Art

Programme of Study: Key Stage 3 to Key Stage 5

Quality of Education Intent Statement: Art & Design

Curriculum

Our curriculum follows the national curriculum. Our curriculum provides core knowledge of the formal elements and related contextual influences, building and deepening this learning as the foundations for all practical skills. We strive to ensure that our students have a broad experience of creative techniques and processes that will enable all students to achieve artistic success. We encourage all abilities and key stages to have high aspirations and enable them to think independently ready for further education and future careers.

We encourage students to personalise themes to individualise outcomes and take ownership of their learning. Our curriculum builds essential life skills by building confidence in communication of concept and emotion, evaluative skills and problem solving. We want students to be inspired by their lessons to continue learning beyond the classroom.

Links to the national curriculum:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject

Teaching and Learning

Our vision is that teaching in the Art Department inspires curiosity and challenges students to think, reflect and to work hard.

We employ a diverse range of teaching strategies and activities to raise engagement, increase productivity and stretch and challenge students of all abilities. We scaffold all learning to enable high quality outcomes from all groups.

Our teaching is underpinned by the whole school fundamental principles of: High Expectations of Behaviour for Learning; Quality of Instruction; Curriculum and Subject Knowledge; Adaptive Teaching; Learning and Making it Stick and Effective Feedback

Students understand our high expectations through our use of modelling exemplar work and practical demonstrations. They are provided with regular opportunities to review and refine their work encouraging self-reflection. Our students are confident in communicating with their peers about key artistic concepts and processes.

Assessment

Essentially we assess the learning of students in two ways, which act as two separate layers of assessment. These are as follows:

Layer 1: Formative – on-going, ungraded and focused on smaller chunks of the curriculum.

Layer 2: Summative – roughly 6 times per year. Knowledge included will build cumulatively through the year. They cover 4 key assessment criteria across a variety of media: Artist/photographic analysis, Development/Experimentation, Drawing/Photography/Recording and Personal Responses.

We identify students' strengths and weaknesses and then adapt teaching to help students improve.

Some examples of formative assessment are:

- **Live marking (marking students' work as they are completing it)**
- **Verbal feedback**
- **Breaking a complex task down into several smaller parts and assessing one part at a time.**
- **Questioning**
- **Self, Peer and Whole Class Review**

Teacher feedback is provided as Personal Learning Checklists for KS3 and a combination of written feedback or Personal Learning Checklists for KS4.

Key Concepts

Critical understanding of artists, sources and concepts.	**Development & experimentation** through media, techniques, processes and exploring ideas.	Recording ideas through **observation** relevant to intentions.	Presenting a final **personal response** realising intentions and demonstrating visual understanding.
Research primary and contextual sources. Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures Analyse critically, evaluate and reflect on their own work and that of others	Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media	Recording the observed world, using mark-making in appropriate media Exploring ideas visually, through the act of mark-making Investigating, through the exploration of drawing media, new ways of expressing ideas, feelings or observations Record notes on developments, experiments, ideas or visits.	Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products

Key Themes

Colour	Line	Shape & Form	Tone	Texture	Pattern	Composition	Culture
Colour theory The science and art of using colour. How humans perceive colour; and the visual effects of how colours mix, match or contrast with each other. **Colour mixing** The skill of being able to make a range of colours through mixing in a variety of media.	The use of various marks, outlines, and implied lines during artwork and design. Width, direction, density, curve, and length.	Exploring varied types of shape through artwork created by lines, textures, colours. Drawing and creating three-dimensional forms through a variety of media.	Light and dark values used to render a realistic object, or to create an abstract composition. The use of tone in a range of media to create 3D effects and realism.	The perceived surface quality of a work of art. Use of texture, along with other elements of design to convey realism and/or a variety of messages and emotions.	The underlying structure that organises surfaces or structures in a consistent, regular manner. A repeated unit of shape or form.	The placement or arrangement of visual elements in a work of art and how these affect the viewer.	Art influenced by evolution of societies, the country of origin, spiritual belief systems, including locally based understanding of the relationships between nature, humans and deities.

