

Art is taught by Mr Thurston and Mr Walters in two spacious, specifically designed Art rooms. The Art department at Open Academy is well respected and Art work figures prominently throughout the school.

Both rooms have an abundance of space and natural light ideal for all types of art activities. We also have a kiln for use by students at all ages.

Key Stage 3

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

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. At KS5, students have the choice of continuing their studies at AS and A2 level in Fine Art and Photography.

AQA GCSE Art

Sixth Form

The Open Academy offers A Level Fine Art. The course requires students to engage in a critical understanding of artists' work and the work they produce themselves. The course is split over two years, each with their own distinct objectives. AS level will challenge the students to further develop their mark, making skills with experimentation of a wide range of artists. The students will be taught to work outside their comfort zone and break barriers when making new and thoughtful pieces of artwork. A2 level will enable to students to take a much more thoughtful approach to their own work, creating a personal project based on a starting point chosen by the students themselves. The students will also be required to complete a personal statement in the form of an essay which will further enhance the students' understanding of their own work and its potential. The year culminates with an exam in which the students create their final pieces of work.

Exam board: <http://www.aqa.org.uk/subjects/art-and-design>

Art Curriculum Sequencing Rationale

1a.	<p>What are the key topics taught in Year 7? We teach the core elements of Art in year 7: Line, Form, Tone, Colour, Space. These are taught through a variety of tasks and projects throughout the year such as the Green Man and Perspective landscape.</p>
1b.	<p>Why is this? The core elements of Art are the foundation skills that students need to learn in order to be successful in Art. Practice and repetition of these tasks is necessary to embed the skills and allow students to progress.</p>
2a.	<p>What order is this taught in and why? Year 7 start with the basics of drawing: Look closely. Press Lightly Keep your head still. This is followed by work on colour theory and how to show tone and perspective in their art work. 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. This is followed by Perspective landscape which uses space and colour.</p>
3a.	<p>How do we build on these topics and rationale in Year 8? 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. They do a second project on eyes that draws together skills they have been using to do with tone.</p>
3b.	<p>What order is this taught in and why? The projects taught in Year 8 are designed to cover and build on the skills learnt earlier in the year such as tone, form, colour, perspective, composition. For example, the Van Gogh project builds on learning about composition and colour and then the Eye project builds on prior learning about tone and form.</p>
4a.	<p>How do we build on these topics and rationale in Year 9? 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>
4b.	<p>What order is this taught in and why? 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>

5a.	<p>Select one concept/theme you teach in your subject across more than one key stage How is this taught in each year? Contextual Study</p> <p>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>
5b.	<p>How does this become progressively more challenging?</p> <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 framework of questions. 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.</p>
t	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <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>
7.	<p>What career opportunities does the study of your subject bring?</p> <p>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>