



KS3 Curriculum Overview- Art year 7 and 8

Year 7	Year 8
<p style="text-align: center;"><u>Art Intent</u></p> <p>Art intends for students to learn and develop knowledge and skills within ART, taking into account the National Curriculum. Emerging from a pandemic we adapt elements of our programmes of study to take account of our local context and the fact that students may have lost confidence in creating and working practically. We believe ART will make a difference to who our students are, and who they will become, both personally and professionally. The overarching concepts for Art and Design at Oldbury Academy are: developing practical skills, developing Ideas and techniques, problem solving, critical and contextual understanding and collaboration. We intend for our curriculum to give students the ability, in terms of knowledge and skills, high quality examination results, ENRICHED experiences BOTH IN LESSONS and beyond, to make a positive contribution to society.</p> <p>Our Arts Team create ENRICHED learning experiences and intend for students to develop both creative and character skills: leadership, organisation, resilience, initiative and communication. We ensure there are multiple opportunities for students to develop these skills within our curriculum.</p>	
<p>Curriculum Recovery Statement: In light of the CoronaVirus pandemic and lock down we have put in place the following measures to supplement our curriculum. We are very aware that many year pupils will have missed parts of their art education in primary school and that art provision will have varied..</p> <p>Many of the basic key art skills taught at primary school will be revisited during year 7 to ensure pupils are not disadvantaged by school closures and are able to catch up and meet the expected National Curriculum standards. Homework has been created that address and support both the year 6 and 7 art curriculum and will be used to supplement classroom teaching.</p>	<p>Curriculum Recovery Statement: In light of the CoronaVirus pandemic and lock down we have put in place the following measures to supplement our curriculum. We are very aware that many year 8 pupils will have missed parts of their art education and that art provision will have varied.</p> <p>Many of the basic key art skills taught will be revisited during year 7 to ensure pupils are not disadvantaged by school closures and are able to catch up and meet the expected National Curriculum standards. Homework has been created that address and support both the year 6 and 7 art curriculum and will be used to supplement classroom teaching.</p>
<p>Curriculum intent:</p> <p>The intent of the year 7 curriculum is to support students in their transition from primary school and to help them begin to develop and explore knowledge and skills within the field of art, craft and design. The work takes into account the expectations and standards of the</p>	<p>Curriculum intent:</p> <p>The intent of the year 8 curriculum is to further develop the key practical skills required in art, craft and design in preparation for GCSE and beyond but also to introduce pupils to art of non-western cultures, female artists and contemporary art.(SMSC)</p>

National Curriculum at KS2 and how that transfers and is built upon in KS3.

The programme of study begins by looking at art in a general sense around the world but will also take into account the local context within a child's own personal environment and experiences (SMSC). Students will be introduced to art history and its relevance in today's society whilst learning about the formal elements and the role of these building blocks in their practical work. There is a major focus on learning and refining the basic skills to enable pupils to focus on developing ideas, problem solving and critical and contextual understanding later on in year 8 and 9 (LORIC). Homework will support the learning in every lesson and will help pupils with organisation, initiative and communication skills. (LORIC)

The formal elements.

Students will be introduced to the formal elements- line, tone, shape form, colour, pattern, texture and composition. This will include looking at the work of artists and designers as well as practical exploration of each theme.

Skills

AO1: Demonstrating **critical understanding of sources** – each formal element will be taught with reference to the work of artists/designers so pupils can **describe** the work of others and make connections to their own work.

AO2: **Selecting and experimenting with appropriate media, materials, techniques and processes** – students will work in a range of media in order to broaden and develop their practical skills. These will include; pencil, pen, water colour paint, collage, pastels, charcoal, chalk, oil pastels, cardboard relief.

AO3: **Record ideas and observations**- there will be a strong focus on drawing and recording with skill and accuracy.

AO4: **Personal response** - students will be encouraged to develop their own ideas using the knowledge gained on formal elements.

The booklet helps pupils begin to explore the role of art in different societies and learn the difference between art, craft and design. This will also help to initiate and prompt discussions for some of our pupils, about which path they may wish to take in a future art based career.

