

Art

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>Our Key Stage 3 curriculum is academic, challenging and diverse, enabling students to develop a good understanding of the basic principles of mark making within Art. The department's objectives are to make Art meaningful, enjoyable and accessible to all students. We provide a unique means of self-expression whilst promoting the confidence and desire in the students to produce work of quality. Practical demonstrations are central to the teaching ethos of the department, providing an effective means of introducing new skills and techniques whilst generating confidence. We teach a wide range of Art related disciplines to students at KS3 including: drawing, painting, printmaking and 3D relief work. Skills, knowledge and understanding are integral to our teaching. Key Stage 4</p> <p>At KS4, students can opt to take Fine Art for GCSE where they are encouraged to become more independent artists. Indeed, we want students to begin to think about Art as a subject that offers unlimited creativity at this stage. We have excellent past work from highly successful students around the art room to inspire and influence new GCSE groups. We regularly use this work to specifically show how students can meet the 4 assessment objectives.</p>
<p>How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?</p>	<p>Cyclical revisiting of themes and skills for all the formal elements in art such as line, form, colour, tone, texture through a variety of projects.</p> <p>Use of formative assessments, and particular use of in class regular feedback as teacher circulates. Both room layouts in the art rooms are adjusted to enable this movement.</p> <p>We make use of the visual nature of the subject by highlighting successful learning from individuals at the end of each lesson, thereby revisiting the original objectives.</p> <p>We do a start and end of year drawing test to demonstrate progress and identify students in need of support or where there are gaps in learning.</p>

<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>What order is this taught in and why?</p> <p>Year 7 start with the basics of drawing:</p> <ul style="list-style-type: none"> Look closely. Press Lightly Keep your head still. <p>This is followed by work on colour theory and how to show tone and perspective in their art work.</p> <p>The Green Man is the first project they do and is designed to bring together a number of these skills and put them into practice in a larger piece of work.</p> <p>This is followed by Perspective landscape which uses space and colour.</p> <p>How do we build on these topics and rationale in Year 8?</p> <p>We revisit the core elements of Art at the start of Year 8 as repetition is necessary to remind the students of the basics after the summer break. However, we use more challenging resources to encourage progression in using techniques such as upside-down drawing. After this the students tackle their first Artist based project on Van Gogh where they discuss and learn about his life and work before creating a piece of artwork in his style using the Norwich skyline.</p> <p>We then move onto a close-up project involving the study of insects and their shape and colour. There is a crossover with Science here and the biology of insects and their structure. Students work on a different surface which helps prepare for KS4 experimentation.</p> <p>Finally there is the project the "blue planet" which is a 3D project where students look at natural art in the seas and create their own coral reef sculpture.</p> <p>Year 9 the students begin with reminders on the core skills as in Year 8 and an assessment is done to ascertain progress made in their drawing skill. After this the students study the Art movement Pop Art and its significance to the modern world. They look at the historical context of this style of Art and recreate their own piece using modern objects. They then move onto a unit based on the human figure and learn about a new Art skill: proportion. This is designed to stretch the most able students who are considering taking the subject for GCSE, and to support the less-able in their development.</p> <p>The art work taught in year 9 is designed to cover all of the formal elements studied up until this point and bring together most of these skills. The drawing assessment is intended to show the students the progress they have made since Years 7/8. The project on human figure that is taught later in the year is designed with GCSE in mind and has elements of more difficult skills whilst still being accessible for less confident students. For example, the more able students will most likely work on a larger scale to provide extra challenge.</p>
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	<p>From the teacher-led approach in KS3 when Van Gogh is studied, KS4 students work more independently on an artist of their choice, using a structured checklist. A personal response on how this artist influences their own style is required. Students produce work in the style of their chosen artist in Year 11. The core skills they have developed in KS3 and in year 10 allows them to choose an area/medium of strength to work in during Year 11 thereby maximising the grade they can achieve.</p> <p>One concept that is taught across more than one key stage: Contextual Study In Year 8 the students learn about Van Gogh; they learn about his background as well as his technique. At this stage it is more teacher led and takes the form of discussion. At KS4 the students are expected to analyse artists in this way, in greater depth, on a regular basis so it is a natural progression. At KS5 students then take this a step further and write an extended essay about an artist of their choice.</p>
How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)	<p>We use AQA for KS4 and KS5. It is the most accessible and responsive exam board we have used. The skills they require for AQA GCSE are reflected in the topics we teach here.</p> <p>What career opportunities does the study of your subject bring? Art is everywhere in the world and studying it gives an informed appreciation of their surroundings. In addition, studying Art encourages students to use their creativity and use parts of their brain not used in other subjects. These are very important skills in the modern job market of which the creative industries are a rapidly growing sector. Some examples of careers within the Art and Design arena are Art Director, Illustrator, museum/gallery curator, computer games designer, any area of advertising, and many more.</p>

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Formal elements of Art and key skills	Key skills	The Greenman portrait project	Green Man	Perspective landscape	Perspective landscape
	8	Van Gogh- Study of an artist	Van Gogh	Insect project	Insect project	The blue planet	Blue planet
	9	Pop Art/consumerism	Pop art	The human figure	Human figure	Day of the Dead (art from around the world)	Day of the dead
	10	Natural Forms	The Norfolk Landscape	The Portrait	Portrait extension- Chiaroscuro and lighting	Surreal Art and Cubism	Begin first independent project with chosen theme.
	11	Continue coursework project	Complete coursework project with final piece	Begin Unit 2- externally set component 40%	Continue exam unit.	Complete final piece for exam over two days. Deadline for marks submission 31 st May.	
What key threshold concepts /core skills / themes are covered each half term?	7	Formal Elements: line, tone, colour, texture, form; drawing basics	Developing mark-making; colour theory; tonal work	Green Man: shape, texture, symmetry; combining formal elements	Refining composition; mixed media practice	Perspective basics: horizon line, vanishing points; depth	Refining perspective; tonal modelling and colour for distance
	8	Revisiting core skills; contextual study of Van Gogh	Expressive colour, texture, line; working in artist's style	Close observation; proportion and insect structure	Texture, intricate detail; working on different surfaces	Natural forms; intro to 3D construction	Building coral reef sculpture; independence in 3D work
	9	Pop Art: movement context; bold colour, graphic line	Composition with modern objects; independent research	Human figure: proportion, anatomy basics, movement	Shading for form; larger-scale work for challenge	Art from other cultures; symbolism and pattern	Combining formal elements into personal final outcome
	10	Observational drawing; experimental media; natural forms	Landscape composition; colour palettes; advanced perspective	Portraiture: proportion, anatomy, character	Chiaroscuro; dramatic lighting; refined tonal rendering	Surrealism & Cubism; abstraction and visual metaphor	Independent theme; research, experimentation, refinement
	11	Coursework refinement; AO1–AO4 development	Final piece development; coherent portfolio	Exam unit: theme response; research and planning	Refinement before exam; AO4 focus	10-hour exam final piece; presentation for assessment	

