



# Department: Art

## Curriculum Intent Statement

### Our Curriculum Vision & Purpose

Our vision is to encourage expression and creativity through developing a visual language, which explores thoughts, feelings, ideas, cultural and social issues or differences.

Students will have access to new possibilities and different materials to enable them to express themselves, promoting creative individuality and encouraging risk taking.

To develop independent, ambitious and curious learners is our aim.

### Powerful Knowledge

The skills students MUST develop are: drawing (from life study and photographs), colour skills, art techniques (both verbal and practical) and compositional techniques (how an art piece is structured)

Students are introduced to a variety of creative techniques through making and creating Art. The work is underpinned by the Art History homework, which is linked to other areas of the curriculum (History, Music and English Literature in particular).

The powerful knowledge they will develop are the skills of problem solving, through the application of knowledge to solve the creative issues that arise through the development of artistic ideas; resilience, through personal development and implementation of ideas; the development of thought, linked with specific areas of study and product development.

These are all transferrable skills. We need students to know and understand what skills they are acquiring, which is tested through the students' verbal and written responses to their work.

### Curriculum Features

Art teaches new skills and techniques, which are refined and developed over time. Key Stage 3 (Years 7-9) is largely teacher led because this is the teaching input of skills/techniques. By the end of Key Stage 3, students are encouraged to lead their own project development.

We introduce a variety of tasks in each lesson starting with the "do it now task" to accelerate the pace of learning over time.

Each lesson includes a "try something new" opportunity that encourages students to think beyond their initial concepts.

Each cohort has a four-week homework task focusing on an Art History timeline, after which students produce a piece of work based on one area of the timeline. This prepares them for Key Stage 4 work.

Key Stage 4 (Year 10 & 11) is largely pupil led and teacher directed through workshops based on both prior learning and the development of learning in more depth.

At both Key Stages, students are encouraged to take a lead on the development of their ideas.



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Art

**Please note:** In Year 7, Year 8 & Year 9 all pupils will study Art over a 13-week period, as part of a carousel arrangement with other subjects. The 13-week session could be either at the start, in the middle or near the end of the academic year.

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
<b>Year 7 Scheme Overview</b>	Rotation 13 Weeks Max. No. Lessons: 26	<p><b>Core Art Skills Unit</b></p> <p>An introduction to a range of drawing styles, techniques and materials to build the core skills and knowledge in recording from primary and secondary sources. Colour theory is delivered by referencing Art History, looking at Fauvism, Abstract Expressionism and Contemporary Art. A Natural Form theme is coherent throughout the unit, picking up on various disciplines to enrich learning and embed knowledge and skills in the formal elements (line, tone, colour, mood, process, form, context)</p> <p>Independent home task – Leonardo Da Vinci, Peter Randall Page, Ernst Haeckel, Henri Moore.</p>	<p>AO1 – Art History understanding and inspiration, delivered to underpin lesson tasks and in the Independent home project.</p> <p>AO2 – Experimenting with materials and refining skills/techniques</p> <p>AO3 – Recording in all its forms, including written annotation using specific fonts</p>	<ul style="list-style-type: none"> <li>-Develop knowledge and understanding of specific Art terms and vocabulary.</li> <li>-Explore key skills and techniques in recording from observation and from secondary sources.</li> <li>-Develop skills in colour awareness and application</li> <li>-Gain a wider understanding of Art History and the significance of Art movements through time.</li> </ul>

Powerful Knowledge includes key 'invaluable' and distinct knowledge concepts linked to this subject; it is distinct from common sense.

Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



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<b>Year 8 Scheme Overview</b>	Rotation 13 Weeks Max. No. Lessons: 26	<p><b>Animal Unit</b></p> <p>During this unit explore animals through Art history, developing drawing skills in proportion, using scaling up and gridding techniques.</p> <p>Discussion about the effects of climate change and pollution on the environment and nature, will help pupils in investigating how artists are using recycled plastics, paper and other materials in their work to make a statement. Exploring Artists' such as Lisa Lloyd, Kiri Ken, Patrick Cabral, will develop paper cutting skills and refinement of materials.</p> <p>Independent home task – Damian Hirst, Frida Kahlo, Henri Rousseau, Pablo Picasso's Guernica, Franz Marc.</p>	<p>AO1 – Art History understanding and inspiration, delivered to underpin lesson tasks and in the Independent home project.</p> <p>AO2 – Experimenting with materials and refining skills/techniques</p> <p>AO3 – Recording in all its forms, including written annotation using specific fonts.</p> <p>AO4 – Producing a personal outcome</p>	<ul style="list-style-type: none"> <li>-Application of skills for a personal outcome</li> <li>-Knowledge rich for developing drawing accuracy</li> <li>-Using drawing for designing</li> <li>-Powerful knowledge in widening pupils understanding of environment and making an informed opinion or statement.</li> <li>-Gain a wider understanding of Art History and the significance of Art movements through time.</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
<b>Year 9 Scheme Overview</b>	Rotation 13 Weeks Max. No. Lessons: 26	<p><b>Self-Portrait Unit</b></p> <p>We will support and embed drawing techniques from year 8 into accurate self-portraits. Using photography and filters to develop meaning, mood, context and feelings. Using a variety of Artists such as Rembrandt, Andy Warhol, Julian Opie, Yuliya Vladkovska to explore the theme of 'Who am I?', 'What is seen?' The mix of historical and contemporary Art work gives the pupils a unique insight into differences in expression and viewpoints.</p> <p>Independent home task – Rene Magritte, Salvador Dali, Edvard Munch, Tracy Emin, Lynn Hersham Leeson</p>	<p><b>AO1 – A deeper Art History understanding and inspiration, delivered to underpin lesson tasks and in the Independent home project.</b></p> <p><b>AO2 – Experimenting with materials and refining skills/techniques</b></p> <p><b>AO3 – Recalling and refining recoding skills</b></p> <p><b>AO4 – Producing a personal outcome</b></p>	<ul style="list-style-type: none"> <li>-Develop transferrable knowledge and skills, with greater depth of meaning.</li> <li>-Explore symbolism of objects and colour within a variety of Art outcomes.</li> <li>-Explore personal perspectives and themes.</li> <li>-Gain a wider understanding of Art History and the significance of Art movements through time.</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
Year 10 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<p><b>Man-made verses Natural unit</b></p> <p>We explore a range of Mark Making techniques and recording for a purpose. Microscopic images provide intricate detail for paper cutting and a drawing workshop. Investigation and developing through drawing is key in this first unit. Using the Artist Redmer Hoekstra opens up a variety of sources to work from and embeds understanding of working from primary and secondary sources.</p> <p>Linking this work to the theme of <b>Steam-Punk</b> allows greater depth for personal outcomes looking at the Victorian era, clones, mechanical, digital, clothing and portraiture.</p>	<p><b>All work goes towards coursework and is worth 60 % of the overall GCSE level</b></p> <p>AO1 – Contextual references and research that show clear understanding and inspiration</p> <p>AO2 – Experimenting and exploring ideas to inform personal outcomes</p> <p>AO3 – Recording in all its forms and for a purpose</p>	<ul style="list-style-type: none"> <li>-Explore and refine recording skills in all their forms</li> <li>-Greater understanding in developing ideas and themes</li> <li>-Develop skills in identifying personal strengths and building upon them</li> <li>-Experiment with a wide range of materials and refine within the work produced</li> <li>- Develop meaningful responses to contextual references and Artist in realising personal intentions.</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 16	<p><b>Man-made verses Natural completion</b></p> <p>Pupils will progress in their developing of ideas to produce a personal outcome.</p> <p><b>Texture Unit</b></p> <p>This unit explores a range of textural surfaces, nature, insects and reptiles artists such as Alexandra Kehayoglou, Lesley Richmond, Ana Teresa Barboza, Sandra Meech will allow experimental work with techniques and materials.</p>	<p>AO4 – Personal, informed outcome</p> <p>AO2 – Experimenting and exploring ideas to inform personal outcomes</p> <p>AO3 – Recording in all its forms and for a purpose</p>	<ul style="list-style-type: none"> <li>-Develop skills in exploring a chosen theme and identifying the key focus</li> <li>-Exploring materials, colour and pattern in a variety of media</li> <li>-Explore and refine recording skills in all their forms</li> <li>-Greater understanding in developing ideas and themes</li> <li>- Develop meaningful responses to contextual references and Artist in realising personal intentions.</li> </ul>

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<p>Term 3 6 Weeks Max. No. Lessons: 12</p>	<p><b>Texture Unit</b> Further inspiration will look at body armour, print making, constructed surfaces and textiles. Outcomes will vary and centre on the pupils strengths and investigations.</p>	<p>AO1 – Contextual references and research that show clear understanding and inspiration AO2 – Experimenting and exploring ideas AO4 – Personal, informed outcome</p>	<p>-Develop coherent and insightful work within a chosen outcome</p>
<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p><b>Urban Environment</b> During this unit a suggested list of Artists and possible themes are given to pupils. Research tasks will allow for independent choices and exploration, encouraging personal insights and outcomes. Photography, drawing, textiles and print making will be covered during the development of work.</p>	<p>AO1 – Contextual references and research that show clear understanding and inspiration AO2 – Experimenting and exploring ideas to inform personal outcomes AO3 – Recording in all its forms and for a purpose</p>	<p>-Develop skills in exploring a chosen theme and identifying the key focus -Exploring materials, colour and pattern in a variety of media -Explore and refine recording skills in all their forms -Greater understanding in developing ideas and themes</p>
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>Urban Environment continued</b></p>	<p>AO1 – Contextual references and research that show clear understanding and inspiration AO2 – Experimenting with materials and refining skills/techniques AO3 – Recalling and refining recoding skills</p>	
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>Urban Environment and Year 10 Exam</b> All work produced will lead to the Year 10 exam, giving pupils an understanding of the process and importance of each objective. Personal outcomes produced in a set time, showing a clear link to preparation work. <b>Recording and experimenting workshops Refinement</b> During this time pupils are able to refine skills and techniques in workshop based lessons. Trying something new and identifying areas within their coursework so far for further work and completion will take place.</p>	<p>AO4 – Producing a personal outcome</p>	<p>- Develop meaningful responses to contextual references and Artist in realising personal intentions.</p>