The art history learned in year 7 will be given context with a closer look at how abstraction took place and the importance of modern art in today's society, our local environment and the future lives and careers of our students (SMSC). There will be a stronger focus in year 8 on problem solving, developing ideas and critical thinking which are the gateway to achieving high grades at GCSE (LORIC). The role of homework which links to and supports every lesson, will be pivotal in supporting our student's ability to succeed in these areas. Together the classwork and homework in the year 8 curriculum will engage our pupils in the art which is all around us, enable and encourage our pupils to be resilient, use their initiative, develop good communication skills and be better organised. (LORIC)

Art, culture and links to abstraction.

Students will build upon and develop their skills using the formal elements whilst learning about the art of two non-Western cultures and the beginnings of abstraction (Cubism) in the twentieth century.

Skills

AO1: **Demonstrating critical understanding of sources**- Art work from non-Western cultures will be **explored**, allowing students to understand and **investigate** how art is linked to time, people, events and places.

AO2: **Selecting and experimenting with appropriate media, materials, techniques and processes**- Students will work in a range of media in order to build upon the skills and processes learnt in year 7 and develop new ones.

AO3: **Record ideas and observations**- There will be set tasks that enable students to focus on drawing skills.

Literacy skills are developed through teaching and reinforcing key vocabulary and its correct use in written and oral work. There will be a focus on reading and research both in lesson and at home in order to support understanding of key themes and analysis of art work.



KS3 Curriculum Overview- Art year 7 and 8

	<p>Literacy skills are developed through teaching and reinforcing key vocabulary and its correct use in written and oral work. There will be a focus on reading and research both in lesson and at home in order to support understanding of key themes and analysis of art work.</p>	
	<p>Assessments</p> <ol style="list-style-type: none"> 1. Verbal formative feedback each lesson 2. Peer assessment 3. Self-assessment 4. Teacher written feedback minimum once every half term. 5. Data entry DS1/DS2 	<p>Assessments</p> <ol style="list-style-type: none"> 1. Verbal formative feedback each lesson 2. Peer assessment 3. Self-assessment 4. Teacher written feedback minimum once every half term 5. Data entry DS1/DS2
<p>Half term 1</p>	<p>Overview</p> <p>First half term: Transition work. Baseline test to establish level of skill and understanding. Line and tone. Second half term: form and shape Third half term: colour, pattern and texture</p>	<p>Overview</p> <p>First half term: Baseline test to establish level of skill and understanding. African Art and Cubism. Second half term: Cubism continued, art of South America Third half term: South American art continued and the art of Frida Kahlo, Diego Rivera and Beatriz Milhazes.</p>
	<p>CONTENT</p> <p>First half term: Line and tone Introduction to the 'formal elements'. What are they? Discussion about a piece of art work and literacy task. (LIT/ORACY) Introduction to line- literacy activity - record notes in sketchbook. Art history- a visual exploration and discussion of 'line' in the work of artists from prehistoric time to present day (LIT/RR). Continuous line activity. Detailed line observational study of an insect. Exploration of tone, values scale, work in pencil and pen Art history- a visual exploration and discussion of 'tone' in the work of artists. Literacy-record notes in sketchbook /self evaluation.(LORIC) Observational study of an insect using tone. (LIT)</p>	<p>Skills</p> <p>First half term: African Art and Cubism. A01: Introduction to African art and masks- cultural references and identification of key themes and ideas (SMSC). Artist copies and written work. (LIT) Explain the link of African art to the work of Picasso and Cubism and the birth of 'Abstraction' A02- Experimenting with media- exploring the use of line, mark-making, shape and texture in African art and Cubism. Investigate the application of tone and colour in Cubism.(LORIC) A03: Drawing and recording skills- accuracy, control and scale.</p> <p>Second half term: Cubism continued and art of South America.</p>

Half term 2

CONTENT

Second half term: **shape and colour**

Exploration of shape -

Reading and **literacy** activities on the use of shape in artists' work. Complete a collage using geometric and organic shapes of an insect using magazine images.

Exploration of colour

Reading and literacy activities on the use of colour in artists' work. Introduction to colour theory, primary and secondary colours, colour wheel, complimentary colours. Painting techniques. Complete an observational study of an insect in oil pastel showing colour, texture and tone.

CONTENT

Third half term: **pattern and idea development /form**

Exploration of pattern -

Reading and literacy activities on the use of pattern in artists and designers work from different times and cultures (**SMSC**).

Investigate pattern techniques.

Produce a mixed media mandala design using all formal elements and a range of media explored throughout the course. (**LORIC**)

Literacy skills are developed through reading in class activities and research homework tasks, written analysis of artists work and self and peer assessment.