Key Stage 3

YEAR: 7

1 2 3 4 5 6 7	8 9 10 11 12 13 14 15	16 17 18 19 20 21	22 23 24 25 26 27	28 29 30 31 32	33 34 35 36 37 38 39
COLOUR & SHAPE **Drawing** **Collage** Big Question: How do colour theory & shape impact the viewer? Formal elements Colour Wheel Composition	**COLOUR & SHAPE** **Drawing** **Collage** Big Question: How do colour theory & shape impact the viewer? Matisse Cutting with Scissors Leaf drawing - TONE	**COLOUR & SHAPE** **Drawing** **Collage** Big Question: How do colour theory & shape impact the viewer? Matisse Frames	**LINE & PATTERN** **Drawing** **Painting** Big Question: How can Optical illusions be created through line, colour & pattern? Op Art Research	**LINE & PATTERN** **Drawing** **Painting** Big Question: How can Optical illusions be created through line, colour & pattern? Op Art designs	**LINE & PATTERN** **Drawing** **Painting** Big Question: How can Optical illusions be created through line, colour & pattern? Op Art painting Extension: TONE- A03: Portrait
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes					
Assessment Method: Formative/ Summative Matisse Artist Study A01	Assessment Method: Formative/ Summative Leaf drawing A03	Assessment Method: Formative/ Summative Final Frame A04	Assessment Method: Formative/ Summative Riley Research Page A01	Assessment Method: Formative/ Summative Designs A02	Assessment Method: Formative/ Summative Extension: Final Painting Pencil Portrait A04

YEAR: 8

1 2 3 4 5 6 7	8 9 10 11 12 13 14 15	16 17 18 19 20 21	22 23 24 25 26 27	28 29 30 31 32	33 34 35 36 37 38 39
FORM & TEXTURE **Drawing** **Sculpture** Big Question: How can the form & texture of an object be emphasized in various types of media? Formal Elements Composition Oldenburg Research	**FORM & TEXTURE** **Drawing** **Sculpture** Big Question: How can the form & texture of an object be emphasized in various types of media? Observational drawing- TONE Plan & start sculptures	**FORM & TEXTURE** **Drawing** **Sculpture** **Painting** Big Question: How can the form & texture of an object be emphasized in various types of media? Final Sculptures	**SHAPE & CULTURE** **Drawing** **Painting** Big Question: How are belief systems & culture communicated through artefacts & symbolism? Aboriginal Art introduction and context	**SHAPE & CULTURE** **Drawing** **Painting** Big Question: How are belief systems & culture communicated through artefacts & symbolism? Animal Drawing - TONE Planning design for Final Piece (A02) start layout	**SHAPE & CULTURE** **Drawing** **Painting** **Printing** Big Question: How are belief systems & culture communicated through artefacts & symbolism? Aboriginal Painting Extension: Shape- Bugs Polystyrene printing
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/ Summative Oldenburg Research page: A01	Assessment Method: Formative/ Summative Biscuit drawings A03	Assessment Method: Formative/ Summative Final Sculpture A04	Assessment Method: Formative/ Summative Aboriginal research – visuals and written A01	Assessment Method: Formative/ Summative Animal Drawing A03	Assessment Method: Formative/ Summative Aboriginal Dreaming Painting A02/A04 Extension: Bug inspired **printing** A04

YEAR: 9

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25	26 27 28 29 30 31 32	33 34 35 36 37 38 39
-Drawing test **-Intro to formal elements** **Topic:** **Expression/Emotion** **Formal Elements - painting** **Composition** Research-Pablo Picasso – Weeping Woman **Water colour painting** <u>Big Question:</u> How are concept & emotion communicated through art?	**Expression/Emotion** Emotions **Collage** **Tonal drawing** of eye <u>Big Question:</u> How are concept & emotion communicated through art?	**Expression/Emotion** Develop ideas **Oil pastel** final piece <u>Big Question:</u> How are concept & emotion communicated through art?	**Current Affairs** Artist research: Banksy **Drawing** related to Global warming/Racism/Poverty <u>Big Question:</u> How can art be used to protest against or raise awareness of world issues?	**Current Affairs** Experiment linked to Basquiat Final outcome: Global warming/racism/poverty inspired **acrylic painting** outcome. <u>Big Question:</u> How can art be used to protest against or raise awareness of world issues?	**Current Affairs** Experiment linked to Basquiat Final outcome: Global warming/racism/poverty inspired acrylic outcome. <u>Big Question:</u> How can art be used to protest against or raise awareness of world issues? **Extension:** Culture inspired mask **sculpture**. (Paper mache) Day of the Dead, African Art & Japanese culture.
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/Summative <u>A01:</u> Weeping woman- watercolour	Assessment Method: Formative/Summative <u>A03:</u> Tonal drawing of eye	Assessment Method: Formative/Summative <u>A04:</u> Oil pastel final outcome	Assessment Method: Formative/Summative <u>A01:</u> Artist study	Assessment Method: Formative/Summative <u>A02/A04:</u> Experiment/planning final piece	Assessment Method: Formative/Summative <u>A04:</u> Final piece

