



ART CURRICULUM OVERVIEW

Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In Art we aim to produce artists who acquire skills enabling them to produce creative and exciting work.

Departmental Overview

The Visual Arts Department is comprised of 3 specialist teachers, 2 full time and 1 part time and 2 designated spacious open plan art rooms.

The Art Department at West Derby School offers a broad and exciting curriculum aimed at ensuring all students in art and design explore visual, tactile and other sensory experiences to communicate ideas and meanings. Students will work with traditional and new media to develop confidence, competence, imagination and creativity. Pupils will learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art and design, it is of paramount importance that pupils reflect critically on their own and other people's work, judging quality, value and meaning. Through the programmes of study, West Derby School encourages students learn, to think and act as practicing artists, craftspeople and designers, working creatively and intelligently whilst they develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives. The Department's primary aim at Key Stage 3 is to secure and equip students with the knowledge and skills they require to succeed at GCSE and A-Level Art.

Artwork is continuously exhibited around the school therefore, it gives students the opportunity to showcase their work publicly; gaining confidence, pride and achievement. At West Derby School the department continues to seek opportunities with both internal and external departments and organisations to expand and develop art experiences for our young people; as from September 2016 West Derby School will deliver Arts Award Bronze and Silver and Gold award for students.

Facilities

- State of the art ICT/Mac suite programmed with the latest software.
- Top of the range photography equipment;
- Top of the range ceramics equipment including a large free standing kiln, electronic pug mill and a large selection of glazes.
- Open plan large modern classrooms with interactive whiteboards.
- The department is equipped with excellent resources and equipment to cater for the needs of all Art and Design disciplines; Fine Art, Textiles. Ceramics and Photography.

Departmental Staff

Ms C Carney	Head of Faculty
Miss M Lunt	Head of Art/Photography
Miss K Cresswell	Art Teacher
Mrs S Wilson	SLT Line Manager

Year 7/8/9 Art and Design (KS3)

Curriculum overview

The KS3 Art and Design Curriculum at West Derby School fosters a lifelong appreciation of Art and Design regardless of ability. The curriculum stimulates and exercises creativity whilst developing artistic skills, techniques, knowledge, independence, and confidence. Through the delivery of the Art and Design curriculum students will succeed to develop a love of Art and Design for pleasure.

KS3 Curriculum Ambition

- Develop an ability to realise creative thoughts, ideas, imagination, and dreams.
- Have a deep cultural knowledge and understanding.
- Gain a wide range of art, craft, and design experiences.
- Challenge to think about great themes of existence.
- Enable young people to discover themselves and find their creative voices.
- Encourage metacognitive thinking to foster problem solving and independent learning.

The KS3 Units of work Units of work reflect on Key stage 3 National Curriculum programmes of study notion that pupils develop skills in order to be able to;

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Students

acquire and apply knowledge and understanding of:

- The visual and tactile qualities of materials and processes and how these can be recorded, manipulated and matched to ideas, purposes and audiences;
- Codes and conventions and how these are used to represent ideas, beliefs and values in works of art, craft and design;
- Continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world.
- History of art, craft and design periodically from ancient times to modern day.

Analyse and evaluation of their own work and the work others, in order to strengthen the visual impact of their overall outcomes of their own work

At KS3 pupils have 1 x 60-minute period of Art per week. In Year 7, the main focus is on the transition from Key Stage 2 and development of prior knowledge of basic materials and skills used in Art and Design. Throughout the year students will look at a variety of skills; fine art, 2D Painting and Drawing, 3D Sculptures and Print making. Students will experience Art History throughout the year in the form of starter tasks, let's think lessons, curriculum projects, and homework and external opportunities. Students will be introduced to a new artist each lesson. This will be linking to either the topic they are currently looking at or any mediums we may be using in the lesson. This will be done through a starter task. Evidence of this will be in their sketch books. They will respond to the art work by: describing it in their own words, writing a sentence about their opinion of the art work and creating a little drawing of their interpretation of the artwork. They also choose what medium they would like to embellish their drawing with, promoting independent learning.

