

**Diploma Program Outline (2025-2027)**

**Subject: Visual Arts**

Week	Week of...	Topic / Unit / Text	Content / Skill Development	Graded Assessments
<b>DP 1 - Year 1 Semester 1</b>				
1	August 18	COURSE INTRODUCTION	<ul style="list-style-type: none"> <li>HL / SL Requirements</li> <li>Resources – InThinking &amp; Book</li> <li>Lines of Inquiry Introduction</li> </ul>	
2	August 25	<b>Unit 1 – Identity &amp; Self</b>	<ul style="list-style-type: none"> <li>Photography – series of symbolic self-portrait without directly photographing yourself</li> </ul>	
3	September 2		<ul style="list-style-type: none"> <li>4 Black Squares</li> </ul>	
4	September 8		<ul style="list-style-type: none"> <li>Photomontage &amp; Compositions – Cut up photos from prior task to explore compositions</li> </ul>	
5	September 15		<ul style="list-style-type: none"> <li>Montage outcome from prior week</li> </ul>	
6	September 22		<ul style="list-style-type: none"> <li><b>Completion of Tasks and compiling of Work Journal in the format of a PDF document</b></li> </ul>	
7	September 29	<b>National Holiday</b>		
8	October 9		<ul style="list-style-type: none"> <li><b>SUBMISSION OF UNIT 1 – FORMATIVES</b></li> </ul>	A PDF work journal containing the following: <ul style="list-style-type: none"> <li>Series of symbolic self-portraits</li> <li>4 Black Squares</li> <li>Photomontages</li> <li>Compositions</li> </ul>
9	October 13	<b>Unit 2 – Alternate Forms / 3D</b>	<ul style="list-style-type: none"> <li>Elements of Sculpture – Plaster of Paris – Cast</li> <li><b>Very Important Material Required: Petroleum Jelly (AKA: Vaseline)</b></li> </ul>	
10	October 20		<ul style="list-style-type: none"> <li>Elements of Sculpture – Plaster of Paris - Mold</li> </ul>	
11	October 27		<ul style="list-style-type: none"> <li>Architecture – Spanish Art &amp; Architecture <a href="https://historyofspain.es/en/art-and-architecture/">https://historyofspain.es/en/art-and-architecture/</a> <a href="https://www.dreamideamachine.com/?p=3073">https://www.dreamideamachine.com/?p=3073</a></li> <li>Architecture – <i>Begin</i> Realisation of 3D Architectural Piece</li> </ul>	
12	November 3			
13	November 10			
14	November 17		Architecture – <i>Continue &amp; Complete</i> Realisation of 3D Architectural Piece	<b>FORMATIVE:</b> 2D Studies + Plan for a 3D Architectural Piece + 3D Artwork. Organise Research ( <i>Situate</i> ), Investigations, Process, in a Work Journal <b>Submit: 3D Piece + Work Journal</b>
15	November 24	<b>Week Without Wall</b>		
16	December 1	<b>Unit 2 – Alternate Forms / 3D (cont.)</b>	<ul style="list-style-type: none"> <li>Wearable Art</li> </ul>	<b>FORMATIVE:</b> 2D Studies + Plan for a Wearable Art Piece Organise Research, Investigations, Process, in a Work Journal <b>Submit: 3D Piece + Work Journal</b>
17	December 8		<a href="https://www.worldofwearableart.com/">(https://www.worldofwearableart.com/)</a>	
18	December 15		<b>Work on Submission</b> <ul style="list-style-type: none"> <li>Elements of Sculpture</li> <li>Architecture</li> </ul>	<b>Explanation of SUMMATIVE submissions:</b> <b>Art-making inquiries portfolio (SL and HL):</b>

