



CURRICULUM INTENT

ART



Our aim for the Art department is to create an environment that encourages creativity, builds confidence and advances students' skills and techniques in order for them to reach their full potential. To provide a productive and critical framework, developing students' visual vocabulary through the use of discussion questioning and evaluation, enabling them to produce informed pieces of art.



CURRICULUM INTENT OVERVIEW

 HEAD KNOWLEDGE-RICH	Students will: • Develop practical, theoretical, and disciplinary subject specific knowledge. • Know the formal elements of Art and how they can be used and combined to create a specific and desired effect. • Students will be taught how to critically evaluate an artist's work; evaluating style and technique and be able to appraise a piece of work. • Know how to use a range of methods and techniques in drawing, painting, sculpture, and other media. • Be taught about various Artists and Art movement across the breadth of time and contexts. • By contextualizing Art, pupils will be able to understand the paradigms of Art and how they are organised as traditional, Modern, and Contemporary. This will enable pupils to analyse and evaluate their own work and the work of others to enable them to strengthen the impact it has, as well as comparing how a range of artists have used the formal elements to create artwork. • Students will gain an understanding of why Art is made; aesthetically, traditionally/historically, conceptually, and contemporary Art.
 HEART FAITH, LOVE AND RESPECT	Students will: • Build their own confidence, use risk-taking, enhance their critical thinking, and explore their curiosity. They will learn to understand that their peers are also learning these life lessons through the power of Art. • Experience an inclusive art room, so that they can learn and thrive from identifying and celebrating differences in others. • Learn how they can express their thoughts, feelings and passions through various art mediums. • Appreciate and value thoughts, feelings and passions of others through various Art mediums.
 HANDS APPLICATION OF KNOWLEDGE	Students will: • Have the skills to create accurate drawings using various mechanisms. Be able to employ various drawing techniques to create a wide range of tones to create form and use them effectively. • Apply their knowledge and skills to be able to use a wide range of media and materials to effectively create Art, using the Formal Elements. • Be able to understand Art, understanding what the artist was trying to convey and how this is achieved analytically and critically. • Have a good grounding in knowledge and skills that enable them to express their own ideas. develop their creativity and imagination through visual, tactile, and sensory experiences; • Develop practical, technical, and critical skills and use visual and tactile language to communicate their ideas, feelings, and meanings. • Learn to make valued judgements and aesthetic and practical decisions, becoming actively involved in shaping environments; learning from their mistakes. • Explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft, and design in the contemporary world and in different times and cultures.



CURRICULUM TO CLASSROOM

 HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	The teacher is the expert: the teacher models all work to be completed with students practising. Using the language of the subject, the teacher encourages the students to think critically. Teachers may provide supporting sources to attain knowledge such as watching videos or reading about artists.
	EXPERT TEACHERS (EXPLANATIONS)	The teacher models thinking, creating ideas and outcomes often using the overhead projectors and visualisers.
	TAUGHT TO BE REMEMBERED	Art teachers encourage the building of knowledge and the strengthening of skills: Do Now tasks, cold call, peer and self-assessment, whole-class feedback and verbal feedback.
HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	High expectations are built into the curriculum as all students study the same artists and artwork, with adaptive teaching students can make mistakes and learn that they need to take risks to be creative and that this is an important aspect of improving their skills. Pupils learn about artists through accountable reading – a respectful practice that benefits all. Classes are encouraged to discuss artwork which also allows students to explore their views in a safe environment. There are strong expectations for respectful behaviour: routines, good habits, being accountable, working purposely.
HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	Teachers always model what students are expected to create either live or through custom made videos. Tasks are scaffolded; students' work is used under the visualiser to demonstrate.
	DELIBERATE PRACTICE	Students practise using a wide variety of materials to develop their Art skills in drawing, painting and modelling. Students will become independent artists, researching artists and exploring different visual art forms to inform their own independent art practise. Teachers circulate to support and identify misconceptions. Use of visual examples (previous student's work) assists in addressing common misconceptions.



