

Supported preparation: Formal comparison and context

International Baccalaureate · IB Diploma · Visual Arts · HL

Scope and prerequisites

IB visual arts first assessment 2016; 2027 course tracked separately. Current SL exhibition selects 4–7 works; HL 8–11. SL process portfolio 9–18 screens, HL 13–25; comparative study 10–15 screens plus 3–5 HL screens linking own practice. Use school-selected artists and licensed/credited images.

Mapped preparation outcomes: `ib_visual_arts_hl.1.1`, `ib_visual_arts_hl.1.2`. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

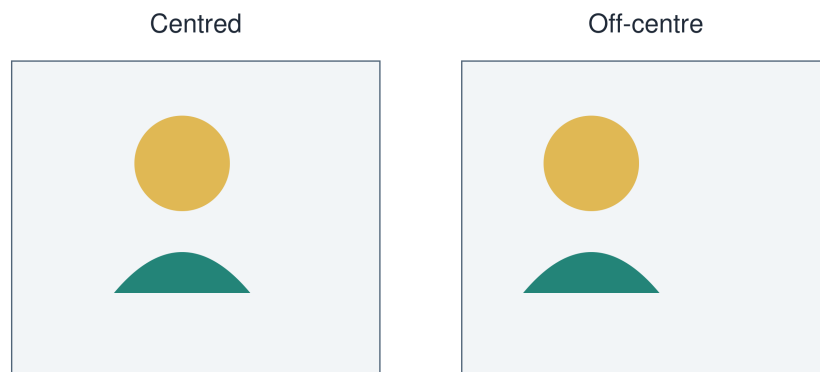
Source vocabulary

composition ; **formal qualities** .

Explanation and worked method

Formal qualities include line, colour, form, space, composition and material. Explain relationships and possible effects before linking them to function and cultural context. An observation differs from an inferred intention; original classroom studies do not satisfy authentic artist/artwork requirements.

Original composition studies



Compare balance and the empty space around the figure.

Task: compare the supplied original centred and off-centre composition studies. De-

velop one claim and name what the drawings cannot establish.

The centred study gives a different balance from the off-centre figure with greater negative space. This can redirect attention and suggest isolation or movement, depending on context. The studies cannot establish any named artist's intent or cultural significance.

Independent transfer

Offer a different interpretation of the off-centre composition with supporting visual evidence.

Attempt independently before reading the model.

Checked original model

Negative space may suggest possibility or movement rather than isolation if the figure's orientation and open area support that reading. Identify the exact feature and distinguish interpretation from artist intention. Context could alter the judgement; multiple supported readings are possible.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

Scope authority: `coverage.yaml` and its hashed source files. Detailed full-guide criteria and school selections remain held exactly as recorded; this supplement teaches the supported method. No practice-bank item, reserved diagnostic or student evidence has been republished.