In Year 8, the main focus is on development and progression from Year 7. Students will be introduced to a wider range of materials, mediums, skills and techniques.

Throughout the year students will look at a variety of skills; fine art, 2D Painting and Drawing, 3D Sculptures, Print making and Textiles and Photography. Art History and capital of culture will be experienced in the form of starter tasks, let's think lessons, curriculum projects, homework and external opportunities. Students will be introduced to a new artist each lesson. This will be linking to either the topic they are currently looking at or any mediums we may be using in the lesson. This will be done through a starter task. Evidence of this will be in their sketch books. They will respond to the art work by: describing it in their own words, writing a sentence about their opinion of the art work and creating a little drawing of their interpretation of the artwork. They also choose what medium they would like to embellish their drawing with, promoting independent learning.

In Year 9 the main focus is on development and progression from Year 8: advancing skills developed throughout National Curriculum studies and further engaging a love of art, fostering creativity and exploring future career options and possibilities for further learning of a GCSE option. Students will be introduced to a wider range of materials, mediums, skills, techniques and will gain deeper knowledge of Art History. A total of 6 units are studied throughout the year; fine art, 2D Painting and Drawing, 3D Sculptures, Print making and Photography. Art History and capital of culture will continue be experienced in the form of starter tasks, let's think lessons, curriculum projects, homework, external opportunities and careers.

How the Art department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities and high quality first teaching for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

How the Art department supports more able pupils

High ability pupils are supported in Art and Design through opportunities for meaningful extension work, 'stretch and challenge' tasks and extensive experimentation of different mediums and through recognising, then supporting exceptional ability in aspects of Art such extensive writing tasks and practical opportunities.

New Knowledge (what we want students to know and understand by the end of each year)

Year 7	Year 8	Year 9
<p>To become critical in analysing and evaluating artwork</p> <p>Development of metacognition skills to foster independence and critical thinking</p> <p>Development of creativity.</p> <p>How to draw simple shapes in 3D</p> <p>How to create tone using shading</p> <p>Different mark making techniques and how to affectively use them i.e. <i>cross hatching, stippling</i></p> <p>Knowledge of The Colour Wheel and how we use it in art</p> <p>Confidently identify primary and secondary colours</p> <p>Know how to mix colours to create secondary colours</p> <p>Know the meaning of <i>complimentary, harmonious, tertiary and colours.</i></p> <p>To use a range of techniques and media, including painting (<i>Acrylic paint</i>)</p> <p>3D Craft and design</p> <p>To analyse and evaluate their own work, and that of others,</p>	<p>Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day- <i>Key knowledge of Day of the Dead</i></p> <p>Be able to discuss cultural development that have been referenced in their projects (Day of the Dead, Bugs and insects, perspective drawing)</p> <p>Be able to use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas.</p> <p>To demonstrate good collaging techniques using different materials.</p> <p>To effectively use tone in drawings</p> <p>To use a range of techniques and media, including painting (<i>Water colour paint</i>)</p> <p>How to effectively blend colours together using <i>colour pencils and oil pastels.</i></p>	<p>Know how to draw facial features confidently</p> <p>How to draw portraits in different styles using different techniques and materials.</p> <p>Be able to use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas.</p> <p>To demonstrate good shading skills</p> <p>To be able to apply mark making to show tone whilst using different materials; Fine liner pen, coloured pencil, oil pastels.</p> <p>Develop skills in ceramics, learning about to create low relief clay tiles.</p> <p>Exploring different tools/equipment to create ceramic art work.</p> <p>Know about artist/designers/ architects/ sculptors from different styles and eras; <i>Tim Burton, Chuck Close, Julian Opie, Alec Monopoly, Banks, Salvador Dali, Redmer</i></p>

