

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 split 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 10 Curriculum Assessment Map



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Curriculum Assessment Map: Year 10 Art and Design

	Autumn Term	Spring Term	Summer Term
Topic	Organic Matter – Decomposition and Decay ‘Food in Art’	Ceramics and 3D studies ‘Food in Art - Melting moments’	Still life drawing and painting ‘Collections’
Key Learning & Skills	<p>Component One - Personal Portfolio (60%)</p> <ul style="list-style-type: none"> Working from primary sources to produce a series of studies Capturing the decay and decomposition of organic matter as stimuli Exploring imagery and typography of confectionery and sweet treats Observational drawing exploring a range of wet and dry media Refining controls of tools and exploring new techniques Research and presentation skills. Critique and analysis of others work 	<p>Component One - Personal Portfolio (60%)</p> <ul style="list-style-type: none"> Observational studies exploring traditional and experimental printmaking techniques 3D studies in ceramics and sculpted card inspired by imagery of dropped ice cream cones, cakes and pastries Print making techniques Design development – 3D studies 3D media trials and maquette building Hand building techniques and ceramic glazing Refining controls of tools and exploring new techniques 	<p>Component One - Personal Portfolio (60%)</p> <ul style="list-style-type: none"> Independent investigation and experimentation of ideas, media and the work of others responding to a given theme exploring still life Observational drawing and painting Exploration of media and techniques Visual analysis and responding to the work of others Development of ideas, designs and media trials Research and presentation skills.
End points	<p>Understanding and application of the formal elements in Art and Design – tone, line, shape, form, texture, colour and pattern</p> <p>Successful exploration and demonstration of the four assessment objectives:</p> <p>AO1: Develop ideas using contextual studies - artist influence and reference and how it has inspired and informed personal outcomes (annotated)</p> <p>AO2: Refine work, developing ideas and demonstrate your artistic ability through a range of media (2D/3D)</p> <p>AO3: Record ideas using primary and secondary sources. Showcase your observational skills (drawing, painting and photography)</p> <p>AO4: Present a personal response developed through media and composition trials, responding to the work of others relating to the given theme</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid Self and Peer Assessment
Formal (summative) Assessment	<ul style="list-style-type: none"> Baseline test – Progress assessment Observational study: grey scale/colour Accumulative assessment activities reflecting on the assessment objectives and key skills; develop, refine, record and present. 	<ul style="list-style-type: none"> Accumulative assessment activities reflecting on the assessment objectives and key skills; develop, refine, record and present. 	<ul style="list-style-type: none"> Accumulative assessment activities reflecting on the assessment objectives and key skills; develop, refine, record and present.

Year 11 Curriculum Assessment Map



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Curriculum Overview: Year 11 Art and Design

	Autumn Term	Spring Term	Summer Term
Topic	Completion of Component One (60%) ‘Food in Art’ <ul style="list-style-type: none"> Independent investigation and experimentation of ideas, media and associated artists responding to the given theme 	Component Two (40%) ‘Externally Set Assignment’ <ul style="list-style-type: none"> A broad-based theme will be issued which students will need to investigate, explore and respond to. Paper release date January 2023 	Component Two (40%) ‘Externally Set Assignment’ <ul style="list-style-type: none"> During the start of this term you will complete your timed test (10-hour examination)
Skills	<ul style="list-style-type: none"> Production of a portfolio of evidence and personal timed response (final piece) demonstrating an influence/fusion of styles and techniques informed by the work of others 	<ul style="list-style-type: none"> Preparatory studies should include opportunities for students to develop and explore ideas; research sources and experiment with media, materials, techniques and processes whilst making links 	<ul style="list-style-type: none"> Students will realise intentions to produce a personal outcome (sustained focus) responding to the given examination theme
Assessment	<ul style="list-style-type: none"> Accumulative assessment activities reflecting on the assessment objectives and key skills; develop, refine, record and present Mock Examination 10-Hour timed test practical assessment sustained focus/timed test 	<ul style="list-style-type: none"> Accumulative assessment activities reflecting on the assessment objectives and key skills; develop, refine, record and present Art research and analysis Design development exploring selected theme, composition and media trials 	<ul style="list-style-type: none"> Final Practical Examination Internal Assessment and Moderation External Moderation Pearson/Edexcel

Building on prior learning	In Year 11, learners will further develop and extend knowledge, skills and understanding from Year 10. By refining discrete disciplines learners will develop and produce a series of personal responses responding to a given theme. Learners will be expected to experiment with media and ideas independently making informed judgements. Learners will continue investigate and analyse the work of both contemporary practitioners and that from other times and cultures, making links with their own work. All work will be submitted and moderated for their final GCSE examination.
Knowledge Organisers	Knowledge organisers will be shared at the beginning of each term. Knowledge organisers will reference topics and activities covered in lessons. Students should use these to revise, retrieve and recall key information and skills that will help support their progress throughout the term.
Cross-curricular links	Learners will be able to investigate and respond to the work of artists, designers and craftspeople from other times and cultures. Mathematical skills will be explored in the curriculum alongside literacy-based activities, promoting analytical skills, critique and review. PSHE will be supported through safe working practices, understanding personal well-being and self-care, PPE.
Enrichment within the curriculum	Throughout Year 11, learners explore a broad and rich curriculum working towards end of term projects exploring discrete disciplines within the visual arts. Work will be shared, and students will be given the opportunity for work to be exhibited in a summer festival. Students will be invited to attend off site visits to local galleries to experience live work in situ.
Extracurricular opportunities	Students will be given the opportunity to take part in extracurricular clubs run by the department staff during lunch time and after school. Students may also wish to take a role in arts activities supporting drama performances, making props, sets and costumes for performances throughout the year. Look out for Art department competitions and the forthcoming introduction of Bronze Arts Award accreditation. GCSE Support Sessions are offered; see department staff for further details.
Personal development	Through Art and Design, students learn logical thinking, problem solving and innovation, as well as exploring ideas, resilience and creativity. Learners will see problems as opportunities and learn that communication is more than just words, consolidating the importance of art, craft and design education. “Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep” Scott Adams.
Careers	Students can go on to study Art and Design or Photography at A-Level/Level 3. Art in general promotes teamwork skills, creativity and independence of thought. Students will be given the opportunity to learn of further education and career opportunities and prospects within the creative arts sector. Students will be invited to open events at local colleges and 6 th form centres.
Ways to support your child’s learning	<ul style="list-style-type: none"> Encourage your child to use teacher feedback (green pen) to help improve their practical skills or analytical work. Ensure that your child regularly attends support sessions led by subject staff to complete and extend personal work. Ensure all deadlines for the completion of work are met – Ask for project PLCs (Personal Learning Checklists) and be sure homework and research activities are completed.



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