

## Art Curriculum Intent

When planning our SOW we make sure each project follows [every great project needs.pptx](#)  building art skills 22/23  PO 22-23 Skills Map

### Overview 2022-23

We love the opportunity to be our own creative individuals, express our feelings and emotions and develop our knowledge of media and techniques. As a result, our overriding aim in the Art and Design department is to teach students the necessary skills & tools needed to be able to express themselves in various creative responses. They will learn to think and act as artists, crafts people & designers, working imaginatively and intelligently. Students will learn to use various tools and resources to develop and stretch their artistic skills and subject knowledge .

[Please see our Art and Photography page here.](#)

### KS3

Art at Key Stage 3 focusses on refining the fine motor skills developed in primary with an understanding that all students have joined us from different schools, some with more time dedicated to Art than others. The aim of the Key Stage 3 curriculum is to provide a solid foundation of knowledge and skills through the introduction of a wide range of 2D & 3D media and techniques. We extend their creativity through a range of artworks. From year 7 we develop basic skills concentrating on how to draw, paint, sketchbook development, composition and project ideas. This constantly develops throughout the years with spiral learning. Year 7 concentrates on line, colour and pattern. These are three projects introducing drawing, painting and a cultural project focussed on pattern. We introduce how they look, describe and talk about Art and challenge the dead white european male art history perspective. They develop their confidence in new materials. In year 8 they continue to develop their skills with three projects , two focusing on portraiture including drawing and painting and one on an environmental project linked to Architecture. Within the KS3 curriculum we build their confidence with the building blocks of art. We investigate a diverse range of artists and themes developing their ability to evaluate and analyse creative work. We share our love of the subject and encourage creative thinking .

All students will study this subject in year 9 for two lessons a fortnight with an option to also choose it as an option. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Some appropriate GCSE content will be covered from the spring term of Year 9. They will use a broad range of new techniques and record this in their sketchbooks. They will explore ideas , techniques and analyse and evaluate their work and others. This year will strengthen their resolve and understanding of the GCSE Art course.

### KS4

We follow the Edexcel GCSE specification in Fine Art. This fully prepares students for A-Level study through the development of skills first nurtured at KS3. During the first 2 years of study, students are shown, and given the opportunity to use a wide range of media and techniques they may not have had the opportunity to use at Key Stage 3. All Art students are encouraged to take risks within their work and try new things to broaden their thinking and creativity and supported to produce different, more creative and innovative art. Students are constantly challenged to learn new techniques and develop their understanding of art, artists, art movements and subject matter. Students will complete two projects each year including an externally set assignment in year 11. Students respond to artists and images, both primary and secondary, along the themes of organic forms, rhythms of modern

	<p>life, identity, Impressionism and last years exam theme in their Component One (60% coursework). Component One is completed in December ready for the externally set assignment, Component Two (40% exam) to start in January. Component Two consists of an externally set exam paper, with one theme to explore and produce an individual outcome. Throughout the three years, students are assessed on their ability to investigate sources, show understanding of context whilst developing a wide range of ideas, skills and techniques, using a variety of media in order to create their own personal response and develop their own artistic style</p>
<b>KS5</b>	<p>At A Level, we follow the Edexcel syllabus in Fine Art. This fully prepares students for undergraduate study in many creative areas such as art, architecture, engineering, filmmaking and foundation courses. During the first year of study, students are given the opportunity to use a wide range of media and techniques such as etching, sculpture, oil paints and any other media that they did not choose to use at Key Stage 4. All art students are encouraged to take risks within their work and try new things to broaden their thinking and creativity, this enables them to produce different, more creative and innovative art. Students are guided towards media that suits their skill set, whilst at the same time being challenged to learn other techniques that initially they may not be so confident using. Students will complete two projects in this initial year, one based on facades and another on underneath. These projects are skills based and quickly build on the techniques learned in GCSE. The two projects are taught by different teachers and push their ability to tell a story in their work. In May in year 12 the start their influences project that is their independent personal project that will be completed in Jan of yr 13. All skills and techniques learnt in Year 12 are then built upon in Year 13. Students choose an art topic to investigate at the end of Year 12 which forms the basis of their personal investigation, Component one (60% coursework). This is the student's own choice and will be a topic that they are interested in; usually relevant to the degree course or area of further study they are interested in pursuing. This investigation, including a 1500 – 3000 word essay, is completed in January ready for the externally set assignment Component two (40% exam) to start in February. Throughout the course, students are assessed on their ability to investigate sources, show understanding of context and develop a wide range of ideas, skills and techniques, using a variety of media in order to create their own personal response and develop their own artistic style further.</p>

