

Subject Curriculum Information Pack



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Curriculum Intent



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Our Art and Design department sits within the faculty of Creative Arts alongside Drama and Music. The Art and Design rationale is a shared vision to develop students' commitment to learning. Nurturing their artistic awareness, fostering creativity and encouraging self-expression whilst responding to the world around them. Our aim is to fully prepare those wanting to further their education in the creative sector and design industries or simply engage and inspire. What the appetite of learners to instill an interest of the arts that lasts a lifetime. These factors lie at the heart of our curriculum design.

Our curriculum is a 5 year plan which includes the study of GCSE art, craft and design or photography at KS4. We work to develop and mature artists and designers through our broad and enriching curriculum. This begins as students join us from primary school with a basic, yet very varied experience of art and design education. Our curriculum is devised to build firm foundations in subject knowledge and skills. A back to basics approach, giving learners the opportunity to investigate and explore the formal elements of art.

Teaching in Year 7 and 8 is divided into termly projects, encompassing skills and techniques found with discrete subject disciplines. Initially, in Year 7 students will produce personal outcomes, which develop their fine motor, mark making and observation skills through drawing. The second focus colour theory and control introducing painting and finally pattern and repeat investigating shape and space. Our curriculum is sequenced in such a way that student will revisit skills through out each key stage, enabling refinement whilst building on student confidence.

As student skills develop they are provided in Years 8 and 9 with the opportunity to work with a broad range of materials and processes, 2D/3D, printmaking, art textiles, digital design and editing to extend their knowledge base. In year 9 the delivery of lessons is split further into 6 half termly projects. This devised to further scaffold their learning having the opportunity to respond to a range of stimuli and a single project theme. This beginning to prepare those learners who may wish to further their art and design education at GCSE beginning to build the independent approach required at KS4.

The KS4 programme promotes student's acquired knowledge of different media, skills and techniques and enables each learner to further investigate and refine these. Projects are designed to entice and inspire students. The personal portfolios which make up 60% of students overall GCSE grade are currently spilt into two projects. Art and Design students design and create both 2D and 3D art investigating food and collections. Photography students explore both digital and analogue photography techniques responding to given themes of self and beginning and/or End. Work is planned to explore each assessment objective to allow student to create a body of work demonstrating how to develop and review ideas within a theme whilst exploring media and techniques to produce high quality outcomes.

The nature and delivery of the GCSE courses will develop student's determination and resilience; students will be able to learn from mistakes giving them the courage to start over. Individual projects and themes promote creativity and students' imagination. Deadlines for the completion of activities and project work help students develop time management along with other transferable skills, which will prepare students for further education and future careers.

Independent advice and guidance offered by the department will help students discover opportunities to study art and aspire to work within the creative arts sector.

The holistic approach to our planning and teaching also encompasses the cultural capital of our learners, an appreciation of difference and diversity. Art is an device in which to arouse curiosity, devise and innovate, challenge and comprehend. To complement programmes of study throughout students will be introduced to a plethora of artists and designers from art history as well as contemporary practitioners from different cultural contexts. Allowing them to engage with aesthetic concepts whilst critically analyzing the context in which the art was produced, developing their skills of enquiry. Creating critical thinkers who are able to read and find meaning in the work they are viewing. The critique of their own work and that of others, including their peers lends itself naturally to collaboration. Sharing their thoughts and opinions objectively in a positive manner, demonstrating mutual respect. The language required to discuss work critically and confidently is embedded from Year 7. 'Do it now' tasks introduce learners to a subject specific vocabulary and the analytical skills needed to read visually. This is supported by the literacy in art booklet. Comprehension activities teach students to glean and extract information from a given text, an essential research skill.

Students will be given the opportunity to visit local art galleries throughout their school career, an enriching opportunity to experience artwork first hand as well as the environments and communities where the galleries reside.

Student progress is evidenced through their sketchbooks and personal outcomes. This demonstrating the stretch and challenge embedded within activities. The pride in the presentation of their work and learning environments is testament to their value of the subject. Student progress is tracked through an accumulative process assessing a range of skills and student outcomes against the success criteria. This incorporating the assessment objectives identified by the examination board in KS4/KS5. During this process students are also offered targets for improvement to extend their learning.

A baseline assessment of student's observational drawing skills is completed at the start of each academic year. This along with other assessments are moderated by department staff during the quality assurance programme to ensure consistency across the subject in each year group. Intervention strategies are used when gaps are identified and specific to each learner's individual needs. Strategies are monitored by subject staff to evaluate their impact.

