

## CURRICULUM STATEMENT

Art, craft and design embodies some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art, craft and design. They should also know how art, craft and design reflects and shapes our history and contributes to culture and creativity in the world around us.

### CURRICULUM IMPACT

In Key stage 3 understand the basic formal elements of Art so that **\* they can produce creative work, experiment, explore ideas and record experiences.**

In Key Stage 4 understand and develop use of formal elements within their Art in line with the assessment objectives so that **\*they can work with increasing confidence, independence and demonstrate creative skill.**

Learn to become proficient in drawing, painting, sculpture and other art, craft and design techniques so that **\*they can effectively communicate in visual Art forms.**

Evaluate and analyse creative works using the language of art, craft and design so that **\* they can become effective communicators in Art.**

Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms so that **\* they become critical observers of Art and this knowledge enriches their cultural understanding and influences their own art work.**

In Key Stage 4 learn to create and present a creative portfolio of Art work so that **\* they are prepared for careers utilising artistic skills.**

Beyond lessons students will have opportunities to visit art galleries and museums in order to gain a fuller understanding of how and why Art is created and during after school sessions develop personal responses and outcomes, experiment further with Photoshop and photographic mediums and a range of mediums of Art..

## YEAR 7

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
UNITS	FORMAL ELEMENTS	FORMAL ELEMENTS	FORMAL ELEMENTS	FORMAL ELEMENTS	MARK HEARLD BIRDS	MARK HEARLD BIRDS
KEY LEARNING	The fundamentals of art. Students explore the formal elements through a series of workshop style lessons. Line and tone will be explored in depth through drawing activities.	Students explore the formal elements with a focus on shape and form. Students start to explore techniques such as mono-printing and extending the frame activities.	Students explore the formal elements with a focus on pattern and colour. Through a range of media and artist links, students will explore colour and pattern.	Students explore the formal elements with a focus on texture through a range of techniques and materials, resulting a final outcome for the formal elements unit.	Using the knowledge and experience of developing art focused on the formal elements, students will create a unit exploring all formal elements joined. Students will look at the work of Mark Hearld to develop drawing, printing and collage skills.	Students will continue to develop their mixed media experiments resulting in a Mark Hearld inspired outcome.
ASSESSMENT	Comparison of media and drawing tasks.		Comparison of media.		Understanding and development of the formal elements through mixed media.	
HOMEWORK	Exercises and research linked to tone and line.	Exercises and research linked to shape and form.	Exercises and research linked to colour and pattern.	Exercises and research linked to texture.	Exercises and research linked to British wildlife and Mark Hearld.	Exercises and research linked to Mark Hearld.

## YEAR 8

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
UNITS	MARK MAKING	ARCHITECTURE	ENVIRONMENTAL ART/LAND ART	ENVIRONMENTAL ART	THE HUMAN FORM AND ABSTRACTION	THE HUMAN FORM AND ABSTRACTION
KEY LEARNING	Through workshop style lessons, students will explore mark making, looking into the history of art and the element of play using a variety of media and techniques. Students will then start to look at perspective leading into their architecture unit. Work links to the formal elements of line and tone.	Students will study perspective in conjunction with architecture through drawing. Students will develop their project by looking at the work of Jon Measures, breaking perspective and creating collage, ink and drawing cityscapes. Work links to the formal elements of colour, form and shape.	Students research and develop work inspired by land art and environmental art. Students will create a range of studies in pencil, pen and paint while planning their own land art. Work links to the formal elements of line, pattern, shape and form.	Students research and develop work inspired by land art and environmental art. Creating collaborative work inspired by the work of Andy Goldsworthy and Richard Long. Students will develop a range of skills, including drawing, photography and 3D. Work links to the formal elements of line, pattern, shape and form.	Students will explore the human form through proportion creating observational art. Work links to the formal elements of line, tone, shape and form.	Students will continue to develop their understanding of the human form through abstraction. Students will explore drawing, painting and sculpture inspired by the work of Henry Moore, Augusta Savage and Barbara Hepworth. Work links to the formal elements of shape, form and texture.
ASSESSMENT	Comparison of media and drawing tasks.		Comparison of media.		Comparison of media and drawing tasks.	
HOMEWORK	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.