<p>in order to strengthen the visual impact or applications of their work</p> <p>To have understanding of artist and art movements</p> <p>To explore a variety of mediums and techniques</p> <p>Explore the design eras and design styles of the past</p> <p>Know about artist/designers/ architects/ sculptors from different styles and eras; <i>Andy Warhol, Roy Lichtenstein, Bridget Riley, Victor Vasarely, Jen Stark, Keith Haring</i></p> <p>Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p> <p>Know the meaning of <i>composition, proportion, primary, secondary, and embellish</i></p>	<p>Create a series of prints using <i>polystyrene print technique</i> inspired by themes of <i>Day of the Dead</i>.</p> <p>To be able to use different materials (tin foil) to create a 3D piece of art</p> <p>How to use composition and proportion effectively when drawing.</p> <p>Know about artist/designers/ architects/ sculptors from different styles and eras; <i>Laura Barbosa, Frida Kahlo, Pablo Picasso, Rosaline Monks, Toshihiko Mitsuya</i>.</p> <p>To have further understanding of artist and art movements</p> <p>To explore a variety of mediums and techniques</p> <p>To become critical in analysing and evaluating artwork</p> <p>Development of metacognition skills to foster independence and critical thinking</p> <p>Development of creativity</p> <p>Confidently voice opinions of artwork</p>	<p><i>Hoekstra, ReChange Tsang, Lorein Stern, Noriko Kuresumi</i>. Know the meaning of <i>stencil, florescent, texture, low-level, kiln, slip, coil, pinch, slab, clay</i>.</p> <p>To explore their own unique identify and figure out ways to express themselves through the use of art materials.</p> <p>How to effectively blend colours together using <i>colour pencils and oil pastels</i>.</p> <p>To be able to transfer the skills of drawing human facial features to drawing animals.</p> <p>To capture the textures using coloured pencil.</p> <p>Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p> <p>Explore careers within the Art and Design Industry</p> <p>To have further understanding of artist and art movements</p> <p>To explore a variety of mediums and techniques</p> <p>To become critical in analysing and evaluating artwork</p> <p>Development of metacognition skills to foster independence and critical thinking</p> <p>Development of creativity</p>
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New Skills

Year 7

The following skills will be developed through three separate projects.

To know how to apply basic skills and techniques.

How to create tone using shading

Different mark making techniques and how to affectively use them i.e. *cross hatching, stippling*

Dry Mediums - Mark Making

Watercolour paint blending and mixing – Basic skills

Colour Theory: Colour pencil blending and mixing, Primary and secondary colours.

Know how to mix colours to create secondary colours

Skills to become critical in analysing and evaluating artwork

Development of metacognition skills to foster independence and critical thinking

Year 8

To develop further knowledge and skills in the following areas.

Tone – Using tone to create form

Exploring Mark Making through wet mediums and patterns

2 Point Perspective drawing

Colour pencil blending and mixing – Tertiary colours

Watercolour paint blending and mixing with drawing techniques applied.

Skills to effectively use tone in drawings
 Skills to use a range of techniques and media, including painting (*Water colour paint*)
 How to effectively blend colours together using *colour pencils and oil pastels*.
 Print making skills developed through the use of textiles materials such as polystyrene.
 The ability to create art out of random objects provided and having the creativity to look passed the original purpose i.e. tin foil collages.
 Perspective Drawing

Year 9

To have outstanding knowledge and skills in the following areas.
 how to draw facial features confidently
 good shading skills
 Tone – Applying tone to create a realistic and unrealistic portraits looking at artist such as Tim Burton.
 Mark Making
 Develop skills in ceramics, learning about to create low relief clay tiles.
 Exploring different tools/equipment to create ceramic art work.
 Water colour blending.
 The ability to mix materials in one art piece.
 To develop artworks outside of their sketchbooks at a larger scale.
 Colour pencil blending and mixing
 Acrylic paint blending and mixing
 To transfer the skills of drawing human facial features to drawing animals

Disciplinary Vocabulary

Expected technical vocabulary is shared with pupils through use of keywords in teaching PowerPoints and pre-printed pupil booklets. The school literacy policy is followed when marking/assessing pupil work and subject-specific spellings are corrected on the front of booklets for future reference/use. There is wall displays in all art rooms prompting students to use a wide range of vocab.