Students will be offered the opportunity to explore form in more depth in a weekly after school club this half term.

A01: Critical understanding of sources- exploration of the art of a non-Western culture and its links to its **social, moral and spiritual values (SMSC/LIT/RR)**.

Look at the importance of Folk art in Mexican and Brazilian culture.

A02: **Selecting and experimenting with appropriate media**- introduction of 3-D media. (**LORIC**)

A03- **Record observations**- focus on pattern, repetition and symmetry.

Third half term: **South American art.**

A01: Research artists who use their artistic heritage to convey a **social message**- Frida Khalo and Diego Rivera and he role of Brazilian culture in the work of Beatriz Milhazes (**LIT/RR/SMSC**).

A02: **Experimenting with media**- painting, collage, oil-pastel and ICT.

A03: **Recording from primary sources** with accuracy- flowers.

Literacy skills are developed through reading in class activities, research homework tasks, analysis of artists work and self and peer assessment.

Half term 3



KS3 Curriculum Overview- Art year 7 and 8

	Assessments <ol style="list-style-type: none">1. Verbal formative feedback each lesson2. Peer assessment3. Self-assessment4. Teacher written feedback minimum of once every half term5. Data entry at DS1/2/3	Assessments <ol style="list-style-type: none">1. Verbal formative feedback each lesson2. Peer assessment3. Self-assessment4. Teacher written feedback minimum of once every half term5. Data entry at DS1/2/3
Summer		

KS3 Curriculum Overview- Art year 9

Year 9 Projects can be delivered in any order

PROJECT 1 IDENTITY

PROJECT 2 ANIMAL

(18 week project)

Art Intent

Art intends for students to learn and develop knowledge and skills within ART, taking into account the National Curriculum. Emerging from a pandemic, we adapt elements of our programmes of study to take account of our local context and the fact that **students may have lost confidence in creating and working practically**. We believe ART will make a difference to who our students are, and who they will become, both personally and professionally. The overarching concepts for Art and Design at Oldbury Academy are developing practical skills, developing Ideas and techniques, problem solving, critical and contextual understanding and collaboration. We intend for our curriculum to give students the ability, in terms of knowledge and skills, high quality examination results, **ENRICHED** experiences **BOTH IN LESSONS and beyond**, to make a positive contribution to society.

Our Arts Team **create ENRICHED** learning experiences and intend for students to develop both creative and character skills: leadership, organisation, resilience, initiative and communication. We ensure there are multiple opportunities for students to develop these skills within our curriculum.

Curriculum Recovery Statement: During the academic years 19/21 students completed their art learning journey but unfortunately due to the Coronavirus pandemic not in the depth that we would have liked. This will have had an impact on the progress of our students to this date. In the last year we have found students confidence in practical to be lacking. Our curriculum has been designed to deliver a broad curriculum content, which builds upon skills and knowledge over time. Skills and knowledge are repeated over time with added complexity. Where school closures will have impacted upon our students' learning journey, they will still experience a broad curriculum where learning will support ALL learners. Our challenge outcomes and expectations will **REMAIN** as ambitious as if schools had not closed.

KS3 Curriculum Overview- Art year 9

PROJECT: - 'IDENTITY' will build upon knowledge and skills from Y7 and Y8. All y9 teachers will follow the same programme to enhance planning opportunities. Although the curriculum will deliver the same knowledge and skills to our learners, it is also vital that we work with the interests of our students and specialisms of teachers. Towards the end of the project I suggest developing outcomes with particular artists however if teachers wish to use their choice, this is fine as long as the materials expected are used.

The intent of these projects is to support students in learning to develop knowledge and skills within ART, Design and the Craft world, This programme of study takes into account both our local context and further afield. We aim to encourage students to appreciate a wide variety of art forms. Students will frequently discuss local artists as well as investigating how art is placed within our society, both locally and worldwide. The project will be started with **WHY TEACH ART**, to develop student awareness of the richness of this subject, skills, socially, emotionally, spiritually, as well as developing skills to benefit career prospects. We will also share **ARTIST OF THE TERM. These artists are ALL LOCAL**, showing students what they can aspire to. We aim for students to be able to access the world of art and understand how lessons will develop skills and knowledge to prepare them for life beyond school. Both projects encourage discussion and debate; we look at social issues and raise awareness of how art has affected upon society. **LORIC: leadership, organisation, resilience, initiative and communication skills** are embedded within student learning experiences. We aim to provide **ENRICHED** lessons through inspiring students and enriching their daily education with ART.