For curriculum map - the work for sections below [Years 12 and 13 can be found here](#)

<b>Art Curriculum Implementation</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b> <a href="#">Schemes of Work KS3</a> <b>Main teacher</b>	<b>Art and me sheet</b> <ul style="list-style-type: none"> <li>Introduction to expectations</li> <li>Challenge white dead</li> </ul>	<b>line explored</b> <ul style="list-style-type: none"> <li>The variety of line possible with a pencil</li> <li>The range of tones with a pencil</li> </ul>	<b>investigating Colour</b> <ul style="list-style-type: none"> <li>Colour theory</li> <li>Psychology of colour</li> <li>Language of colour</li> </ul>	<b>colour cont.</b> <ul style="list-style-type: none"> <li>Sketchbook exploration with paint (assessed)</li> <li>Investigating an</li> </ul>	<b>Culture and customs</b> <ul style="list-style-type: none"> <li>Investigate a culture visually</li> <li>Explore artifacts</li> </ul>	<b>Culture cont</b> <ul style="list-style-type: none"> <li>Practise new skills</li> <li>Work on a sustained piece of work</li> </ul>

	<p>males in art searches</p> <ul style="list-style-type: none"> <li>How to make an effective presentation of work</li> </ul> <p>Line , tone and pattern title page</p> <ul style="list-style-type: none"> <li>Effective working in a sketchbook</li> <li>How to make an individual and creative layout</li> </ul>	<ul style="list-style-type: none"> <li>Building form with line and tone</li> <li>What good observational drawing looks like</li> <li>Describing and looking at artwork, written and oral</li> <li>Shoe exam A3 sheet (assessed)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of poster paint by colour mixing</li> <li>Developing ability to make complex colours</li> <li>Learning how to use paints and tidy them away in the art room</li> </ul>	<p>artist(assessed)</p> <ul style="list-style-type: none"> <li>Colour knowledge test</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas</li> <li>Focus on pattern</li> <li>Connect to an artist that uses pattern in his work</li> <li>Plan large piece</li> </ul>	<ul style="list-style-type: none"> <li>Follow stages carefully</li> <li>A3 chalk study/ oil pastel sgraffito (assessed)</li> <li>Detailed evaluation of work</li> </ul>
<b>Year 8 Main teacher</b>	<p><b>modern icons</b></p> <ul style="list-style-type: none"> <li>Artist investigation</li> <li>Building knowledge on how to make a creative and individual layout in sketchbook</li> <li>Increased mastery of design, learning new processes to complete a complicated image.</li> </ul>	<ul style="list-style-type: none"> <li>To create an individual piece using collage, paint and stencils.</li> <li>To take pride in their work</li> <li>To work safely and with control</li> <li>Learning to use subject specific language when evaluating and discussing their work</li> </ul>	<p><b>self portraits</b></p> <ul style="list-style-type: none"> <li>Breaking down how to draw eyes, noses and mouths</li> <li>Looking at proportions of the face</li> <li>Observational drawing of faces</li> <li>Investigating Frida Kahlo's portraits</li> <li>Designing their own self portraits</li> </ul>	<p><b>portraits cont</b></p> <ul style="list-style-type: none"> <li>Mono printing skills learned</li> <li>Developing composition skills</li> <li>Working on a sustained piece of work</li> <li>Blending paint, building texture with paint</li> <li>Evaluating final piece</li> </ul>	<p><b>environmental/ architecture</b></p> <ul style="list-style-type: none"> <li>Investigation into architecture</li> <li>Artist investigation</li> <li>Use of recycled materials</li> <li>Construction techniques</li> <li>Planning build</li> </ul>	<p><b>3D build using recycled materials</b></p> <ul style="list-style-type: none"> <li>Refining their ideas</li> <li>Working collaboratively</li> <li>Developing their construction skills</li> <li>Evaluating work</li> </ul>
<b>Year 9</b>	<b>Organic forms</b>	<ul style="list-style-type: none"> <li>Using line,</li> </ul>	<ul style="list-style-type: none"> <li>Comparison</li> </ul>	<b>Printmaking</b>	<ul style="list-style-type: none"> <li>Understandi</li> </ul>	<ul style="list-style-type: none"> <li>Social</li> </ul>