Year 7 expected technical vocabulary/spellings	Year 8 expected technical vocabulary/spellings	Year 9 expected technical vocabulary/spellings
Drawing scale proportion mark making shading Transcription Palette Blending Fauvism Collage Figurative Modern Art Motifs Abstract Composition Abstract Expressionism Arrangement Form Dot Art Still Life Composition Arrangement Primary, Secondary warm cool monochromatic Photography Observation Pablo Picasso Cubism Cubist Blue Period Still Life Analyse Ben-Day dots Symmetrical Mirror image Contrasting parallel line illusion Geometric Wavy	Tone light dark form shade value element contrast monochromatic mark making texture detail description primary secondary tertiary complimentary warm cool monochromatic 1-point perspective horizontal line vanishing point Orthogonal Lines converging line perpendicular vertical line landscape painting post impressionism emotion Texture Smooth Complex	Tone light dark form shade value element contrast monochromatic layers Negative Positive intense Large Small Saturated Tone light dark form shade value element contrast monochromatic mark making texture detail description primary secondary tertiary complimentary horizontal line vanishing point converging line perpendicular vertical line Post impressionism emotion political Ceramics Low Relief Slip Coil Kiln transfer depict florescent bold

Prior Learning and Recall

Prior to year 7, each pupil’s experience of the subject will have varied greatly. The KS3 course in Art is carefully designed to build on and use, the prior knowledge & skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master the basic skills, then build on these to make further progress.

However, by the end of the Early Years Foundation Stage, most children should be able to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history

Examination/Key Assessment

The KS3 course is assessed through testing at the end of each topic and the year. Also, by assessing each pupil's design and practical capabilities, in the same way that the GCSE in this subject assesses several strands to arrive at a holistic judgement of a pupil's individual progress. Pupils are encouraged to self and peer-assess their own work and that of others to help them become more aware of the progress they are making. Additionally, several key pieces of work (progress tasks) are marked in detail at key points in the year. These highlight strengths and weaknesses and suggest ways in which improvements can be made.

Art will do a total of **three practical assessments a year**, one per term

Students will be graded on their final piece

Students will conduct 2 written assessments, at the end of the half term and at the end of the unit. A total of **6 written assessments a year**.

Homework

This is set once a fortnight and is designed to support the work done during lessons. The task will be detailed on **Satchel One** so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work.

Students will be given a home work booklet for each topic they look at in art; Three homework books in total for the year.

How parents can help

- Check **Satchel One** regularly and ensure all work is completed to a good standard.
- Ensure that basic equipment is brought to each lesson. A pen, pencil and ruler are the minimum requirements.
- Encourage the use of the Internet for homework completion and assessment revision. Ensure that your child revises for assessment tests.
- Talk about the Art topics that your child is studying and in the world around them. Encourage the use of the correct Art terms and spellings
- Check that homework tasks are completed to a good standard. Help with any research homework tasks to ensure a good outcome

Year 7 Half term 1 and 2

Skills: Tone, Colour Theory and Mark Making.

Cross Curricular links:

Skills Unit - Developing basic skills from KS2

All skills below will be explored through the theme Still

Life:

Tone

Mark Making

Year 7 Half term 3 and 4

Pop Art

Art History

On the bell and discussion followed up through homework.

Artist Research- Roy Lichtenstein, Andy Warhol, Romero Britto

Year 7 Half term 5 and Half term 6

Op Art

Art History

On the bell and discussion followed up through homework.