Overview

IDENTITY fine art mixed media experimentation focus. Students will continue to develop recording skills and further investigate how fine art, craft and design can be used to **express ideas and opinions surrounding IDENTITY. Within KS3, students have touched upon portraits and the skills- knowledge around portraiture. This project will build upon these skills and knowledge, stretching students' ability to develop both their skills and ability to develop ideas and use of materials to express their own individual concepts around IDENTITY.** Students will explore the styles and techniques of artists who use accessible materials, artists that students will relate to. Street artists such as Banksy and a range of Collage-Montage artists. Students will consider the difference between Portrait and IDENTITY, they will research and experiment with visual symbolism in a range of materials, and ICT. They should understand the process of idea development from initial starting points to production of a final piece and how to express themselves through manipulation and application of a variety of techniques and media. They will recognise the importance of refinement in order to produce a high quality fine art final piece. Students will be given the opportunity to take risks, experiment and master the skills being developed.

This will be a more **sustained investigation in preparation for GCSE work. The lengthened project will have outcomes using paint as we have found a lack of practise due to previous remote learning.**

"All graffiti is low-level dissent, but stencils have an extra history. They've been used to start revolutions and to stop wars" **Banksy**

STUDENTS WILL READ, RESEARCH AND DISCUSS ART, CONCEPT, PRACTICAL AND JOURNEY AS REGULAR PRACTISE.....

Students will consider their place within society as an individual; we will research how artists from a variety of backgrounds have used art to create both messages, statements that can reflect a wide range of opinions- themes.

Students will be encouraged to explore 'street art' and debate whether this is Art or Vandalism. What impact does Graffiti have on our local area? Students will build upon their knowledge of artists, including artists who may have not had privileged backgrounds. We want students to see art as accessible to all. Mind Mapping.

KS3 Curriculum Overview- Art year 9

Students will **record observations of themselves and adapt images** to incorporate their identity. There will be opportunity for students to experiment with Media and materials in designing fictional characters in Montage, at this point students will be encouraged to explore their imagination and risk taking images without being restricted by observational concepts. Drawing, using materials and collage of images.

A range of artists, using recycled, accessible materials, will inspire students, students will develop their **critical understanding of sources** – research and investigate the work of artists/designers and theme will continue to broaden their knowledge and understanding enabling pupils to thoughtfully **describe and analyse** the work of others and make discriminating connections with their own work. Investigate the work of artists, develop understanding and opinions of the art work.

Students have now developed their skill level and knowledge to enable them to start developing their own ideas. Students will further investigate how craft and design can be used to **express ideas and opinions about IDENTITY**. They will explore the styles and techniques of their chosen contemporary Collage-Montage Street artists. They should understand the process of idea development from initial starting points to production of a final piece and how to express themselves through manipulation and application of a variety of techniques and media. They will recognise the importance of refinement in order to produce a high quality fine art final piece. This will be a more **sustained investigation in preparation for GCSE work**. Students will be taught how **to select and experiment with appropriate media, materials, techniques and processes**, students will design range of outcomes. Develop ideas using a wide range of materials.

Finally, students will create a VERY **personal response** inspired by not only their critical investigations, but also their own IDENTITY. Create a final piece based on Identity.

Teachers will provide home learning fortnightly which will link directly to student learning. All work will be accessible on SMHW.

Skills

AO1: Demonstrating **critical understanding of sources** – research and investigation into the work of artists/designers and themes will continue to broaden their knowledge and understanding enabling pupils to thoughtfully **describe and analyse** the work of others and make discriminating connections with their own work.

AO2: **Selecting and experimenting with appropriate media, materials, techniques and processes** – students will work in a range of media in order to broaden and develop their practical skills, use media with expression and purpose and use composition effectively to communicate ideas.

AO3: **Record ideas and observations**- there will be a strong focus on further developing drawing skills and recording with skill and accuracy.

AO4: **Produce a personal response based on the theme.**

Literacy skills are developed through teaching the correct use of key vocabulary, reading, written analysis of artists work, research on theme and artists, annotating ideas, peer and self-assessment. The art room is a **dialogue rich environment** where students are encouraged to develop **ORACY skills**.