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Year 11 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<p><b>Recording workshops/development of ideas</b> During these workshops pupils refine their understanding in developing ideas, using drawing methods and experimentation with media within the given theme of food.</p> <p><b>Set Year 11 GCSE Mock Exam - Past paper</b> A previous AQA GCSE Externally set assignment paper is given to pupils with a choice of 7 different starting points. One starting point is chosen by each pupil and they begin their preparation for the Mock exam. They must cover each assessment objective; AO1 Contextual references and research, AO2 Experimenting and exploring with materials/ideas and AO3 Recording from primary and secondary sources to explores ideas and themes. This preparation makes up 75% of the marks for this practical exam.</p>	<p>AO1 – Contextual references and research that show clear understanding and inspiration</p> <p>AO2 – Experimenting and exploring ideas to inform personal outcomes</p> <p>AO3 – Recording in all its forms and for a purpose</p>	<p>-Explore and refine recording skills in all their forms</p> <p>-Greater understanding in developing ideas and themes</p> <p>-Develop skills in identifying personal strengths and building upon them</p> <p>-Experiment with a wide range of materials and refine within the work produced</p>
	Term 2 8 Weeks Max. No. Lessons: 16	<p><b>Year 11 Mock GCSE Exam preparation continued</b> <b>Year 11 Mock 10 hour practical Exam</b> Pupils produce a personal and coherent 10 hour exam piece that shows clear links and insights in the chosen starting point and theme throughout the preparation produced. Once marked the Mock exam preparation work and exam piece forms part of the pupils coursework.</p>	<p>AO1 – Contextual references and research that show clear understanding and inspiration</p> <p>AO2 – Experimenting and exploring ideas to inform personal outcomes</p> <p>AO3 – Recording in all its forms and for a purpose</p> <p>AO4 – Personal, informed outcome</p>	<p>- Develop meaningful responses to contextual references and Artist in realising personal intentions.</p>

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<p>Term 3 6 Weeks Max. No. Lessons: 12</p>	<p><b>Set Year 11 AQA GCSE Exam paper</b> The AQA GCSE Externally set assignment paper is given to pupils with a choice of 7 different starting points. One starting point is chosen by each pupil and they begin their preparation for the GCSE exam. They must cover each assessment objective; AO1 Contextual references and research, AO2 Experimenting and exploring with materials/ideas and AO3 Recording from primary and secondary sources to explores ideas and themes. This preparation makes up 75% of the marks for this practical exam.</p>	<p><b>All work produced during the preparation and the exam time is worth 40% of the overall level</b> <b>AO1 – Contextual references and research that show clear understanding and inspiration</b> <b>AO2 – Experimenting and exploring ideas to inform personal outcomes</b> <b>AO3 – Recording in all its forms and for a purpose</b></p>	<p>-Explore and refine recording skills in all their forms -Greater understanding in developing ideas and themes -Develop skills in identifying personal strengths and building upon them -Experiment with a wide range of materials and refine within the work produced</p>
<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p><b>Year 11 GCSE Exam preparation continued</b> <b>GCSE 10 hour practical exam</b> Pupils produce a personal and coherent 10 hour exam piece that shows clear links and insights in the chosen starting point and theme throughout the preparation produced. <b>Final completion: 60 % coursework, produced during Year 10 &amp; year 11 up to Term 2. All coursework pieces &amp; sketchbooks to be submitted.</b></p>	<p><b>AO1 – Contextual references and research that show clear understanding and inspiration</b> <b>AO2 – Experimenting and exploring ideas to inform personal outcomes</b> <b>AO3 – Recording in all its forms and for a purpose</b> <b>AO4 – Personal, informed outcome</b></p>	<p>- Develop meaningful responses to contextual references and Artist in realising personal intentions.</p>
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>GCSE Exams</b></p>		
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>GCSE Exams</b></p>		

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