<p><b>Core</b></p>	<ul style="list-style-type: none"> <li>●</li> <li>● <b>One and a half term project</b></li> <li>● Recording from primary and secondary sources</li> <li>●</li> <li>● Chalk and Charcoal</li> <li>●</li> <li>● Mixed media ink/ watercolour techniques</li> </ul>	<p>tone to build form</p> <ul style="list-style-type: none"> <li>○</li> <li>● Researching a range of artists</li> <li>○</li> <li>● Be experimental with a range of materials</li> <li>●</li> <li>● Develop their confidence with surface and pattern</li> </ul>	<p>of a range of craft, illustration, photography and printed images</p>	<ul style="list-style-type: none"> <li>● <b>One and a half term project.</b></li> <li>● Research and contextual studies</li> <li>●</li> <li>● Printmaking techniques</li> <li>●</li> <li>● Mono and block printing</li> </ul>	<p>ng composition and layout</p> <ul style="list-style-type: none"> <li>●</li> <li>● Taking inspiration from artists</li> <li>● Understanding mono printing</li> <li>●</li> <li>● Translating design into printmaking</li> </ul>	<p>economic and cultural influence</p> <ul style="list-style-type: none"> <li>●</li> <li>● Understanding how prints are produced by hand and commercially</li> </ul>
<p><b>Year 9 Option</b></p>	<ul style="list-style-type: none"> <li>● <b>Landscapes</b></li> <li>● <b>One and a half term project.</b> Research and contextual studies</li> <li>● Recording from Primary and Secondary Sources</li> <li>●</li> <li>●</li> <li>● Oil pastel</li> </ul>	<ul style="list-style-type: none"> <li>● Using line, tone to build form</li> <li>●</li> <li>● Researching a range of artists</li> <li>● Be experimental with a range of materials</li> <li>●</li> <li>● Develop confidence with colour, surface, form and texture</li> </ul>	<ul style="list-style-type: none"> <li>● Compare topographical and aerial landscape images to understand different used of perspective through drawing , painting and photography.</li> <li>●</li> <li>● Look artists from different times and eras</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Still Life</b></li> <li>●</li> <li>● <b>One and a half term project.</b></li> <li>● Research and contextual studies</li> <li>●</li> <li>● Recording from Primary and Secondary Sources</li> <li>●</li> <li>● Coloured Chalks</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding artist context and influence on own work</li> <li>●</li> <li>● Understand how to translate tone into colour using chalk techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Social economic and cultural influence</li> <li>●</li> <li>● Understand how Impressionist artist used chalk and impact of style on subsequent art movements</li> </ul>

Year 10	<b>Identity</b> <ul style="list-style-type: none"> <li>Title page</li> <li>Artist investigation</li> <li>Gridding experiments</li> </ul>	<ul style="list-style-type: none"> <li>Own photos</li> <li>A1 pencil study, evaluation</li> <li>extension painted portraits</li> </ul>	<b>Impressionism</b> <ul style="list-style-type: none"> <li>Title page</li> <li>Art movement investigation</li> <li>Chalk experiments</li> <li>Artist copy</li> <li>Own photos</li> </ul>	<b>A2 chalk</b> <ul style="list-style-type: none"> <li>Oil pastels explored</li> <li>Artist copy</li> </ul> <b>A2 Oil pastel</b> <ul style="list-style-type: none"> <li>evaluations</li> </ul>	<ul style="list-style-type: none"> <li>In the style of acrylic painting</li> <li>Developing individual ideas</li> <li>Mixing 50 greens</li> </ul>	<ul style="list-style-type: none"> <li>A2 painting</li> <li>Evaluation</li> <li>Extension another painting</li> <li>Holiday work</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>Last years exam theme</li> <li>Title page</li> <li>Mind map</li> <li>Observational drawings</li> <li>Secondary research</li> </ul>	<ul style="list-style-type: none"> <li>Artist research</li> <li>Own photos</li> <li>Ideas explored</li> <li>Artist research no 2</li> <li>Own photos</li> <li>Media experiments from own photos</li> </ul>	<ul style="list-style-type: none"> <li>Composition ideas</li> <li>Practise painting</li> <li>A1 final outcome- Mock</li> <li>Evaluation</li> <li>Working on feedback</li> <li>Adapting project</li> </ul> New artist	<ul style="list-style-type: none"> <li>Developing ideas for the next large piece</li> <li>Taking risks</li> <li>Exploring new materials</li> <li>New photos</li> </ul>	<ul style="list-style-type: none"> <li>Practise painting</li> <li>A1 final outcome</li> <li>Exam</li> <li>Evaluation</li> <li>Filling the gaps</li> </ul>	<u>Study leave</u>
Year 12	<u>Underneath</u> <ul style="list-style-type: none"> <li>Title page</li> <li>Ideas page</li> <li>5/6 workshops depending on the size of the groups</li> <li>Extending skills</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Shoreditch</li> <li>Documented trip</li> <li>Composition planning</li> <li>A0 charcoal</li> </ul>	<ul style="list-style-type: none"> <li>Document Charcoal</li> <li>Develop ideas</li> <li>A0 painting</li> </ul>	<u>Facades</u> - small book <ul style="list-style-type: none"> <li>Title page</li> <li>Materials experiments</li> <li>Documented techniques</li> <li>Ideas explored</li> </ul>	<ul style="list-style-type: none"> <li>A0 painting completed and evaluated</li> </ul>	<u>Influences/personal project</u> started <ul style="list-style-type: none"> <li>Visiting lots of galleries</li> <li>Mindmap</li> <li>Secondary ideas</li> <li>Summer work</li> </ul>
Year 13	<u>Influences/personal project</u>	<ul style="list-style-type: none"> <li>Developing a range of</li> </ul>	<u>Mock exam</u>	<ul style="list-style-type: none"> <li>New stages of their</li> </ul>	<u>Exam</u>	<u>Study leave</u>