KS3 Curriculum Overview- Art year 9

Students will be expected to read in lessons, from LO's to information given regarding the work. Teacher and students will read, giving emphasis on the understanding of words. **Reciprocal reading will be frequent.** **Literacy** support materials to be used where needed.
LORIC - LORIC skills will be embedded throughout this this project- LORIC posters are in all rooms and students will link learning and skills to this frequently.

ENDANGERED ANIMALS

This 2nd project will have a research and recording focus. Students will research and evidence their understanding of how art from **different eras and cultures** uses animals as inspiration for works of beauty and to voice a political message. (Highly relevant since the Australian fires of 2020) They will specifically focus on art from different cultures as well as contemporary western artists, craftspeople and designers. They will learn a range of skills which will enable a 3D final outcome which will allow them to articulate the impact this theme has on themselves and others. Students should produce observational studies of animals in line, tone and colour and experiment with a range 3-D media.

Students should express an **appreciation for and the importance of the natural world through their responses and investigation of issues affecting our environment /endangerment of species.**

Students will further their work through idea developing. Students will continue to develop recording skills and further investigate how fine art, craft and design can be used to **express ideas and opinions about the issue of endangered animals, the impact that we have upon animals across the world.**

Confectionery bought in Asda Oldbury contains Palm Oil, as just one example. They will explore the styles and techniques of contemporary fine artists, craftspeople and designers including; Patrick Cabral and Tom Frost. Using their research and experiments, they will develop composition ideas for a fine art final response in both 2D and 3D media. They should understand the process of idea development from initial starting points to production of a final piece and how to express themselves through manipulation and application of a variety of techniques and media. They will recognise the importance of refinement in order to produce a high quality fine art final piece

This will be a more **sustained investigation in preparation for GCSE work.**

1. Students will consider the artist's role within society; we will research how artists from a variety of backgrounds have used art to create both messages, statements and objects of beauty that relate to the theme of animals.
2. Students will be encouraged to explore art as a celebration of the beauty of animals and also a way to show the message of endangered animals. What impact does art have on our personal views? Students will build upon their knowledge of artists and their response to this theme. Mind Mapping.
3. Students will **record observations of animals and their skin and eyes.** There will be opportunity for students to experiment with 2D media and materials and explore the formal elements. They will explore a range of 3D media and cardboard relief techniques.

Project 2

KS3 Curriculum Overview- Art year 9

4. A range of artists and cultures will inspire students and will develop their **critical understanding of sources** – research and investigate the work of artists/designers and the theme. They will continue to broaden their knowledge and understanding enabling pupils to thoughtfully **describe and analyse** the work of others and make discriminating connections with their own work. Investigate the work of artists, develop understanding and opinions of the art work.

In this 2nd project, students will further develop their skill level and knowledge to enable them to start developing their own ideas. Students will further investigate how craft and design can be used to **express ideas and opinions about ENDANGERED ANIMALS**. They will explore the styles and techniques of the 2 artists. They should understand the process of idea development from initial starting points to production of a final piece and how to express themselves through manipulation and application of a variety of techniques and media. They will recognise the importance of refinement in order to produce a high quality fine art final piece. This will be a more **sustained investigation in preparation for GCSE work**. Students will be taught how **to select and experiment with appropriate media, materials, techniques and processes**, students will design a range of outcomes. Develop ideas using a wide range of materials.

Finally, students will create a VERY **personal response** inspired by not only their critical investigations, but also their own opinions on Endangered animals. Create a final piece based on the theme.

Literacy skills are developed through teaching the correct use of key vocabulary, reading, written analysis of artists work, research on theme and artists, annotating ideas, peer and self-assessment. The art room is a **dialogue rich environment** where students are encouraged to develop **ORACY skills**. Students will be expected to read in lessons, from LO's to information giver regarding the work. Teacher and students will read, giving emphasis on the understanding of words. **Reciprocal reading will be frequent**. **Literacy** support materials to be used where needed.
LORIC - LORIC skills will be embedded throughout this this project- LORIC posters are in all rooms and students will link learning and skills to this frequently.