LEARNING SEQUENCE – YEAR 7

OUTCOMES	• Understand how to improve their drawings by using the grid method and tonal shading. • Understand the design process, the importance of observational drawing and researching artist's work. • Developed tonal and colour mixing skills, brush skills, painting skills. • Develop their drawing and mark-making skills to create tones and texture. • Develop their ceramic skills using various techniques.		
TOPICS	Colour Theory: Fish/Butterfly Introduction to Drawing Skills	Colour Theory: Fish/Butterfly Creative and Design Skills	Colour Theory: Fish/Butterfly Painting Skills
DESCRIPTION	Introduction to using drawing mechanisms to create accurate drawings and successfully creating tones to create form.	Understanding of the design process and introduction to various artists to inspire pupils Eg. Damien Hirst	Developing painting, brush skills and colour/ tonal mixing skills. Building on prior knowledge gained in the first term of using paint, colour and tones.
TOPICS	Ceramic Sheep		Drawing and Mark Making Techniques
DESCRIPTION	Introduction to various clay techniques by creating a ceramic sheep. Understand the properties of clay, how to manipulate it and develop techniques and processes. Gain knowledge and experience of clay techniques, pinch pots, forming clay and attaching clay, using tools.		Building on drawing skills from first term to create various mark-making techniques to create texture and tones in their drawings. Students gain knowledge and understanding of sculptors including Henry Moore and Nicola Hicks.



LEARNING SEQUENCE – YEAR 8

OUTCOMES	- Students gain an understanding of why Art is made; traditionally, aesthetically, conceptually and contemporary Art. - Have the skills to create accurate drawings using various mechanisms. - Be able to employ various drawing techniques to create a wide range of tones to create form and use them effectively. - Be able to use a wide range of media and materials to effectively create art. - Be able to analytically and critically understand Art, understanding what the artist was trying to convey and how this is achieved, also enabling them to understand and explore other cultures.	
	TOPICS	
DESCRIPTION	African Art Introduction, Exploring Culture	Design Process
	Students gain knowledge and understanding of African Art. Students to take into consideration the formal elements of Art and research ideas, concepts and images to help them to create an informed response.	Developing their understanding as to why Art is made, traditionally, aesthetically and conceptually. What makes a good composition, planning, reviewing, refining and evaluating.
DESCRIPTION	TOPICS	
	Final Piece	Hundertwasser, exploring environmentalism and architecture
	Students personal understanding and response to assessment. They will Assess their own and others work and recognize the value of what they have achieved. Students will identify areas for improvement and risks they have taken. They will be able to assess what level they are and what they need to do to improve. Students will understand that a certain process is undertaken to create a successful final piece (research/inspiration/design work/trial and error)	Students gain knowledge and understanding of Hundertwasser, an environmentalist painter, and architect. Record from observation. Gain knowledge/understanding of various drawing techniques. Understand the properties of materials, how to manipulate them and develop their skills using various techniques and processes. Explore the idea that creativity and imagination are skills that can be transferred to other situations eg. architecture



LEARNING SEQUENCE – YEAR 9

OUTCOMES	• Building on previous learning and developing skills to help them to create realistic drawings. • Learn how Art can be more than just “a pretty picture”. How are emotions and some political ideas explored through Art? • Enabling students to develop their skills using various materials and processes to be able to express ideas and concepts through their art whilst studying the theme of portraiture.	
TOPICS	Distorted Portraits: Francis Bacon	Self-Portraits: Observational Drawing
DESCRIPTION	Building on research skills, contextualising the theme through studying Francis Bacon, students gain knowledge and understanding of his life, inspiration and painting techniques. What influenced him and the effect this has on the viewer. Developing new skills and building on painting and drawing skills through mixing and blending materials. Building on their understanding of colour theory and use of tone and how this affects mood. Students push their technical skills outside of their comfort zone, into a more abstract nature.	Proportions of the face, building on prior learning using the grid method, application of tone, texture, fine detail and the importance of layering. Students gain knowledge and understanding of Pablo Picasso’s life, concepts and inspiration. What influenced him and the effect this has on the viewer.
TOPICS	Distorted Portraits: Chuck Close	Distorted Portraits: Chuck Close
DESCRIPTION	Students gain knowledge and understanding of Chuck Close’s life, inspiration and painting techniques. What influenced him and the effect this has on the viewer.	Understand there are various drawing and mark-making techniques that enable them to add tones, colour and texture to create interesting and inspiring outcomes.

LEARNING SEQUENCE – YEAR 10

OUTCOMES	GCSE Coursework, unit one- Inside project • Develop student's confidence, encourage them to be creative and advance their artistic skills to reach their full potential. • Aim to equip students with the skills and techniques necessary to develop independent responses with an emphasis on the creative process and development of quality outcomes. • Year 10 – Drawing and Painting unit on the theme of inside- covering all 4 assessment objectives; record, develop, refine and realise. The GCSE syllabus in Art, Craft and Design requires students to complete two units of work for coursework, covering two different specialisms. • Each unit is structured to enable students to fulfil the 4 assessment objectives for coursework and exam. • The theme of Inside is used to enable students to have breadth and depth to their ideas and research, encouraging independent research and learning, making their work personal and meaningful. Students developing personal autonomy in learning.		
TOPICS	Inside Project, Assessment Objectives 1 & 3	Inside Project, Assessment Objective 2	Inside Project, Assessment Objective 4
DESCRIPTION	Observational drawings and artist research. Written analysis of relevant artists to the theme.	Experimentation and development boards using the observational drawings and artists research to inform their own practise and develop their ideas into a final piece.	Final outcome/piece for Inside Project



