On 24th of May we had a TOK lesson connected with the language of art.

It was conducted in an extraordinary way, as it was supposed to fulfill those two aims:

- To investigate the criteria on which we judge a work of art.
- To consider the extent to which such criteria might be common to us all

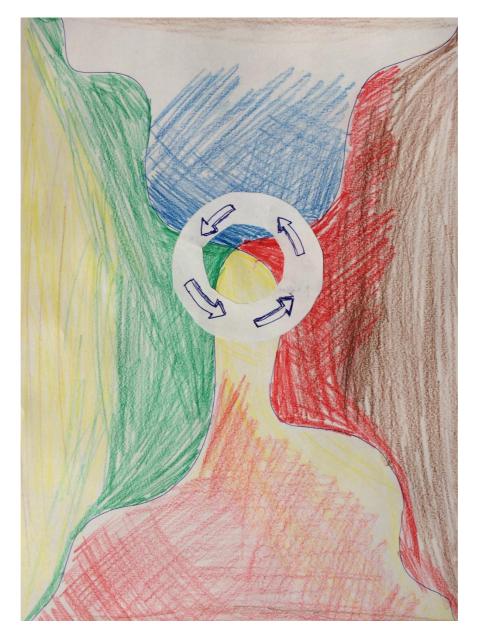
In order to do that, each of us was provided with a blank A4 page, an identical set of shapes (rectangles, squares, circles, irregular triangles), crayons, pencils, markers, glue sticks etc.

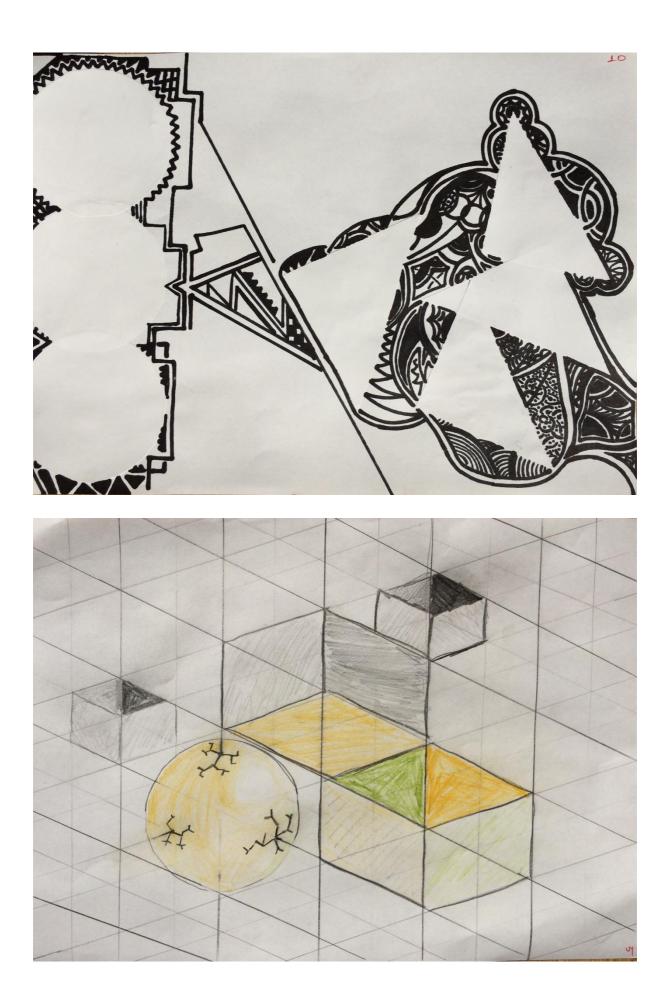
Our task was to create an independent work with use of all available materials, with no limits but our imagination.

In total, we created 17 works (masterpieces?) and we prepared an exhibition, where we examined each of the work, again with no criterions established in advance. Our own perception was the only determinant.

After few minutes of examining the works, we made a voting, in which we chose the work, which, in our opinion, was the best.

Here are some of the works with the largest amounts of votes:









At the end we had a discussion, in which we tried to make conclusions on how we interpret the value of particular work and how we judge.

Through the process of seeking the conclusions we managed to form some questions:

- How can judgements on art be justified? Is it possible to prove a value judgement? If not, are all judgements equally valid?
- Is there anything in one song, poem, novel or painting that makes it better than another? Is there a difference between liking a work and thinking it is good?

As well as we made some links to other areas of TOK:

- What is the main difference between our knowledge that "this is the best poem" and our knowledge that "2+2=4" or "salt dissolves in water"?
- Can art be considered language?
- Can an Arab, a Chinese and an American equally enjoy a piece of Indian music?

We didn't find the answers on all of those questions, however we continue to believe that in accordance to TOK idea, the question is sometimes more important than the answer.