Through this unit students will be exposed to op art works by Victor Vasareley, Bridget Riley and Jen Stark. All skills below will be explored in this unit:

<p>Colour Theory Colour Pencil Blending & Mixing Water Colour Painting Collage</p> <p>Art History On the bell and discussion followed up through homework. Through this unit students will be exposed to Still Life works by Hundertwasser, M.C Esher and Leonid Afremov.</p>	<p>Students will also be encouraged to explore a variety of Pop Art Artists independently. Observational studies Primary and Secondary Colour Mixing Collages using mixed media. Pop Art Portraits, creating cartoon portraits of their “heroes/Role models” then developing using Pop Art characteristics they have learnt.</p> <p>Outcomes: Portrait, Lino Printing and Mono Printing.</p>	<p>Mark making Colour blending Colour Theory Application of Acrylic paint One point perspective Drawings skills Tone 3D Sculpting creating an optical illusion cube</p>
<p>Assessment: Half term written assessment End of Unit Assessment- practical and written</p>	<p>Assessment: Half term written assessment End of Unit Assessment- practical and written</p>	<p>Assessment: Half term written assessment End of Unit Assessment- practical and written End of year written test</p>
<p>Year 8 Half term 1 and 2</p>	<p>Year 8 Half term 2 and 4</p>	<p>Year 8 Half term 5 and 6</p>
<p><u>Day of The Dead</u> Art History On the bell and discussion followed up through homework.</p> <p>Frida Kahlo Laura Barbosa Walt Disney Productions</p> <p>This projects students will develop their prior knowledge looking at compositor and proportion drawing. Developing the following skills: Colour Blending Shade- Tone Colour Theory Print Making- Line/polystyrene print Artist Research</p>	<p><u>Bugs and Beasts</u> Art History On the bell and discussion followed up through homework.</p> <p>All skills below will be explored through the theme of Bugs and Insects: Collages Print making Observational Drawings Colour mixing Annotation Mixed media</p>	<p><u>Perspective</u> Art History On the bell and discussion followed up through homework. Patrick Hughes</p> <p>All skills below will be explored through the theme of Perspective: One-Point perspective Drawing Two-point perspective Foreshadowing drawing Designing your own room/comic Photography Collage Mixed Media Tone Colour Blending Annotation</p>

Assessment: Half term written assessment End of Unit Assessment- practical and written	Assessment: Half term written assessment End of Unit Assessment- practical and written	Assessment: Half term written assessment End of Unit Assessment- practical and written End of year written test
Year 9 Half term 1 and 2	Year 9 Half term 3 and 4	Year 9 Half term 5 and 6
<u>Portraits</u> Art History On the bell and discussion followed up through homework. Students will start the unit looking at basic skills in drawing a face. They will then move onto a more detailed drawing in the style of artist Julian Opie and Tim Burton. Portraits Artist: Tim Burton, Julian Opie, Sasha Krasnov Drawing – Profiling Collage Painting Print making Mixed media Students will be provided with opportunities that allow them to develop upon cultural capital and careers.	<u>Surrealism Hybrids</u> Art History On the bell and discussion followed up through homework. Photography will be explored through this unit. Students will develop work both in and out of their sketchbooks. They will develop skills in: Mixed media, collage, water colour paint, tonal drawings and Ed Sculpture. Students will be provided with opportunities that allow them to develop upon cultural capital and careers. Students will be provided with opportunities that allow them to develop upon cultural capital and careers.	<u>Graffiti: Identity</u> Art History On the bell and discussion followed up through homework. This unit will be linked to current exhibitions and events in Liverpool at the time of delivery. Students will be given the opportunity to attend/participate in such cultural opportunities. Zapp Liverpool etc. Students will start the unit looking at different Art works and different forms of graffiti and discuss the following question... Is graffiti considered an art form or vandalism? And what is the difference between the two. Students will develop skills in creating ceramic art; Low relief clay tile. Banksy Jean-Michel Basquiat Keith Haring Mr Brainwash Alec Monopoly D*Face

		Students will be provided with opportunities that allow them to develop upon cultural capital and careers.
Assessment: Half term written assessment End of Unit Assessment- practical and written	Assessment: Half term written assessment End of Unit Assessment- practical and written	Assessment: Half term written assessment End of Unit Assessment- practical and written End of year written test

Year 10/11 GCSE Art, Craft and Design(AQA)

Curriculum overview

The KS4 Units of work reflect on Key stage 4 National Curriculum programmes of study notion that pupils develop skills in order to be able to;

Art, Craft and Design:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

GCSE Art, Craft and Design is a 2 year course. AQA Coursework accounts for 60% of the GCSE grade awarded. The exam is taken in the April of Year 11 and accounts for 40% of the GCSE grade awarded. There is an initial preparation time followed by a timed examination.