LEARNING SEQUENCE – YEAR 11

OUTCOMES	GCSE Coursework, unit two- Natural forms/Sculpture unit project • Exploring and refining observational drawings • Artist's research, annotation and analysis • Developing and experimenting with ideas, design sheets and maquettes • Final outcome/piece to Natural forms/Sculpture unit project • Year 11- Natural forms Sculpture unit- developing their understanding of the structure of the unit ready for the exam paper and enabling them to fulfil all 4 assessment objectives. Externally set assignment- preparing for exam. • External exam implementing skills to create a final piece in the ten-hour exam.	
TOPICS	Natural Forms/Sculpture Unit Project: Assessment Objectives 1 & 3	Natural Forms/Sculpture Unit Project: Assessment Objective 2
DESCRIPTION	Building on understanding of assessment objectives and the design process, recording ideas,	Design sheets for initial ideas and maquettes. Making of 3 maquettes to experiment and develop ideas.
TOPICS	Natural Forms/Sculpture Unit Project: Assessment Objective 4	Exam Preparation
DESCRIPTION	Final piece in clay	Eight School weeks for exam preparation Students to research into artists, movements and concepts, materials and techniques. Developing and experimenting with ideas to complete final piece in the 10-hr exam.



LEARNING SEQUENCE – YEAR 12

OUTCOMES	Students will develop skills in: • thinking independently and developing, refining and communicating their ideas • analysing their own work and the work of others to inform their ideas • experimenting and taking risks in order to solve problems • producing personal creative outcomes. Investigating and creatively experimenting whilst studying artists' concepts and technique. Developing their understanding and ability to record, refine develop and realise intentions in preparation for their coursework and exam unit in yr13. Understanding of the unit structure. Students begin to analyse artists and develop critical understanding through wider reading and experience of real art. The yr12 course is structured to enable students to understand how to complete a unit of work successfully and cover all the assessment objectives fully. It is based on a thematic and conceptual approach to Art whilst encouraging creativity, independence and critical understanding. The outcomes produced in Yr 12 can form a portfolio of work for application to further education courses and University.	
TOPICS	People and Places Research	People and Places Development
DESCRIPTION	Research into artists, movements and concepts, materials and techniques.	Developing and experimenting with ideas, reviewing and refining ideas as work develops
TOPICS	People and Places Research	People and Places Development
DESCRIPTION	Final piece; Students present a personal and meaningful response that realises intentions and makes connections between visual and other elements.	Investigating, reading and researching Artists and their work on their own chosen theme to enlighten and inform their own art practice for their year 13 coursework



LEARNING SEQUENCE – YEAR 13

OUTCOMES	Coursework- personal portfolio; Students explore, experiment, create and conceptualise their artwork through their own chosen theme. Students will be independent learners, and will be able to effectively communicate their ideas through the language of Art. A written personal study to be produced on the chosen theme to accompany their preparatory studies. Minimum 3000 words. The A-Level Externally Set Assignment – requires students to produce preparatory studies and personal outcome(s) based on a theme set by Edexcel. The theme is released to students in February. Students have 15 hours to produce a personal outcome. A sketchbook of work to be produced in response to the given theme in the run up to their final 15 hour exam.	
	TOPICS	
DESCRIPTION	Coursework: Responding to Artists	Coursework: Developing Ideas
	Respond to artists already researched, their concepts, materials and techniques. Recording ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Students explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
TOPICS	Coursework: Final Piece(s)	Exam Unit Preparation
DESCRIPTION	Students present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Develop a personal response to the given exam theme including artist research, exploration of materials and ideas. Present responses including development of ideas to a final conclusion.



ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Art rooms are open for all students to access lunch time and after school on selected days to enable them to study using the specialist equipment, materials, resources and internet. This is built upon during GCSE through the study of Artists and independent learning.
- Students in exam classes can purchase materials to complete work at home and these packs are free to eligible pupil premium students.
- Wednesday lunch time Art club is open to all Key stage 3 pupils but is particularly beneficial to Pupil premium students.
- A large number of GCSE art students opt to take art at A-Level with many A-Level students gaining a place on the local art and design foundation course. Support and guidance is offered with the application process and the production of a portfolio