			<ul style="list-style-type: none"> <li>Wearable Art</li> </ul>	<ul style="list-style-type: none"> <li>investigate,</li> <li>generate,</li> <li>curate</li> </ul> <p><b>Resolved works (SL and HL):</b></p> <ul style="list-style-type: none"> <li>synthesize,</li> <li>resolve</li> </ul> <p><b>Details:</b></p> <ul style="list-style-type: none"> <li>resolved artworks with supporting text explaining work in no more than 500 words</li> <li>digital curated materials from journals investigations and exploration connected to development of resolved work—evidence of inquiry</li> <li>artist practical investigations—connections screens responding to the connections study/artist project relevant criteria.</li> </ul>
19	December 22	Christmas & New Year		
20	December 30	Christmas & New Year		
21	January 5		•	<p><b>Submission of SUMMATIVEs:</b></p> <p><b>Art-making inquiries portfolio (SL and HL):</b></p> <ul style="list-style-type: none"> <li>investigate,</li> <li>generate,</li> <li>curate</li> </ul> <p><b>Resolved works (SL and HL):</b></p> <ul style="list-style-type: none"> <li>synthesize,</li> <li>resolve</li> </ul> <p><b>Details:</b></p> <ul style="list-style-type: none"> <li>resolved artworks with supporting text explaining work in no more than 500 words</li> <li>digital curated materials from journals investigations and exploration connected to development of resolved work—evidence of inquiry</li> <li>artist practical investigations—connections screens responding to the connections study/artist project relevant criteria.</li> </ul>
22	January 12		•	
23	January 19	Unit 3 – Moments that Matter	<ul style="list-style-type: none"> <li>Investigate and visually analyse the work of relevant artists using lines of inquiry/generative statements</li> </ul>	<ul style="list-style-type: none"> <li>Intro to New Unit</li> </ul>
<b>DP1 - Year 1 Semester 2</b>				
1	January 26	Unit 3 – Moments that Matter	<ul style="list-style-type: none"> <li>Students develop their own lines of inquiry/generative statements around which to structure and further their art-making</li> </ul>	<p><b>FORMATIVE 1:</b></p> <ul style="list-style-type: none"> <li>Class Presentations by Students</li> <li>Students develop their line of inquiry/generative statements</li> </ul>
2	February 2		<ul style="list-style-type: none"> <li>Refine <b>artistic intentions</b> through to a final resolved artwork using lines of inquiry to arrive at synthesis of concept and form</li> </ul>	<p><b>FORMATIVE 2:</b></p> <ul style="list-style-type: none"> <li>Peer and teacher feedback of developmental work</li> <li>Practical journals work (does not have to be in a physical journal) both visual and written</li> </ul>
3	February 9		<ul style="list-style-type: none"> <li>Refine their <b>skills, processes and techniques</b> in suitable media through experimentation, mock-ups (which could include failures), using lines of inquiry/generative statements</li> <li>evaluate own work and that of others</li> </ul>	<p><b>FORMATIVE 3:</b></p> <ul style="list-style-type: none"> <li>Peer and teacher feedback of developmental work and artwork in progress—ongoing—to include a more <b>structured interim and final critique</b></li> <li>Practical journals work (does not have to be in a physical journal) both visual and written</li> </ul>

			to refine their artworks	• Questions during teacher demonstrations, where relevant, to check for understanding
4	February 16	Chinese New Year		
5	February 23	Chinese New Year		
6	March 2	Unit 3 – Moments that Matter	<ul style="list-style-type: none"> <li>curate their journals/inquiry work into slides to show development of ideas, skills and techniques to support their artistic intentions, using lines of inquiry.</li> <li>present their artwork for feedback in an interim and final critique</li> </ul>	Execution of Content - Finalisations
7	March 9			Set Up ( <i>can be a mini exhibition for DP1 in the following week</i> )
8	March 16		Work on Submission	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Students submit final <b>curated</b> supporting slides to show developmental/explorative work (between three and five is appropriate).</li> <li>Students submit a resolved artwork for class critique, which could be silent or verbal, teacher-facilitated initially.</li> <li>_A clear photo of the artwork paired with a maximum 200-word statement that <b>explains and (HL) situates</b> the work.</li> </ul>
9	March 23	Unit 4 – What have Artists done for us?  Open Art Forms & Media – Students' Choice	<ul style="list-style-type: none"> <li>Peer work: collaboration and mind-mapping of concepts and potential ideas.</li> <li>Review of media forms so far.</li> <li>Students develop and progress in their choice of media and respond to creative strategies in their own interpretation.</li> <li>Mid-week critique of skills and techniques</li> </ul>	
10	March 30			
11	April 6	Easter Holiday		
12	April 13	Unit 4 – What have Artists done for us? ( <i>cont.</i> )  Open Art Forms & Media – Students' Choice	<ul style="list-style-type: none"> <li>Development of ideas in response to critique.</li> <li>Ideation and refinement of possible studio artwork (students at work).</li> </ul>	
13	April 20			
14	April 27			
15	May 4			
16	May 11			
17	May 18			<ul style="list-style-type: none"> <li>Studio assessment week: students curate a mini exhibition in class.</li> <li>Interviews with teachers/staff/peers to discuss and critique all work so far as a whole body of work.</li> </ul>
18	May 25	Final Exam Week		
19	June 1	Unit 4 – What have Artists done for us?  Open Art Forms & Media – Students' Choice	<ul style="list-style-type: none"> <li>Work on Submission</li> <li>Submission</li> </ul>	
20	June 8			<p><b>SUMMATIVE:</b></p> <p><b>Resolved works, art- making inquiries portfolio, connections study (SL), artist project (HL):</b> situate, investigate</p> <p><b>Details:</b></p> <ul style="list-style-type: none"> <li>resolved artwork with supporting text explaining work in no more than 500 words</li> <li>digital curated materials from journals investigations and exploration connected to development of resolved work—evidence of inquiry.</li> </ul>