You will:

- Be introduced to a range of two dimensional art and design areas, such as; drawing, painting, printmaking and batik.
- Explore and learn about different art and design techniques and processes.
- Be shown how your ideas can be expressed through art and design.
- Discover how other artists and designers work and how they have made a career in art and design.
- create a portfolio of work and gain qualifications that will enable you to progress onto higher level courses or employment

Our GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

- bring together the knowledge, understanding and skills acquired during their course of study
- select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives
- make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:
 - a starting point, stimulus or issue-based concern
 - a design brief or problem requiring a solution
 - a task which specifies an outcome such as an image, artefact or product.

There is synoptic assessment in both components of the GCSE that provides rigour and presents opportunities for students as follows:

In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

How the Art department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities and high quality first teaching for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

Supporting the pupils

Each task is written so they can be differentiated to each pupils needs.

Alternative ways of working are devised so each pupil can be successful within each project.

Strategies for SEND, Disadvantaged pupils, HAPs,MAPs,LAPs:

- 1:1 working
- Seating plans
- Extension tasks to challenge
- Step-by-step resources
- Handouts on the table's not just on interactive board.
- Alternative materials
- Lending of materials when appropriate
- Access to Art room at lunchtimes and after school club.
- Data and info to inform teaching and expected pupil outcomes.
- Literacy help:
- sentence structures, command words

How the Art and Photography department supports more able pupils

High ability pupils are supported in Art and Design through opportunities for meaningful extension work, 'stretch and challenge' tasks and extensive experimentation of different mediums and through recognising, then supporting exceptional ability in aspects of Art such extensive writing tasks and practical opportunities.

New Knowledge (what we want students to know and understand by the end of each year)

Throughout the two-year course students will develop a variety of skills from a variety of Art and Design disciplines such as: Fine Art, Textiles, Photography, Ceramics and Graphic Design whilst taking inspiration from both traditional and contemporary artists, craftsman and designers.

New Skills

Drawing techniques, Photography and Photoshop skills, Fashion and textiles, mixed media and collage, ceramics and critical thinking and evaluating.

Disciplinary Vocabulary

Expected technical vocabulary is shared with pupils through use of keywords in teaching PowerPoints and pre-printed pupil booklets. The school literacy policy is followed when marking/assessing pupil work and subject-specific spellings are corrected on the front of booklets for future reference/use.

KS3 Keywords will be recapped and reinforced throughout the two GCSE course.

Additional words relating to Component 1 will be introduced: names of new artists, skills and techniques.

Prior Learning and Recall

Prior to year 10, each pupil's experience of the subject will have varied greatly. The KS3 course in Art is carefully designed to build on and use, the prior knowledge & skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master the basic skills, then build on these to make further progress. By the end of the KS3, most children should be able to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history

Examination/Key Assessment

Unit 1 - portfolio of work will be assessed throughout the two years and pupils will receive informal and formal assessment reviews as well as regular tutorials and progress reviews.

Unit 2 - is an externally set task with unlimited preparation time, followed by 10 hours of sustained, focused study under exam conditions. Pupils respond to their chosen starting point

Homework

This is set once a fortnight and is designed to support the work done during lessons for Component 1. The task will be detailed on **Satchel One** so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work.

