An independent critical and contextual investigation that explores artworks, objects and artifacts from differing cultural contexts

PART 1: COMPARATIVE STUDY, 20%

The CS is not an extended essay, it doesn’t even have to be an essay!

It is an investigation that strikes a balance between visual and written content.... (with no prescribed format)
What exactly IS required for the CS?

**SL 10-15 pages (screens)**
**HL 10-15 Pages (screens) + 3-5 Pages which analyze the extent to which their work has been influenced by the art and artists examined.**

- The pages submitted examine and compare at least **three** artworks at least **two** of which need to be by different artists.
- The work selected for comparison should come from **contrasting contexts** (local, national, international and/or intercultural). Ideally students should see one of the works firsthand.
- Acknowledge sources!
- This is assessed on screen and should be presented accordingly

The role of the Visual Journal in the CS

- Use the VJ to specifically document the investigation and responses to each piece.
- Include detailed interpretations, evaluations, and comparisons.
- Select and adapt from these pages for the CS
What are the assessed criteria for the CS?

• A Analysis of formal qualities
• B Interpretation of function and purpose
• C Evaluation of cultural significance
• D Making comparisons and connections
• E Presentation and subject specific language
• F (HL ONLY) Making connections to own art practice
Consider your selection of 2 artworks to start your comparison
These two portraits share obvious formal similarities, each has a specific context and narrative as well.

Chris Ofili, No Woman No cry, 1998

Botticelli, Portrait of a Lady, 1475-80
Making connections through both FORM and MEANING. You can compare anything, but it will only have convincing strength if there is solid ground for comparison, both formally and conceptually.

Ai Wei Wei, Weekend, painted china

Jasper John’s Ballantine Ale, bronze cast 1960

The CS can be used to enhance your understanding of art, and help to give context to your own work (HL)

Start with a piece of art that excites you
Find other works to compare...Reflect on what it is about the works you have chosen that particularly interests you. Approaches to the representation of the female body though different media?

Irving Penn, 1950 Gelatin silver print  
Jenny Saville “Trace”, 1994, oil on canvas

...or depictions of maternity and childbirth from different cultures and times?

Louise Bourgeoise “Birth” 1944, drypoint etching  
Limestone statuette of a childbirth scene, Hellenistic period
How much help?

Teachers should provide guidance during the selection process BUT as this is a new activity for us, bear in mind that

“The teacher should discuss the choice of selected artworks, objects and artifacts with each student. It is important that the selected pieces are the student’s own choice.
Teachers should help students get started, read and give advice on first draft of the comparative study.
The teacher should provide oral or written advice on how the comparative study could be improved, but should not edit the draft.
The next version handed to the teacher must be the final version for submission.”

-Page 34 of the guide

Primary Sources It’s great if students can see at least one of the works themselves!
Some helpful resources for finding artworks (thematic searches)

• [http://www.metmuseum.org/collections/search-the-collections](http://www.metmuseum.org/collections/search-the-collections)
• [http://www.google.com/culturalinstitute/collections?projectId=art-project](http://www.google.com/culturalinstitute/collections?projectId=art-project)
• [http://www.britishmuseum.org/research/collection_online/search.aspx](http://www.britishmuseum.org/research/collection_online/search.aspx)
• [www.art2day.com](http://www.art2day.com)
• [www.artsy.com](http://www.artsy.com)