KS4 Curriculum Overview- Art GCSE

Year 10	Year 11
<p>The intent of this project is to support students in learning to develop knowledge and skills within ART, Design and the Craft world. This programme of study turns the student into the ARTIST as they create an ABSTRACT starting point. This makes art accessible to the student. Students will frequently discuss local artists as well as investigating how art is placed within our society, both locally and world-wide. We aim for students to be able to access the world of art and understand how lessons will develop skills and knowledge to prepare them for life beyond school. LORIC : leadership, organisation, resilience, initiative and communication skills are embedded within student learning experiences.</p> <p>The two projects can be taught as 1 major project and 1 part project. This will be delivered at the teachers discretion.</p>	<p>The intent of this project is to support students in learning to develop knowledge and skills within ART, Design and the Craft world, This programme of study takes into account both our local context and further afield. Students will be exposed to expressive art forms which deliver a message or a theme. Students will look at their own beliefs, life, location, likes or dislikes and create their own message within this project. Students will frequently discuss local artists as well as investigating how art is not only placed within our society both locally and world-wide (assemblage artists from the black country to America), but the impact art has upon the observer . We aim for students to be able to access the world of art and understand how lessons will develop skills and knowledge to prepare them for life beyond school. This project encourages discussion and debate, we look at ANY THEME deemed personal or of INTEREST to students. Themes can include social issues and raise awareness of how art has impacted upon society, beliefs, likes, loves, hates or just a theme such as portrait...</p>

Art Intent Art intends for students to learn and develop knowledge and skills within ART, taking into account the National Curriculum. Emerging from a pandemic, we adapt elements of our programmes of study to take account of our local context and the fact that **students may have lost confidence in creating and working practically**. We believe ART will make a difference to who our students are, and who they will become, both personally and professionally. The overarching concepts for Art and Design at Oldbury Academy are developing practical skills, developing Ideas and techniques, problem solving, critical and contextual understanding and collaboration. We intend for our curriculum to give students the ability, in terms of knowledge and skills, high quality examination results, **ENRICHED** experiences **BOTH IN LESSONS and beyond**, to make a positive contribution to society.

Our Arts Team **create ENRICHED** learning experiences and intend for students to develop both creative and character skills: leadership, organisation, resilience, initiative and communication. We ensure there are multiple opportunities for students to develop these skills within our curriculum.



KS4 Curriculum Overview- Art GCSE

Curriculum Recovery Statement: In response to the school closures, the 20/21 curriculum has been adapted to ensure pupils are not at a disadvantage. Abstraction enables students to build confidence rapidly in using materials. By Unit 2 students will be familiar with the AO's at this point. We will ask students to develop on a theme. Potential themes will be Animal- Pandemic- Virus Animal Abuse- Wet Markets-Bush Fires-Extinction-Environment- identity, object, loves, hates.....anything deemed personal to students, to encourage expressive working as artists do. This will ensure that students do not miss any important developmental work, IDEA development and the growth of personal expression is a vital part of Art and Design. Students will be given the opportunity to reflect upon the Covid 19 pandemic if they wish. Our curriculum has been designed to deliver a broad curriculum content, which builds upon skills and knowledge over time. Skills and knowledge are repeated over time with added complexity.

WE HAVE FOUND THAT DIFFERENT GROUPS RESPOND TO PROJECTS DIFFERENTLY, THEREFOR PROJECTS may be cut shorter, but this will be managed by JP LW2. IF one group responds brilliantly to the ABSTRACT UNIT IT MAY BE THE MAIN UNIT AND VICE VERSA.

Autumn

Overview

ABSTRACT CONCEPTS

Students will begin an in depth project on this theme. This will involve; artists' research, recording observations in both written and practical forms and experimenting with media and techniques.

Previous KS3work introduced basic abstraction, this project will build upon these skills and knowledge of abstraction- introducing concepts, shape and forms to create non representative art.

Students will build upon their previous learning and consider how **LINE, SHAPE, FORM, COLOUR, CONCEPTS** can IMPACT upon an observer. **ABSTRACT** art can impact upon us psychologically; enhance our mood, feelings, environment and more...

Skills

AO1: Develop ideas through investigations, demonstrating critical understanding of sources – **artists research and analysis, research on theme.**

AO3: Record ideas, observations and insights relevant to intentions as work progresses – **abstract forms studies, artists copies and ideas**

Overview

Art With a Message **initial ideas – Assemblage- developed ideas – final piece ideas through experimentation with media/techniques and processes. We have adapted this unit to encourage more first-hand observation.**

: Art With a Message Project

Students will begin a project on this theme. personal, political or express a belief. This could include: Pandemic- Animal abuse- Animal Markets- message through a dream- a personal story- symbols of a time.

