

ART

What is your curriculum statement for each key stage?

KS3

Years 7 & 8: Students will develop their skills and techniques, through investigating, making and incorporating their research and analysis of the work of artists, designers and craftspeople. Students will use sketchbooks, work from direct observation and learn new techniques and processes. They will develop their ability to analyse the work of artists and designers and use the work of others to inspire their own practical development and ideas. They will study units of work covering the formal elements of line, shape, form, tone and colour. All these vital skills will be taught through exciting and engaging units of work that will stimulate the student's creativity and enable pupils to express themselves through art and design. Students will develop their drawing skills by experimenting with a variety of media and processes. They will learn about facial proportions through portraiture, develop their creativity in a unit about the built environment, express themselves using colour looking at Pop Art, use science to help create their own bugs and pay close attention to detail when studying the delicate nature of natural forms.

Year 9: Students will continue to develop their skills and techniques in order that they can make informed choices for GCSE. Work will focus on developing creativity and individual skills however students will undertake some group work to create a class piece of art based on culture, to develop their skills of communication and working as a team. They will develop their painting and drawing skills, work in 3 dimensions, learn about working in mixed media and learn new printmaking techniques. They will develop their ability to analyse the work of artists and designers, using the work of others to inspire their own development and ideas. They will explore artists and art movements through some study of art history.

Cross curricular links at KS3:

Science:

- Bugs and insects unit of work.
- Pods and seeds unit of work: understanding how seed heads are formed and how they help recreate new life. Many species of natural forms discussed and drawn.
- Portraiture unit of work – facial proportions.
- Colour theory throughout the key stage.

Maths:

- Bugs and insect unit if work – looking at insect proportions.
- Pop Art unit of work – division of sketchbook pages to plan out final shatter piece, gridding up drawings for accuracy.
- Portraiture unit of work – facial proportions.

- Buildings unit of work – proportion and scale.

English/Literacy:

- Literacy throughout the whole of the key stage. All practical work is backed up by annotation. Annotation takes the form of research and personal comment related to the practical work developed. It forms an integral part of the course.

Geography:

- Discussions about places art movements started, where artists are from, which countries influenced art work, where famous art work stands now etc.
- Bugs and insects unit of work - Global dimension and sustainable development, students make their final outcome out of recycling. The need to cut the worlds usage of plastic waste is a strong theme throughout this making process.

History:

- This is developed all the way through the Key stage, in discussions about art movements and artists. All practical work is backed up by history and it is important that pupils fully understand where a process, material or media has developed from and how far it has come for students to experiment with today.

PSHCE:

- Identity and cultural diversity is prompted throughout many of the units of work. By developing student's knowledge of different cultures and art practices from all over the world, we are opening their minds to the acceptance of many different interpretations to art and what they see. Art lessons are a great platform for discussion and group work.

KS4

Exam board AQA: Art, Craft and Design. Component 1 portfolio 60% of marks, component 2 externally assessed assignment 40%

Students will use KS3 as a foundation in which to develop their practical skills for GCSE. Students will also learn new skills, techniques and processes to aid the development of their portfolio. They will cover the 4 assessment objectives through researching and analysing the work of artists, designers and craftspeople.

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses

- AO4 Present a personal and meaningful response that realizes intentions and demonstrates understanding of the visual language

Lessons are planned to encourage the student's experimentation and push their creative limits. Student's engagement and enjoyment is vital in their success and we aim to plan for this through a series of well-structured and informed lessons.

The exploration of drawing in its many forms is investigated thoroughly and a wide range of media is used. Each unit of study includes the opportunity to study an aspect of critical and contextual studies, which enhances the pupils' ability to develop ideas and explore different types of art forms from across the world.

Throughout the course pupils develop a sketchbook and critical studies journal. These show evidence of drawing, developing ideas, material investigations, reviewing and evaluating work and personal responses to critical studies inputs.

Independent learning is actively encouraged within the department with students taking increasing levels of responsibility for their own art work. During the examination period at the end of Year 11 students should be able to make a personal response to a selected theme from the exam paper and develop a piece of work in a manner best suited to their own particular strengths.

Evaluation is integrated into all areas of project work and students are positively encouraged to discuss their own work and that of others. Written evidence of this is collected both in their sketch books and in their coursework portfolios.

Spring and beginning of Summer Term of year 11

Externally set assignment: Students will receive an exam paper from the AQA exam board in January. They will select a theme from this paper and prepare work to cover the first 3 assessment objectives, including developing their ideas through studying the work of artists, drawing, photography and experimenting with different media. They will refine their ideas, working towards a final outcome for AO4. This AO4 piece of work will be completed over 10 hours under exam conditions over 2 days in their art classroom.

All work for GCSE Art and Design is marked internally and then externally moderated by the exam board AQA

KS5

Exam board AQA: Art, Craft and Design. Component 1 portfolio 60% of marks.