	<ul style="list-style-type: none"> <li>• Individual research on their theme</li> <li>• Individual feedback and tasks</li> </ul>	ideas , concepts and exciting sketchbook pages and large pieces	<ul style="list-style-type: none"> <li>• All large pieces documented</li> <li>• Detailed feedback targeting gaps</li> <li>• Essay individually displayed</li> </ul>	personal project when no exam unit <ul style="list-style-type: none"> <li>• Large scale ambitious work</li> <li>• Working towards the exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Filling in the gaps</li> <li>• Exhibition</li> </ul>	
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Subject		FUNCTIONS OF ASSESSMENT			
ART KS3					
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.	
TIME SCAL E	Annually	Year 7 Baseline Assessment Assessed on tracker	Flight path review Year-end review Evaluation end of topic	Results KS3 Data drops Final outcomes December exam	
	Interim  Could be termly or half termly	art and me sheet (introductory task)  Termly units of work  Sketchbook trackers  Large pieces  Peer and Self-assessment	One half termly piece assessed (minimum) When data is collected Every three weeks written feedback is given as either teacher, self or peer assessed. End of unit grade Tracker filled in to monitor progress		

	<b>Weekly</b>	<p>Lesson ready tasks</p> <p>Verbal feedback, home learning, classwork, self, peer and teacher assessments.</p> <p>Lesson ready home learning tasks- varied and open ended.</p>	
	<b>Hourly</b>	<p>Lesson objectives</p> <p>Critical enquiry</p> <p>Complex questioning</p> <p>Use of success criteria every lesson which is differentiated for all learners. Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps considered.</p>	

<b>Subject</b> <b>ART KS4 &amp; 5</b>	<b>FUNCTIONS OF ASSESSMENT</b>		
	<p><b>FORMATIVE;</b></p> <p>The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p><b>SUMMATIVE;</b></p> <p>This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p><b>EVALUATIVE;</b></p> <p>This is about institutional accountability and comes after terminal exams.</p>

<b>TI ME SC AL E</b>	<b>Annually</b>	Assessed on tracker Feedback sheets Parents evening	Year-end review Mock exams Project evaluations	Results GCSE/A level Data drops Final outcomes
	<b>Interim</b>  Half termly	Termly units of work  Sketchbook trackers  Large pieces	One half termly piece assessed ( minimum) When data is collected Every two weeks written feedback is given by either teacher, self or peer. End of unit grade Tracker filled in to monitor progress. When large work is complete	
	<b>Weekly</b>	Verbal feedback, home learning, classwork, self, peer and teacher assessments. Lesson ready home learning given with varied and open ended tasks. Trackers filled in to monitor progress One to ones		
	<b>Hourly</b>	Lesson objectives Critical enquiry Complex questioning Success criteria		



