ways to present the information they want to communicate in their art?

Have the artists made any formal statements about these particular artworks or their work in general that might apply to the work you chose?

What kinds of statements are found in the work that reflect the culture or context that the work was created?

How are the works you chose connected to each other?

What choices did the artists make that allowed them to most effectively communicate their statement or message?

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**Suggestions on how to begin and complete your Comparative Study:**

Ven diagrams make a great way to start to organize your thoughts about the art and artists you are studying.

Create four Ven diagrams (four pages) in your Journal showing how the works you’ve chosen explore each of these topics:

1. **FORMAL ANALYSIS**

2. **PURPOSE AND FUNCTION**

3. **CULTURAL CONTEXTS**

4. **CONCEPTUAL & MATERIAL significance.**

This makes it easy to show the similarities and differences between the artists and the artworks. Breaking the ideas down this way will help you to organized it into your presentation as well as each of the Ven diagrams will become pages (or slides) in your presentation.

**Examples of the Comparative Study (both HL and SL) can be found on the class web site.**
Grading Rubric:
The Comparative Study is externally graded by an IB grader. Here is a list of the grading criteria:

A. Analysis of formal qualities - The work identifies and analyzes the formal qualities of the selected pieces from at least two cultural origins. The analysis of these formal qualities is consistently informed and effective.

B. Interpretation of function and purpose - The work demonstrates a consistently informed and appropriate interpretation of the function and purpose of the selected pieces within the cultural context in which they were created.

C. Evaluation of cultural significance - The work demonstrates consistently informed and appropriated evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created.

D. Making comparisons and connections - The work critically analyzes the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare.

E. Presentation and subject-specific language - The work clearly and coherently conveys information which results in a visually appropriate, legible, and engaging study. Subject-specific language is used accurately and appropriately throughout.

F. Making connections to own art-making practice - (HL only) The work analyzes and reflects upon the outcomes of the investigation consistently and appropriately. The student effectively considers their own development, making informed and meaningful connections to their own art-making practice.