Subject health checks, consisting of lesson visits, book scrutiny and student voice also give staff the ability to review and reflect upon the curriculum design and it's impact ensuring we are able to meet the needs of all of our learners.

To complement the art and design curriculum there are a number of extra curricular opportunities that students are able to partake in. This often combing their experience of art forms within the creative arts faculty. Students can help with the design and creation of set, props and costumes for whole school production or design promotional materials and literature. There is also the opportunity to participate in a residential stay to Ingestre Hall, Staffordshire. Ingestre is the UK's only centre specially for arts education. Workshops are delivered by industry professionals in art forms of their choice (art, photography, drama and music).

Students are also invited to a number of clubs and workshops led by subject staff during lunchtimes and after school to enable them to explore the subject further. This to refine their personal practice or simply for enjoyment.

Opportunities within the arts will give the next generation the creative skills vital to our future. The Arts, it has been said, cannot change the world, but they may change human beings who might change the world – Maxine Green.

Year 7 Curriculum Assessment Map



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Curriculum Assessment Map: Year 7 Art and Design

	Autumn Term	Spring Term	Summer Term
Topic	Formal Elements Observation and Mark Making	Formal Elements continued Colour Theory and Control	Colour continued Pattern and Repeat Formations/Ceramics
Key Learning & Skills	<ul style="list-style-type: none"> Foundations and basic principles of observation drawing techniques exploring the formal elements. Formal elements: Line, tone, texture, shape and form One- and two-point perspective drawing Recording distance exploring perspective drawing techniques Work of other artists from different times and cultures Comprehension skills, reading and extracting key information from a text. Subject specific vocabulary 	<ul style="list-style-type: none"> Formal elements: Line, tone, shape, pattern and colour Measuring and using line. Shape, space and counter-change – optical illusions Knowledge of colour mixing, relationships and temperature Basic colour theory, colour mixing and hue positions. Shades, tints and tones Control and refinement of tools Work of other artists from different times and cultures Comprehension skills, reading and extracting key information from a text 	<ul style="list-style-type: none"> Formal elements: Line, shape, form, texture, colour and pattern Investigating shape through pattern and repeat formations Observational drawing (linear) Ceramic tile design exploring basic hand building and decoration Identification of repeat formations and tessellation Macro photography and abstraction 3D studies Ceramics. H&S, hand building techniques, relief decoration and glazing
End points	Awareness and application of the formal elements in Art and Design – tone, line, shape, form, texture, colour and pattern Basic pencil control and application of tone Use of line to record shape and perspective. Use of directional language Knowledge of basic colour theory, brush control and application of Wet based media (tempera block colour) Identification of simple repeat formations and tessellation Fundamentals of ceramic hand building (2D slab/relief) and surface decoration techniques Tier three keywords – Subject specific vocabulary for the topics studied		
Informal (formative) Assessment	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment
Formal (summative) Assessment	<ul style="list-style-type: none"> Baseline test – Entry assessment, observational study: grey scale/colour. Drawing skills: Applying tone/Perspective drawing LF: Comprehension activity: Edvard Munch 	<ul style="list-style-type: none"> Drawing skills – measuring and counter-change Fine motor skills – control of tools Accumulative assessment: Painted colour wheel and tonal bars LF: Comprehension: Henri Matisse/Bridget Riley 	<ul style="list-style-type: none"> Colour Theory – colour groups Drawing skills: tessellating tile design LF: Comprehension: M C Escher

Year 8 Curriculum Assessment Map



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Curriculum Assessment Map: Year 8 Art and Design