## YEAR 9

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
UNITS	ALEBRIJES	ALEBRIJES	IDENTITY AND PORTRAITURE	IDENTITY AND PORTRAITURE	FOOD	FOOD
KEY LEARNING	Students will study the history of Mexican Alebrijes through observational studies while linking their own ideas to storytelling and mythical creatures. Work links to the formal elements of colour,	Students will continue to develop their understanding of Alebrijes through design and 3D outcomes. Work links to the formal elements of colour, shape and form.	Students will explore portraiture through various methods and drawing. Students will be taught proportion and develop self-portraits. Work links to the formal elements of line, tone and shape.	Students will develop their portraits into work exploring identity. Through photography, observational studies resulting in a final painted outcome. Work links to the formal	Students will explore food and food packaging through the work of various artists (Wayne Thiebaud, Emma Dibben and May Van Milligan) through drawing and printing. Work links to the formal	Students will continue to explore food and food art through various media, resulting in a mixed media collage. Work links to the formal elements of

	tone, line, shape and form.			elements of colour, tone, line and form.	elements of line, tone, shape and colour.	colour, pattern and shape.
ASSESSMENT	Comparison of media and sculpture.		Comparison of media and drawing tasks.		Comparison of media.	
HOMEWORK	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.	Exercises and research linked to unit.

## YEAR 10

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
UNITS	NATURAL FORMS	NATURAL FORMS	NATURAL FORMS	NATURAL FORMS	MAJOR PROJECT	MAJOR PROJECT
KEY LEARNING	Students will begin a unit of workshop style lessons, exploring a wide range of media, techniques, artists and makers. All work will link the four assessment objectives and the formal elements.	Students will begin a unit of workshop style lessons, exploring a wide range of media, techniques, artists and makers. All work will link the four assessment objectives and the formal elements.	Students will develop their workshop outcomes, focusing on the planning of a final outcome inspired by natural forms. All work will link the four assessment objectives and the formal elements.	Students will develop their workshop outcomes, focusing on the planning of a final outcome inspired by natural forms. All work will link the four assessment objectives and the formal elements.	Students will be given a title (TBC) with the sub-themes of; people, place and pattern. Within this project students will have greater independence and autonomy over their projects. All work will link the four assessment objectives and the formal elements.	Students will be given a title (TBC) with the sub-themes of; people, place and pattern. Within this project students will have greater independence and autonomy over their projects. All work will link the four assessment objectives and the formal elements.
ASSESSMENT	Component 1, unit 1, selection of further work, AO1, AO2, AO3, AO4	Component 1, unit 1, selection of further work, AO1, AO2, AO3, AO4	Component 1, unit 1, selection of further work, AO1, AO2, AO3, AO4	Component 1, unit 1, selection of further work, AO1, AO2, AO3, AO4	Component 1, unit 2, selection of further work, AO1, AO2, AO3, AO4	Component 1, unit 2, selection of further work, AO1, AO2, AO3, AO4
HOMEWORK	Homework and research based on students own individual directions.	Homework and research based on students own individual directions.	Homework and research based on students own individual directions.	Homework and research based on students own individual directions.	Homework and research based on students own individual directions.	Summer homework of a journal project to inform major project.

## YEAR 11

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
UNITS	MAJOR PROJECT	MAJOR PROJECT	EXAMINATION QUESTION AND PREPARATION	EXAM		

KEY LEARNING	Students will be given a title (TBC) with the sub-themes of; people, place and pattern. Within this project students will have greater independence and autonomy over their projects. All work will link the four assessment objectives and the formal elements.	Students will be given a title (TBC) with the sub-themes of; people, place and pattern. Within this project students will have greater independence and autonomy over their projects. All work will link the four assessment objectives and the formal elements.	Students create work based on the exam question with independent interpretations.	Final 10 hour exam.		
ASSESSMENT	Component 1, unit 2, further work to support AO1, AO2, AO3 and AO4		Component 2, externally set assignment, AO1, AO2, AO3, AO4			
HOMEWORK	Homework and research based on students own individual directions.	Homework and research based on students own individual directions.	Homework and research based on students own individual directions.	Preparation for 10 hour practical exam. Submission of all practical work.		