How parents can help

- Check **Satchel One** regularly and ensure all work is completed to a good standard.
- Ensure that basic equipment is brought to each lesson. A pen, pencil and ruler are the minimum requirements.
- Encourage the use of the Internet for homework completion and assessment revision. Ensure that your child revises for assessment tests.
- Talk about the Art topics that your child is studying and in the world around them. Encourage the use of the correct Art terms and spellings
- Check that homework tasks are completed to a good standard. Help with any research homework tasks to ensure a good outcome

Year 12/13 A-LEVEL Art, Craft and Design (AQA)

Curriculum overview

A-Level Art, Craft and Design is a 2 year course. AQA Art and Design Coursework accounts for 60% of the GCSE grade awarded. The exam is taken in the April of Year 13 and accounts for 40% of the GCSE grade awarded. There is an initial preparation time followed by a timed examination.

Component 1: Personal investigation This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

Component 2: Externally set assignment Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as soon as possible after that date.

Art, Craft and Design A-Level:

A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles below.

- Fine Art, Graphic Communication, Textile Design, Three-Dimensional Design, Photography.

How the Art department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities and high quality first teaching for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

Supporting the pupils

Each task is written so they can be differentiated to each pupils needs.

Alternative ways of working are devised so each pupil can be successful within each project.

Strategies for SEND, Disadvantaged pupils, HAPs,MAPs,LAPs:

- 1:1 working
- Seating plans
- Extension tasks to challenge
- Step-by-step resources
- Handouts on the tables not just on interactive board.
- Alternative materials
- Lending of materials when appropriate

- Access to Art room at lunchtimes and after school club.
- Data and info to inform teaching and expected pupil outcomes.
- Literacy help:
- sentence structures, command words

How the Art department supports more able pupils

High ability pupils are supported in Art and Design through opportunities for meaningful extension work, 'stretch and challenge' tasks and extensive experimentation of different mediums and through recognising, then supporting exceptional ability in aspects of Art such as extensive writing tasks and practical opportunities.

New Knowledge (what we want students to know and understand by the end of each year)

Throughout the two-year course students will develop a variety of skills from a variety of Art and Design disciplines such as: Fine Art, Textiles, Photography, Ceramics and Graphic Design whilst taking inspiration from both traditional and contemporary artists, craftsman and designers.

The course requires students to produce a 1000 –3000-word essay, within this essay students will learn how to review artwork and apply this knowledge to their own practice.

New Skills

Drawing techniques, Photography and Photoshop skills, Fashion and textiles, mixed media and collage, ceramics and critical thinking and evaluating.

Disciplinary Vocabulary

Expected technical vocabulary is shared with pupils through use of keywords in teaching PowerPoints and pre-printed pupil booklets. The school literacy policy is followed when marking/assessing pupil work and subject-specific spellings are corrected on the front of booklets for future reference/use.

KS3 and KS5 Keywords will be recapped and reinforced throughout the two GCSE course.

Additional words relating to Component 1 will be introduced: names of new artists, skills and techniques.

Prior Learning and Recall

Prior to the course, each pupil's experience of the subject will have varied greatly. The KS3 course in Art is carefully designed to build on and use, the prior knowledge & skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master the basic skills, then build on these to make further progress. By the end of the KS4, most children should be able to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

Examination/Key Assessment

Unit 1 - portfolio of work will be assessed throughout the two years and pupils will receive informal and formal assessment reviews as well as regular tutorials and progress reviews.

Unit 2 - is an externally set task with unlimited preparation time, followed by 15 hours of sustained, focused study under exam conditions. Pupils respond to their chosen starting point

Homework

This is set once a fortnight and is designed to support the work done during lessons for Component 1. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work.

How parents can help

- Check *Satchel One* regularly and ensure all work is completed to a good standard.
- Ensure that basic equipment is brought to each lesson. A pen, pencil and ruler are the minimum requirements.
- Encourage the use of the Internet for homework completion and assessment revision. Ensure that your child revises for assessment tests.
- Talk about the Art topics that your child is studying and in the world around them. Encourage the use of the correct Art terms and spellings
- Check that homework tasks are completed to a good standard. Help with any research homework tasks to ensure a good outcome
- Encourage the students to get out and explore the city that we live in. This will benefit their learning massively.