

Art – Key Stage 3

Intent:

We aim to create the very best Artist, Designers and Photographers. We challenge students to think, act and speak like Artists. We do this by teaching students to become visually literate, so they can read, interpret and find deep meaning in the “World of Art” around them. We provide students with a hands-on practical experience whereby they can be introduced to genres, materials and techniques, practice them and in time develop their own artistic passions.

We increase the cultural capital of our students by immersing them in Art and Design by artists, sculptors, designers and photographers from a wide spectrum of multi-cultural, socio-economic and historical backgrounds. We open students’ eyes to the work from different genders, ethnicities and beliefs and investigate barriers the artists have had to break down to bring their art to the world. We give students the means to engage in conversation, share opinions and demonstrate high levels of skill in their areas of study, and prepare them for higher study later in life.

Artists past and present are explored and investigated to introduce students to techniques they can test, practice and master over the three years of KS3.

Implementation:

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In Y9 Pre-GCSE has the continued development of knowledge, skills and techniques as its focus. Student choice of relevant artist, medium and techniques becomes the norm. This acts to further engage students further with the increased sense of ownership of their artistic journey.

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	Pop Art	-Sketching and mark making -Sketching / adding tone techniques -The history of Pop Art - Artist study research - Mono printing	-The use of tone in pencil work - Knowledge of artists and key works	Time Travelling!!	1990's – A study in pencil of the work of Tim Burton 1960's – Rhythm and Pattern	-artists study - Pencil work – especially looking at shape and tone. -using sketchbook to present the Art and show the journey of their learning -Non negotiable skills of oil pastel, Acrylic pain and fabric painting to create different styles of pattern	All about me	Present a page to introduce themselves!	Photos, sketches, memories
							Skills Test	Acrylic Pencil Watercolours Oil pastels	Recreate a series of challenging focused practical tasks. Present the work and evaluate
							The History of art timeline	Students investigate Genres and artists from Di Vinci to Hirst Choice of 3 genres to recreate and evaluate – each in a different material	ICT based Art History Research Begin to understand what they like in Art, how they enjoy it, how it makes them feel
Term 2	3D Art	Onomatopoeic words! Introduction to 3D Art Designing and making into 3D models using card and Modroc.	-Using own Creativity to produce an original piece Mod roc, acrylic paint	Delicious Desserts 1970's	A study of the work of Wayne Thiebaud	-extending the oil pastel work into artist recreation and an inspired by piece. CLAY – cookies !	LS Loury	Artist study, recreate and inspired by.	Use of pencil – blending and mark making techniques. Add watercolour.
							Mini Project: Water	Mind Maps Visual Mind maps Creative drawings Hockney study	Produce an Impact piece And a creative collage piece

Term 3

Illustrative Art

- Colour wheel theory
- Artist study Jon Burgerman
- Introduction to watercolour
- Introduction to use of oil pastels
- How food is packaged to catch the eye

- Recreation and evaluation of famous art
- Create own A2 piece
- Create 3D food packaging designs

Vincent Van Gough

A study of the Artist and his classical way of using mark making to draw

An independent research project about the life and art of VVG

Testing mark making techniques

Project 2: Time

Use photography to produce Art around the theme of Time.

- create a knowledge organiser of the key terms
- be creative and develop an original mixed media final piece for the Gallery.

Art – Key Stage 4

Intent: At KS4 students, now equipped with solid foundations of the tools for success in our creative subjects are given the opportunity to choose to study one of the following Art and Design Specifications:

Fine Art

3-Dimensional Design

Within these learning contexts we promote the role of Art and Design in the Creative Industries world of work and show the impact they have on the economy and exciting future learning and career opportunities to be had.

Implementation:

Students are guided in a bespoke fashion to build portfolios of their work and to talk with pride about their favourite pieces. They learn where their strengths lie and are encouraged to take risks that may or may not pay dividends, but with resilience will always move them forward as young artists.

Within these learning contexts, we promote the role of Art and Design in the creative industries world of work and show the impact that they have on the economy. We also show exciting future learning and careers opportunities that are available.