### CORE KNOWLEDGE AND SKILLS – PROGRESSION MAPPING

CONCEPT	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
DRAWING	Students draw or trace simple outlines from secondary imagery. Students draw simple outlines and attempt to record tone, shape and form with varying accuracy.	Students produce drawings showing accurate shape and proportion, demonstrating effective use of tone. Students use varying tones within work and attempt directional shading.	Students display a good understanding of tone, directional shading and how to build tone effectively. Students display an understanding of how tone correlates to shape and form.	Students sensitively use tone, including directional shading to create a work with strong contrasting tonal range and detail.	Students show a consistent ability to record accurate imagery displaying an understanding of the formal elements (tone, texture, line, shape and form). Students use a range of primary and secondary sources to create studies and experiment with various drawing techniques and styles.
SKILLS/EXPERIMENTATION	Students begin to experiment using materials suggested by their teacher and work produced shows some level of skill and	Students experiment using materials suggested by their teacher showing reasonable skill and understanding of materials	Students begin to select materials and techniques appropriate for intentions and experiment, showing	Students select materials appropriate for intentions and experimentations, showing excellent level of skill and confidence.	Students confidently select materials and processes appropriate for intentions and experiment. Displaying outstanding level of skill.

	understanding of material and technique.	and techniques. Students start to show confident skills.	reflection of work and refinement.		Students increasingly display creativity by combining mixed media work.
INDEPENDENT LEARNING	Students present images relevant to unit of work. Students resource relevant and good quality imagery, selected for use within unit of work.	Students independently resources a range of relevant and good quality imagery for use within unit of work. Students independently select from a range of secondary sources.	Students select appropriate secondary images relevant to theme; consider composition, subject matter, tone, contrast, texture, focus. Students use their own imager (photography) wherever possible.	Students consistently compose images (photography) relevant to the unit of work considering composition, subject matter, tone, contrast, texture, focus and audience.	Students fluently and consistently composing their out art and photography. They work with independence and selectively use their own imagery, appropriate to the unit of work. Students extend learning through independent studies of their choosing.
ARTIST RESEARCH	Students present work of an artist. Students include; dates, titles and other relevant basic information about the artist.	Students describe work using limited artistic vocabulary; express a basic personal opinion can understand how work can be influenced by the work of others/ Students describe work using relevant vocabulary and express a personal opinion.	Students visually respond to research showing some understanding of artists work through techniques and materials.	Students understand the context or influences that contribute to an artist's work. Their response will be thoughtful, thorough and meaningful.	Students independently select appropriate artists to support work. They artistically and creatively respond to research, displaying a detailed understanding of an artist's work through technique, media, artist's intention and context of work.
SKETCHBOOK PRESENTATION AND REFLECTIVE ANNOTATION	Students present work in book with the #Learning and date. Students use basic recording of what art work they have completed. Students begin to present work with some consideration of audience. Students will annotate using key words and some sentences explaining what they have done, how they have done it and what materials they have used.	Students present work showing some consideration of audience, annotate using key words and basic sentence structures reflecting on the work they have produced. Students independently present work with annotations using artistic vocabulary and can explain what went well and how they could develop further.	Students include evidence of acting on targets to develop work (linked to STARC feedback sheet). Students display a confident ability to discuss work (their own and the work of others) using key words, strong sentence structures and thoughtful and reflective opinions.	Students independently reflect on their own work through written annotation, displaying development and progression. They will show evidence of extension and reflection while using art specific vocabulary and strong sentence structures.	Students present work creatively combining images, confident reflective annotation with the inclusion of relevant artefacts to enhance ideas. Annotation will be thorough and reasoned (eg. Referencing art movements/specific artists or styles to their own work).
DESIGN, FINAL PIECE AND EVALUATION	Students can create a piece of art over a number of lessons. Students can	Students reflect on work as it progresses, showing developing understanding	Students know that the art created shows evidence of	Students demonstrate a detailed understanding of the use of materials to	Students demonstrate an exceptional understanding of the use of materials to

	create and complete a piece of work and attempt to evaluate.	of materials and techniques. Students show evidence of planning in sketchbook and intent of outcome.	being influenced by artists studied.	produce outcomes that show competence and a high level of skill. Responses will show evidence of extension and reflection.	produce outcomes that show fluency and exceptional level of skill and sensitivity to the artist's intentions. Responses will be thorough and demonstrate creativity and originality.
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