21 June 15 Collaborative Science Project				
DP2 - Year 2 Semester 1				
1	August 17	<b>Unit 5 – Beyond our comfort zones</b>  Open Media – Students' Choice  • <b>Visit to local galleries during weeks 3–5 depending on availability and time.</b>	<ul style="list-style-type: none"> <li>Review work so far and catch up on any incomplete work.</li> <li>HL students focus on the artist project and begin work on initial ideas/proposal.</li> <li>SL students focus on the connections study</li> </ul>	
2	August 24			
3	September 01			
4	September 07			
5	September 14			
6	September 21			
7	October	<b>National Holiday</b>		
8	October 12	<b>Unit 5 – Beyond our comfort zones (cont.)</b>	<ul style="list-style-type: none"> <li>Resolved artworks and artist project ideation and initial development: each student to compile proposal.</li> </ul>	
9	October 19		<ul style="list-style-type: none"> <li>Work on Submission</li> </ul> <p style="text-align: right;"><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>•HL students: current <b>artist project development</b></li> <li>•SL students: current <b>connections study development.</b></li> </ul> <ul style="list-style-type: none"> <li>resolved work with supporting text explaining work in no more than 500 words</li> <li>digital curated materials from journals investigations and exploration connected to development of resolved work—evidence of inquiry</li> </ul>	
10	October 26	<b>Unit 6 – Independent Studio work</b>  Open Media – Students' Choice	<ul style="list-style-type: none"> <li>Independent practice and expectations: what does independent studio practice look like? Student sessions and organization.</li> <li>Response to TOK prompts.</li> </ul>	
11	November 02		<ul style="list-style-type: none"> <li>Set work—generation of new artwork and development of resolved work for both SL and HL.</li> </ul>	
12	November 09		<ul style="list-style-type: none"> <li>Resolved works and art-making inquiries portfolio development, curation and creation of new work if needed.</li> <li>Refinement of existing work.</li> </ul>	
13	November 16			
14	November 23			
15	December 01			
16	December 07		Studio assessment 2 weeks for both HL and SL.	
17	December 14			
18	December	<b>Christmas &amp; New Year</b>		
19	January	<b>Christmas &amp; New Year</b>		
20	January 04	<b>Unit 6 – Independent Studio work (cont.)</b>	•	
DP2 - Year 2 Semester 1				
1	January 11	<b>Unit 6 – Independent Studio work (cont.)</b>	<ul style="list-style-type: none"> <li>Review of work so far: resolved artworks, all tasks including connection study and artist project. (1 lesson per component</li> </ul>	

			focus)	
2	January 18		<ul style="list-style-type: none"> <li>Independent study plans and goals for completing work.</li> <li>Focus on task requirements and file formats.</li> <li>Academic integrity reminder.</li> </ul>	<p><b>All tasks from now on will be looked at and worked on at various stages until IB Submissions.</b></p> <p><i>Assessment criteria: focus on student understanding, requirements and clarification of the tasks as needed.</i></p>
3	January	Chinese New Year		
4	February	Chinese New Year		
5	February	DP Mock Examination Review		
6	February	DP Mock Examination		
7	February		<ul style="list-style-type: none"> <li>Students at work: responding to personal plans for their own portfolio and body of work.</li> <li>Focus on selection process for HL.</li> <li>Curation of body of work.</li> </ul>	
	March	<p><b>Refinement of work and final submission of tasks</b></p> <ul style="list-style-type: none"> <li>Each student finalizes their own art-making inquiries portfolio after feedback on the final draft.</li> <li>Portfolio submission.</li> <li>Final studio assessments and critiques take place.</li> <li>Students engage in peer-peer critiques and feedback to support compilation of final drafts of tasks, paying particular attention to the assessment objectives and assessment criteria.</li> <li>Each student independently completes the submission for all coursework tasks based on the timelines/internal deadlines given by the school.</li> <li>Teacher(s) mark IA tasks and authenticate and submit coursework to the IB by set deadlines.</li> </ul>		
14	April	Easter Holiday		
15	April			
16	April - May	IB DP May Examination		