Term	Year 10/11 – One Year GCSE - FINE ART		
	Topic	Knowledge	Skills/Assessment
Term 1	PORTFOLIO. 60% Of Final Grade	Students will be introduced to on all the key aspects of a main project and produce – artist study, recreation, and development into an original inspired by piece.	<ul style="list-style-type: none"> - At this stage artists study should be in depth and discuss thought processes and techniques used. - The use of different materials is expected to be demonstrated. Including pencil work, watercolour, pastels, acrylic etc. With a final piece that has impact. - Introduction to GCSE Assessment which is continuous throughout the course.
	Mini Project A2 Board Theme: Modern Abstract	Artist choice is students led from: Thiabaud, Jeanguneat, Fedro, Zellor, O’Keefe, Kandinsky	

<p>Sketchbook Project. -present a personal and meaningful response.</p>	<p>Students build on portfolio skills and choose from a range of titles for their main project.</p> <p>Eg: A moment in time. Natural Forms. Art and Words. Mechanisms, Places and Spaces, Entwined</p> <p>Students will demonstrate deeper thinking into a theme, study artists, choose primary sources and experiment with creative ways to develop a final outcome.</p>	<ul style="list-style-type: none"> - There are 4 assessment objectives that must be covered .. - Developing ideas through investigation (artist study, inspiration work) - Refining work through exploration (testing media, taking risks) - Recording of ideas as work develops (mind maps, primary source work, pencil drawings – sketches and thoughts) 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p>	<p>Development of Final Piece</p> <p>EXAM Prep 40% of final grade Externally set project</p>	<p>Time will be spent planning and producing an ambitious final piece.</p> <p>Using the skills gained in the first two projects students will be guided to select an exam board set question that will suit their artistic strengths and interests – and provide a Purposeful and Meaningful response. The structure of the portfolio is:</p> <ul style="list-style-type: none"> - Investigate suggested artists - Recreate and innovate in their style - Test and take risks with ideas 	<ul style="list-style-type: none"> - AO 4 Demonstrate the understanding of visual language presenting a high impact final piece. <p>A repeat of the earlier assessment objectives must be met. There is no time limit.</p> <p>Students will be encouraged to focus on their strengths and build on them.</p> <p>There will be a MOCK EXAM – where a planned for timed piece will be produced.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 3</p>	<p>Portfolio Completion</p> <p>ART EXAM</p> <p>Post Exam Final Project.</p>	<ul style="list-style-type: none"> - Develop and Plan a final piece <p>10 hours formal exam time to produce a final response to the Exam Board set theme.</p> <p>This project will start as a still life. – a key skill And then develop into a creative direction chosen by the student. We will present it on an A2 board</p>

Term			
Year 10/11 – One Year GCSE - 3 Dimensional Art and Design			
Topic		Knowledge	Skills/Assessment
Term 1	PORTFOLIO. 60% Of Final Grade Mini Project A2 Board Theme: Patterns in Nature	Students will be introduced to all the key aspects of a main project and produce – artist study, recreation, and development into an original inspired by piece. Artists: Goudi	<ul style="list-style-type: none"> - At this stage artists study should demonstrate depth and discuss the thought processes and techniques used by the artist. - The use of different materials is expected to be demonstrated. Including pencil work, card modelling, textile, wire, tile and clay - Introduction to GCSE Assessment which is continuous throughout the course.
	Sketchbook Project. -present a personal and meaningful response. Theme: Me Myself and I.	Joseph Connell “Boxes” and Cleas Oldenberg “Shelves” Students will present sketchbook pages of high quality. Mind maps, talking points, evaluations and the analysis of the work of their chosen artist are expected for AO1 and 2. Students will be encourage to find their own primary sources (usually photographs) to use as starting points for their own creative outcomes.	A repeat of the earlier assessment objectives must be met. There is no time limit. Extra studio time will be offered in the form of P7 Students will be encouraged to focus on their strengths and build on them. All materials will be provided and students will be challenged to experiment with texture, colour and materials. There will be a MOCK EXAM – where a planned for timed piece will be produced.
Term 2	Development of Final Piece	The final piece will have impact, it will be a 3D mixed media piece. It will be well thought out and clearly relate to the artists studied – their techniques and processes.	<ul style="list-style-type: none"> - AO 4 Demonstrate the understanding of visual language presenting a high impact final piece.
	EXAM Prep 40% of final grade Externally set project	This will take the form of a second sketchbook and rely on the skills learnt in the first 2 projects. Students will be guided to choose a question that will play to their strengths and fully supported in the process.	This will involve: <ul style="list-style-type: none"> - Investigating suggested artists - Recreate and innovate in the style of the artist - Testing and taking risks with ideas and materials

Term 3

Portfolio Completion	The sketchbook is handed in on the day of the exam.	This must include a detailed plan of the piece to be made in the exam. With the request for materials in enough time for them to be sourced.
3D ART EXAM	10hours to make their final piece in response to their chosen question. Split over 2 days the students will have full access to the Studio and all its resources.	-AO4 - The students must show the students understanding of the visual language of art and this piece is the culmination od their knowledge and skill.
Post Exam Final Project.	We end the course with a mini project based on Nature. For Example : A water theme is one choice. Students will provide a drawing study of water – waves, droplets etc and then use this to create a 3D creative piece. Again the choice of medium is flexible and	This project allows us reinforce or improve our coursework marks before final assessment.