Lessons will begin in a workshop style with students learning skills in new media and working on a larger scale. The beginning of the course runs like a Foundation art and design course, where pupils are introduced to 'skills lessons'. Students are encouraged to work out of their comfort zones from year 11 and experiment with are media and scale.

Their work will be informed by a gallery visit where they will gather visual stimulus, sketches and photography to inspire their work in the classroom.

Students will cover the 4 assessment objectives through researching and analyzing the work of artists, designers and craftspeople

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realizes intentions and demonstrates understanding of the visual language

As part of the A level course students will write an essay as an extended investigation of their chosen theme of between 1000 and 3000 words.

Spring and beginning of Summer Term of year 13: Component 2: Externally set assignment – 40% of marks overall

Students will select a theme from an exam paper which they receive at the beginning of February. They will prepare work covering the first 3 assessment objectives which investigate this theme using a range of carefully selected media and techniques. This body of work culminates in the production of a final outcome completed under supervised exam conditions over 15 hours. (3 full school days).

How does learning develop through each key stage?

We start learning the formal elements in year 7, these act as the foundation stage for all practical work and research methods needed through KS3, KS4 and KS5. Each unit of work builds on the previous unit of work. A skill will be taught and developed by students, this will then be challenged and stretched throughout each key stage, to help students express their creativity through a variety of art movements and art practices.

What principles guide your decision making? What is distinctive about your curriculum?

- Engagement of pupils.
- Exposing pupils to new art experiences and details of art history.
- Developing cross curricular links to emphasise the relevance/importance of art and design in everyday life.
- Critical thinking.
- Development of skills.

Our curriculum is distinctive because being creative is both an intuitive and complex process. We hope to integrate creative and critical thinking within the physical process of making art, craft and design. In planning for creativity we organise the learning conditions necessary to enable young people to think and respond creatively. These Conditions include opportunities to use their imagination and explore possibilities as they generate and make connections between ideas. Art and design is an experimental process, learning by making and responding creatively and having the confidence to take creative risks is something we strive for. This is not an entirely practical process, and involves critical thinking to guide the creating and designing, the development of creative ideas, refining and modifying; leading to the development of outcomes of value that relate to relevant contexts and real audiences that have a purpose.

How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

We expect to see our curriculum delivered through engaging and interesting units of work, that expose our students to a variety of source materials and creative opportunities that ultimately lead to successful and personal practical work. We have worked hard to develop schemes of work that are varied in subject content, engaging in new experiences and incorporate all the vital skills an art and design student needs to develop and succeed. Our approach to the curriculum is holistic, coherent and integrated. The curriculum we offer is personalised and aspirational. We review our schemes of work both by content and outcome regularly, using our analysis of data and the wider ambitions of teaching and learning to ensure that the curriculum is effective in meeting the needs of all students. Using the data we are able to aim our lessons at a variety of skill levels and abilities. The classes we teach are mixed ability so it is integral that our planning is aimed at a variety of pupils.

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

Students are taught using a variety of successful teaching and learning methods, we incorporate discussion, group work, independent work, fact finding, research, as well as the practical lesson content. Our activities are differentiated to enable a success at various levels. Our curriculum design aims to maximise opportunities and reflect the high expectations of all students within the art department. We also recognise the broader development of students and the importance of learning both in and outside the classroom and within and across subject areas. Structures are in place to ensure that all students can access the full curriculum offer and take-up of opportunities outside the classroom are monitored.

What impact does your curriculum have on the learners at Archbishop Blanch?

The impact of our curriculum is that we provide the students with the correct level of challenge to develop their technical, practical and thinking skills. This challenge may require careful higher order questioning or coaching approaches to lead the student in the development of skills, but within the lessons we teach students are equipped with the essential skills to do this. We want to give students the skills to be able to balance thinking with working creatively, to be able to take creative risks in order to progress and produce original outcomes. The impact is that by developing such skills in art and design they can use these to inform other curriculum areas and feel confident in their use.

What are your assessments for this academic year?

Term 1 – Sketchbook monitored weekly – verbal feedback given (Pupils to fill out blue sheets). Half termly assessment of work so far – Pink sheet.

Term 2– Sketchbook monitored weekly – verbal feedback given (Pupils to fill out blue sheets). End of unit assessment – Pink sheet.

Term 3– Sketchbook monitored weekly – verbal feedback given (Pupils to fill out blue sheets). Half termly assessment of work so far – Pink sheet.

Term 4– Sketchbook monitored weekly – verbal feedback given (Pupils to fill out blue sheets). End of unit assessment – Pink sheet.

Term 5– Sketchbook monitored weekly – verbal feedback given (Pupils to fill out blue sheets). Half termly assessment of work so far – Pink sheet.

Term 6– Sketchbook monitored weekly – verbal feedback given (Pupils to fill out blue sheets). End of unit assessment – Pink sheet.