Key Stage 4

YEAR: 10

1 2 3 4 5 6 7	8 9 10 11 12 13 14 15	16 17 18 19 20 21	22 23 24 25	26 27 28 29 30 31 32	33 34 35 36 37 38 39
Introductory Skills Projects Formal elements Intro to **Lino printing** and final outcome Intro to **clay** and final outcome	**- Pop Art**- **Artist studies** Lichtenstein Warhol Portrait tonal drawing <u>Big Question:</u> How do society & every day popular culture inspire art?	**- Pop Art**- **Development of Ideas** Extra artists **Experimentation** <u>Big Question:</u> How do society & every day popular culture inspire art?	**Pop Art**- **Experimentation/Start Final Piece** <u>Big Question:</u> How do society & every day popular culture inspire art?	**Pop Art** **Final pieces** <u>Big Question:</u> How do society & every day popular culture inspire art?	**GCSE Personal Project**- Past paper Preparatory Studies- **Artist studies** **Observational drawing** <u>Big Question:</u> How can art communicate a theme or personal meaning?
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/ Summative A02/A04 Lino print Clay outcome	Assessment Method: Formative/ Summative A01: Artist studies A03: Tonal drawing	Assessment Method: Formative/ Summative A02- Development of ideas/experimentation	Assessment Method: Formative/ Summative A02: Development of ideas/experimentation	Assessment Method: Formative/ Summative A04: Final piece	Assessment Method: Formative/ Summative A01: Artist studies A03: Observational drawing

YEAR: 11

1 2 3 4 5 6 7	8 9 10 11 12 13 14 15	16 17 18 19 20 21	22 23 24 25	26 27 28 29 30 31 32 33 34 35 36 39
GCSE Personal Project- Past paper Preparatory Studies- **Initial idea** **Extra artists** **Experimentation/Start Final Piece** <u>Big Question:</u> How can art communicate a theme or personal meaning?	**GCSE Personal Project**- Past paper **Final Piece** Nov/Dec – Review and Refine CW <u>Big Question:</u> How can art communicate a theme or personal meaning?	**Externally Set GCSE Exam** Preparatory studies for Final Exam **Artist studies, record & initial idea** <u>Big Question:</u> How can art communicate a theme or personal meaning?	**Externally Set GCSE Exam** **Preparatory studies for Final Exam** **Experimentation** **Final Exam** <u>Big Question:</u> How can art communicate a theme or personal meaning?	**Review/Refine Course work.** **Study Leave**	**Study Leave**
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/Summative A02: Initial idea/experimentation	**Assessment Method:** Formative/Summative A04: Final piece	**Assessment Method:** Formative	**Assessment Method:** Formative	**Assessment Method:**	

Key Stage 5

YEAR: 12

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37
Introduction project - Foster Huntington Written analysis Record Own response Final outcome **Personal Project 1:** Introduction to theme. Artist/Photographer 1 Written analysis & visual responses: A01 <u>Big Question:</u> How can art communicate a theme or personal meaning?
Personal Project 1: Artist/Photographic studies and personal responses- Record: A2 drawing and photography <u>Photography:</u> Photo shoots Contact sheets Technical information A01/A03 <u>Big Question:</u> How can art communicate a theme or personal meaning?
Personal Project 1: Initial Ideas Visual responses and evaluation Experimentation Exploration of subject matter, techniques and processes A02 <u>Big Question:</u> How can art communicate a theme or personal meaning?
Personal Project 1: Experimentation Exploration of subject matter, techniques and processes Final outcomes Large-scale outcomes/digital media. A02/A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?
Personal Project 1: Final outcomes Large-scale outcomes/digital media. A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?
Personal Project Part 2: Evaluation of topic/theme – cho key interest to continue/develop Create question for personal st Powerpoint of 3 or 4 extra artist influence investigation in line w personal study question. Visual responses. A01/A02 <u>Big Question:</u> How can art communicate a the personal meaning?
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/Summative: Artist study A01	**Assessment Method:** Formative/Summative: Drawing A01/A03	**Assessment Method:** Formative/Summative: Initial Idea & Experiments A02	**Assessment Method:** Formative/Summative: Final Outcome A02/A04	**Assessment Method:** Formative/Summative: Final outcome A04	**Assessment Method:** Formative/Summative: Artist developments A01/A02

YEAR: 13

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
Personal Project 2: Experimentation Large-scale experimentation.
Personal project 2: Final Outcomes
Personal project A04 Exam Project: Artist/photographic studies
Exam Project: Record. A2 drawing and/or photography Initial Idea and experimentation
Exam Project: Review and refine CW. Final exhibition.
Study Leave

A02/A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?	A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?	Visual response & written analysis A01 <u>Big Question:</u> How can art communicate a theme or personal meaning?	A02/A03 Controlled test A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?	Course finished. A01/A02/A03/A04 <u>Big Question:</u> How can art communicate a theme or personal meaning?	
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Assessment Method: Formative/summative Experimentation A03/A02 Component 1	**Assessment Method:** Formative/summative Final Outcomes A04 Component 1	**Assessment Method:** Formative assessment. Part of real exam so no grading allowed. A01 Component 2	**Assessment Method:** Formative assessment. Part of real exam so no grading allowed. A03/A02/A04 Component 2	**Assessment Method:** External moderation by exam board. Component 1	