This will involve **artists' research, recording observations in both written and practical forms and experimenting with media and techniques.**

Completion of **Art with a Message Teacher directed to maximise upon portfolio success. Improve coursework portfolio until end of term.(Both projects)**

Where students need more of one AO, the teacher will direct appropriately.

Skills

A04 – **present a personal and meaningful response that realises intentions and demonstrates understanding of visual language- students should complete a highly skilful and confident final piece that evidences the process of idea development and makes connections with the artists studied.**

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes – follow the process of initial idea development using Photography/ ICT/collage techniques modification and refinement through to draw developed ideas. Experiment with media and techniques to produce a final idea.

A04 – present a personal and meaningful response that realises intentions and demonstrates understanding of visual language- students should complete a highly skilful and confident STARTING POINT that makes connections with the artists studied.

Literacy skills are developed through independent research, written analysis of artists work, annotation of own ideas and self-review/assessment.

ORACY Students will experience a dialogue rich environment, where discussion is promoted.

Students read actively and research artists, work is annotated and support materials given.

Assessments

1. Verbal formative feedback each lesson
2. Peer assessment
3. Self assessment
4. Teacher written feedback on learning journey PLC
5. Formal moderation data entry at end of term

Grades entered on Art assessment tracker

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

Literacy skills are developed through independent research, written analysis of artists work, annotation of own ideas and self review/assessment.

Assessments

1. Verbal formative feedback each lesson
2. Peer assessment
3. Self assessment
4. Teacher written feedback every 2 weeks on PLC
5. Formal data entry at end of term
6. Final coursework moderation/ assessment-December.

Grades entered on Art assessment tracker

Spring

Overview

First half term : Development of **ABSTRACT Concepts**

Overview

Students issued with GCSE exam paper first week in January

Students choose theme, brainstorm ideas, collect artists research and research on theme, analyse imagery and artists work, develop ideas and media experiments and record a personal response during a controlled test of 10 hours at the end of March.

Students use remaining time until the start of May to refine coursework portfolio.



KS4 Curriculum Overview- Art GCSE

Skills

First half term:

A04 – present a personal and meaningful response that realises intentions and demonstrates understanding of visual language – students should complete a highly skilful and confident final piece that evidences the process of idea development and makes connections with the artists studied students will be encouraged to specialise from a choice of materials, both in 2D and 3D.

Second half term: Art With A Message- Personal them (mental health, politics, world issues, local issues, poverty, crime, pandemic)

A01: Develop ideas through investigations, demonstrating critical understanding of sources- artists research and analysis, research on theme.

A03: Record ideas, observations and insights relevant to intentions as work progresses -studies on theme, artists copies and ideas

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes-follow process of initial portrait idea development using ICT/collage techniques modification and refinement through to draw developed ideas. Experiment with media and techniques to produce a final idea

Literacy skills are developed through independent research, written analysis of artists work, annotation of own ideas and self review/assessment.

Assessments

1. Verbal formative feedback each lesson
2. Peer assessment
3. Self assessment
4. Teacher written feedback every 2 weeks on PLC
5. Formal moderation/ data entry at end of term

Project 1 to be completed by Feb half term – formally assessed week before. Grades entered on Art tracker.

Skills

A03: Record ideas, observations and insights relevant to intentions as work progresses.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

Literacy skills are developed through independent research, written analysis of artists work, annotation of own ideas and self review/assessment.

A04 – present a personal and meaningful response that realises intentions and demonstrates understanding of visual language- students should complete a highly skilful and confident final piece that evidences the process of idea development and makes connections with the artists studied.

Assessments

1. Verbal formative feedback each lesson
2. Peer assessment
3. Self-assessment
4. Teacher written feedback every 2 weeks on PLC

End of March – 10 hour exam

3 day off timetable for final assessment of exam and coursework portfolio/moderation -first week in May

Grades to be sent to AQA by 31 May



KS4 Curriculum Overview- Art GCSE

Summer

Overview

Completion Of Abstract Concepts project

Skills

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A04 – present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Literacy skills are developed through independent research, written analysis of artists work, annotation of own ideas and self review/assessment.

Assessments

1. Verbal formative feedback each lesson
2. Peer assessment
3. Self assessment
4. Teacher written feedback every 2 weeks on PLC
5. Formal data entry at end of term

Students will revise in lesson time until they are released on study leave.