	Autumn Term	Spring Term	Summer Term
Topic	Pattern and portraits 'Identity Pop'	Art Textiles – drawing with stitch 'Under the Microscope'	Printmaking and collage 'Plastic Planet'
Key Learning & Skills	<ul style="list-style-type: none"> Identity Pop - Investigating the influential Art movement 'Pop Art' prominent within the 1960s. Exploring imagery to create a personal response inspired by the work of others Control of tools and application of media Work of other artists from different time and cultures Observation drawing and pencil control Stencil cutting and printing Composition and design working with shape/space Analysing of the work of others Comprehension skills, reading and extracting key information from a text 	<ul style="list-style-type: none"> Investigating the aesthetic value of scientific imagery Collaborative project to produce a piece of public art using textiles Control of tools and application of media Work of other artists from different times and cultures Experimental drawing and printing techniques Discovering felt making processes and hand decoration techniques Working to a design brief Comprehension skills, reading and extracting key information from a text 	<ul style="list-style-type: none"> Exploring plastic waste and the impact on the oceans and ocean creatures. Considering environmental and social responsibility of single use plastics Discovering the work of contemporary artists Observational studies refining the control of tools and application of media Mixed media collage Printmaking – monotypes Composition and balance of elements within a final piece Comprehension skills, reading and extracting key information from a text
End points	<p>Continued development, refining the application and use of the formal elements in Art and Design</p> <p>Observational drawing, pencil control and application of tone/colour</p> <p>Fine motor skills – control of tools (scissors and craft knives)</p> <p>Graphic observational skills and application of colour (dry media)</p> <p>Layout and composition, balance of formal elements – understanding concepts of composition</p> <p>Secured understanding of felt making process and surface decoration techniques</p> <p>Printmaking (monotypes/relief printmaking)</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment
Formal (summative) Assessment	<ul style="list-style-type: none"> Baseline test – Entry assessment, observational study: grey scale/colour. Design skills – design for final piece incorporating given elements Accumulative assessment – mixed media response with 3 elements (text, pattern and portrait) LF: Comprehension activity: Warhol/Milhazes 	<ul style="list-style-type: none"> Accumulative assessment: Fine motor skills control of tools/line work Hand felted and embellished personal response LF: Comprehension: Klari Reis/felt making 	<ul style="list-style-type: none"> Drawing skills – observational colour study Accumulative assessment: personal mixed media outcome responding to the theme of marine pollution LF: Comprehension: Marine pollution

Year 9 Curriculum Assessment Map



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Curriculum Assessment Map: Year 9 Art and Design

	Autumn Term	Spring Term	Summer Term
Topic	Aboriginal Art and Pointillism 'Dreamtime'	Working to a brief/3D card construction 'Step Out'	Surrealist collage and printmaking 'Fantasy Towers'
Key Learning & Skills	<ul style="list-style-type: none"> Aboriginal art and Dreamtime, personal painted response using stories and related imagery Control of tools and application of media Work of other artists from different times and cultures Research and analysis of the work from other times and cultures Design development Pointillism and paint application Comprehension skills, reading and extracting key information from a text. 	<ul style="list-style-type: none"> Research project and presentation investigating significant artists and art movements Observational studies recording footwear Control of tools and application of media Work of other artists from different times and cultures Observational drawing and mark making Working to a design brief 3D card construction Comprehension skills, reading and extracting key information from a text. 	<ul style="list-style-type: none"> Exploring the relationship of dream and reality through Surrealism. Investigating Oneiric Surrealism and associated techniques; hybrids & metamorphosis Fine motor skills and Control of tools Imaginative concepts and design Paper collage and photo montage Printmaking – monotype and linocut Comprehension skills, reading and extracting key information from a text Research and analysis of the work of others
End points	Further embedding of formal elements in Art and Design Observational drawing, pencil control and application of tone/colour Awareness and understanding of ethnic/Aboriginal symbolism Understanding of Pointillism and its application 'Dot Art' Critique and ability to form an opinion	Working to a design brief. Awareness of the work of Surrealism and Modernists Card and Paper sculpture techniques (folding and cutting) Transference of 2D design to 3D plane Surrealist collage and photomontage Ability to develop a body of work in a variety of media and techniques, reflecting the given theme and responding to the work of others	
Informal (formative) Assessment	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid 'Think for pink' Exit tickets Self and Peer Assessment
Formal (summative) Assessment	<ul style="list-style-type: none"> Baseline test – Entry assessment, observational study: grey scale/colour. Design skills – design for final piece incorporating given elements Accumulative assessment – personal response demonstrating symbolism and the use of 'dot art' LF: Comprehension activity: Aboriginal art 	<ul style="list-style-type: none"> Design skills – Responding to a design brief Accumulative assessment – Application of design and construction of 3D trainer LF: Comprehension activity AR Fact file 	<ul style="list-style-type: none"> Design skills – Responding to a design brief Accumulative assessment – personal responses <ul style="list-style-type: none"> - Line drawing with ink wash - Monotype with collaged back ground - Linocut LF: Comprehension activity: Photomontage



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