



# Department: Art

## Curriculum Intent Statement

### Our Curriculum Vision & Purpose

The departments vision is to encourage expression and creativity through developing a visual language, which explores thoughts, feelings, ideas, cultural and social issues or differences. Pupils will have access to new possibilities and different materials to enable them to express themselves, promoting creative individuality and encouraging risk taking. Our aim is to develop independent, ambitious and curious learners.

### Powerful Knowledge

The skills pupils will develop are drawing from life study and photographs, colour skills, art techniques, both verbal and practical, management of materials and time, and compositional techniques in how an art piece is structured. Pupils are introduced to a variety of creative techniques through making and creating Art. The work is underpinned by Art History tasks and references. The powerful knowledge they will develop are the skills in creative problem solving. The application of knowledge to best select subject matters, materials and techniques, through exploration and refinement. Resilience, through personal development and implementation of ideas; the development of thought, linked with specific areas of study and through outcomes. These are all transferrable skills. We need pupils to know and understand what skills they are acquiring, which is tested through the pupils' 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, 8 and 9 are largely focussed on the teaching of skills/techniques and the development of ideas. By the end of Key Stage 3, pupils 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 and to focus pupils quickly at the start of lessons. Each lesson provides opportunities for pupils to develop their skills and encourages them to think beyond their initial concepts. Each cohort has an independent learning task set as homework which is designed to develop pupils thinking skills, creativity and imagination. Art History is used to help pupils understand the timeline of Art and how other events in History and in current times have affected Artists work over the years. This helps prepare them for more independent learning during the Art GCSE course at Key Stage 4.

At Key Stage 4 (Year 10 & 11), pupils are encouraged to develop their style and preferences further, with the use of learning logs and open-ended tasks/projects. There is workshop based practical tasks throughout the course which explore techniques, materials and skills, along with opportunities for pupils to explore ideas and develop them through to a final piece. By Year 11 pupils work in an Independent and individual way and are encouraged to choose the Art path that is best suited to them, in themes and materials.

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



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

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 learning task – Insect and animal 3D Forms and sculptures. Reusing and recycling materials</p>	<p><b>AO1 – 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 – Recording in all its forms, including written annotation using specific fonts</b></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).



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

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 8 (referenced to topic as appropriate)
<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. 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. Independent home task – Animal Forms and Sculptures, recycling and reusing materials. Artist references: 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>

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).



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

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 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 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 Artwork gives the pupils a unique insight into differences in expression and viewpoints. Developing ideas through into clay and 3dimensional forms.</p> <p>Art History references: Rene Magritte, Salvador Dali, Edvard Munch, Tracy Emin, Lynn Hersham Leeson, Rodin, Anthony Gormley, Giacometti.</p> <p>Independent home task – 3D sculpture puppet task, looking at symbolism and persona.</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>

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).



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

Department: Art

	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>Natural Forms 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 are 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><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>Natural Form unit</b></p> <p>Pupils continue to explore the Natural, organic theme, using Artist link and exploring a wide range of materials, techniques and skills. All work in this unit needs completing by the end of the term.</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>
	Term 3 6 Weeks Max. No. Lessons: 12	<p><b>Urban Environment</b></p> <p>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</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>	<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> </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).



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

Department: Art

		and outcomes. Photography, drawing, textiles and print making will be covered during the development of work.	AO3 – Recording in all its forms and for a purpose	-Explore and refine recording skills in all their forms -Greater understanding in developing ideas and themes
Term 4 7 Weeks Max. No. Lessons:14	<b>Urban Environment continued</b> Pupils will develop their ideas into a final outcome, choosing the appropriate materials and techniques to realise their ideas.		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	-Realising their ideas in a personal outcome that links to their creative journey within this project.
Term 5 4 Weeks Max. No. Lessons: 8	<b>Workshop tasks and Steampunk Project</b> Pupils will explore the theme of Steampunk and produce a range of studies, which could develop into 3d forms. Contextual references to other Artists will also support independent development.			
Term 6 7 Weeks Max. No. Lessons: 14	<b>Steampunk project continued</b> A series of work will be produced along with Artist research. <b>Year 10 Exam</b> Pupils will produce prep work and a final outcome in a 5-hour exam. Themes do change each year and can often link to previous coursework tasks, so pupils are able to extend their ideas in a deeper and more thorough way. <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		AO4 – Producing a personal outcome	- Develop meaningful responses to contextual references and Artist in realising personal intentions.

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).



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

Department: Art

		within their coursework so far for further work and completion will take place.		
<b>Year 11 Scheme Overview</b>	<b>Term / Duration</b>	<b>Topic &amp; Main Content Overview</b>	<b>Assessment Task/Focus &amp; Objectives</b>	<b>Powerful Knowledge for Year 11</b> (referenced to topic as appropriate)
	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>	<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> </ul>
	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 pupil's 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>	<ul style="list-style-type: none"> <li>- Develop meaningful responses to contextual references and Artist in realising personal intentions.</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).



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2021-23

Department: Art

<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>		

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).