

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Art Department Curriculum outline

How do we judge the quality of art & design?

How do we know whether it is any good?

These are difficult questions for which there is no definitive answer, at Dane Court we think about art having to meet our WOW! Ooh.. Aah? Criteria. A high quality of art or design will engage us as viewers and/or users in all three criteria:

Wow! Our sensual response to art, what grabs our attention? What makes us want to look at it? Issues of formal elements and visual language.

Ooh.. Technical response, how is it made? The application of skill. Why is this valued?

Aah? Intellectual response, how does it make us think? What are the concepts behind it? What is the artist trying to achieve?

In our curriculum we teach students the skills, processes and ways of thinking to recognise and understand these qualities in the artistic and designed world and how to apply these skills, processes and ways of thinking to their own work.

KS3 MYP curriculum intent

All students have the confidence to have their own ideas and the skills, processes and mind set to be able to realise them.

Enquiry questions form the focus of our curriculum for each year, from which we have derived out learning objectives and then write our projects, lesson sequences and individual lesson plans.

Year 7 How do we look? Wow! A sensual experience of art. Observing the world, visual literacy, formal elements of art and design.

Year 8 How do we make? Ooh.. A technical experience of art. Exploring skill, process, technique.

Year 9 How do we think? Ahh? An intellectual experience of art. Creativity and conceptual thinking, manifestos, cultural context.

What is taught

We have shared learning objectives across the department that we want to fulfil throughout the year. We have a broad theme through which we will explore the enquiry questions and reach our learning objectives.

In year 7 we use landscape, year 8 the figure and portraiture, Year 9 still life and objects.

Over the years we have built up a variety of schemes of work that provide students with the opportunity to achieve the learning objectives. Which of these schemes of work, or new schemes of work are taught and when during the year is upto the teacher. Often different teachers will teach in different orders, because of personal preference, to avoid materials bottlenecking or because they have a new idea as to how they might teach it better.

KS4 GCSE curriculum intent

All students have a love and appreciation of the visual and made world.

GCSE Art & Design is assessed on two bodies of work that represent the two units.

Unit 1 Personal Portfolio (60%) taught from September of year 10 to December of year 11.

Unit 2 Externally Set Assignment (40%) taught from January of year 11 until May.

There is no prescribed GCSE art content just four assessment criteria that students need to show

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evidence of having met. All of the work that students do from the first lesson of year 10 to the last of year 11 go towards providing this evidence in the form of sketchbook preparatory exploration and in realised works of art and design.

Unit 1 Personal Portfolio

Year 10

The course starts with a carousel of two week projects aimed at broadening student experience and understanding of approaches to art and design, students will complete six projects working in most of paint, sculpture, drawing, printmaking, ceramics, 3D design, photography and textiles.

The rotations share the theme of the human figure and all projects respond to this stimulus leaving the students with a body of work at the end of term 2 that can be seen as a whole.

In term 3 students choose one of the rotation disciplines to specialise in for six weeks allowing them to push their material investigations, refine processes and techniques and develop the conceptual exploration of the human figure as subject.

In term 4 students will evolve either a material, observational or conceptual concern or interest raised from the previous terms work. There will be a focus on explicit understanding of, planning for and using the formal elements.

Term 5 is a culmination of term 4s experimentation as students realise a substantial studio piece.

In term 6 students make a smaller companion piece to that of term 4.

Year 11

Terms 1 and 2 are an opportunity for students to evolve the ideas explored in year 10 and push them further resulting in a final studio piece for the personal portfolio.

Unit 2 Externally Set Assignment

Terms 3,4and5

The ESA is an eleven week project in which the students are required to produce sketchbooks and art works that show evidence of meeting all of the Art and Design Assessment Criteria again. Working from a theme set by the EDEXCEL exam board students explore ideas, research artists and designers, experiment with materials and the formal elements, collect and utilise observational resources and realise these experiments and refinements in studio piece outcomes. At the end of this process the students will sit a ten hour controlled assessment in which they produce a work of art in response to their research and experimentation of the previous eleven weeks unaided by teachers, parents or peers.

KS5 IB Visual Arts curriculum intent

All students have an in depth understanding of how the visual arts enables us to see and understand the world.

The International Baccalaureate visual arts course is a broad and flexible course through which students are able to develop their own creative practice over eighteen months. Students are assessed on three units all of which are taught simultaneously.

Unit 1 Process portfolio (40%)

Unit 2 Exhibition (40%)

Unit 3 Comparative study (20%)

Unit 1 Process portfolio

This refers to the practical work, experimentation, planning and refinement, collection and use of observational resources. This evidence is gathered in sketchbooks and presented as a slide show which is submitted electronically to be externally assessed.

Unit 2 Exhibition



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In the spring of year 13 students curate and present an exhibition of their art and design work to the examiners and the general public. Higher students will choose eight to twelve pieces to exhibit, standard students between four and eight. These chosen pieces and the students rationale for their choices and how they have arranged the exhibition is assessed internally by the art teachers and then moderated by IB examiners.

Unit 3 Comparative study

This is a highly illustrated essay in which students choose, research, analyse and discuss three works of art and design. This takes place during terms 2 and 3 where students complete the research and writing alongside making art and design pieces in response to the works studied.

The flexibility of the course allows us to tailor the art and design work studied, the processes and techniques learnt and the genre and materiality of art and design produced to the individual student. Over that eighteen month course one student might focus on architecture whilst a classmate explores being a photographer whilst another studies illustration.