

Curriculum Guide – Art



Course Description	Course Content	Assessment
<p>Art in Year 7 is taught on a carousel basis as part of the Creative Industries faculty.</p> <p>Students will develop their art skills through the use of 2D and 3D materials, techniques and processes. They will be required to explore a range of artists and art Movements and will be taught skills to enable them to write critically and develop their ideas creatively.</p> <p>In preparation for Key Stage 4 students will focus on the four assessment objectives: Develop, Refine, Record and Present. Students will also build upon their drawing skills as this underpins all assessment objectives at GCSE.</p> <p>Students will sometimes be asked to take a lead role in classroom based activities or present their work to the class. These activities will be used to build confidence in presenting and discussion.</p>	<p>Term 1: Introduction into colour and shape Looking at Kandinsky. Students will be introduced to basic colour theory. They will explore the work of Kandinsky.</p> <p>Term 2: Cacti Green and Spikey Students will explore drawing skills with a particular focus on experimental drawing detail and texture.</p> <p>Term 3: Creative Industries collaborative project Students will explore 3D making techniques in relation to annual performance theme.</p>	<p>In Art lessons, students are assessed in a variety of ways: question and answer, class discussion, group work, individual outcomes.</p> <p>Students will be required to complete a log book that both themselves and their teacher will use to form a conversation about their progress.</p> <p>During each unit of work students will be assessed using the appropriate Discoverer, Explorer and Pioneer pathway 'I can' statements. This will then be uploaded into whole school data captures and used to track and monitor progress.</p>
Extra-Curricular Opportunities	Important Information	Useful Websites
<p>All students are encouraged to:</p> <ul style="list-style-type: none"> Produce work for a whole school art exhibition, which happens yearly. Participate in KS3 art club. Enter art and photography competitions both local and national. Attend trips to allow students to develop their own views and express judgements on art and learn to appreciate images and artefacts across different times and cultures. Create props for school shows. 	<p>We constantly update and improve our projects to ensure that students are engaged, learn new skills and develop independence and creative thinking.</p> <p>Throughout KS3 students are encouraged to develop their confidence and ability with first-hand observational drawing and developing their basic sketching skills.</p> <p>We support students to develop a confident attitude to work and expect them all to give their full effort to</p>	<p>Junk Colour Wheel Sculpture Pinterest https://www.pinterest.com/pin/469359592386289821/ This will support students with ideas for their homework.</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/art This will support students understanding of colour mixing and colour theory.</p> <p>http://www.wassilykandinsky.net/ This will support students artist research and analysis.</p>

	<p>every task. We support students with their creative ideas and talents and encourage students to take creative risks. These qualities are the key development points for a successful, tenacious and progressive student.</p>	
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<p>Students will develop their drawing and printing skills through workshop based lessons. They will be required to explore a range of 2D and 3D materials, processes and techniques including: Mixed media Mono prints, collage based collagraph prints and clay building techniques linked to artist’s work. This will enable them to develop their creativity and improve their knowledge of art specific techniques and processes.</p> <p>In preparation for Key Stage 4 students will focus on the four assessment strands: Develop, Refine, Record and Present. Students will also build upon their drawing skills as this underpins all assessment objectives at GCSE.</p> <p>Students will sometimes be asked to take a lead role in classroom based activities or present their work to the class. These activities will be used to build confidence in presenting and discussion.</p>	<p>Term 1: Creepy Creatures Students will investigate the links between Art and Science by identifying the different scientific elements of their chosen creature and its habitat and produce a fact file using this information. They will then go on to explore mono-print and collagraph printing techniques. Students will then be taught how to use an artist’s work to develop their creatures into 3D.</p> <p>Term 2: Street Art and Graffiti Students will explore the concepts and meanings behind Graffiti art through refining formal drawing skills. They will develop skills through moral understanding, debating and justifying, lettering design and techniques, observational drawing, group work and social-historical analysis.</p> <p>Term 3: Hundertwasser Students will explore architecture, structure and line. They will develop skills using oil pastels and their understanding of proportion and scale. They will then go on to develop their own ideas by researching and analysing the work of Hundertwasser.</p>	<p>In Art lessons, students are assessed in a variety of ways: question and answer, class discussion, group work, individual outcomes. Students will be required to complete a log book that both themselves and their teacher will use to form a conversation about their progress.</p> <p>During each unit of work students will be assessed using the appropriate Discoverer, Explorer and Pioneer pathway ‘I can’ statements. This will then be uploaded into whole school data captures and used to track and monitor progress.</p>
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<p>All students are encouraged to:</p> <ul style="list-style-type: none"> • Produce work for a whole school art exhibition, which happens yearly. • Participate in KS3 art club. • Enter art and photography competitions both local and national. • Attend trips to allow students to develop their 	<p>We constantly update and improve our projects to ensure that students are engaged, learn new skills and develop independence and creative thinking.</p> <p>Throughout KS3 students are encouraged to develop their confidence and ability with first-hand observational drawing and developing their basic</p>	<p>Basic Printmaking- Making A Collagraph https://www.youtube.com/watch?v=3MpvHHWqoFU Graffiti: Art or Vandalism? http://www.independent.co.uk/arts-entertainment/art/features/graffiti-street-art-ndash-or-crime-868736.html Hundertwasser:</p>

<p>own views and express judgements on art and learn to appreciate images and artefacts across different times and cultures.</p> <ul style="list-style-type: none">• Create props for school shows.	<p>sketching skills.</p> <p>We support students to develop a confident attitude to work and expect them all to give their full effort to every task. We support students with their creative ideas and talents and encourage students to take creative risks. These qualities are the key development points for a successful, tenacious and progressive student.</p>	<p>https://www.kunsthawien.com/en/museum/art-and-style</p>
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<p>Students develop their knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This allows them to develop the skills to explore, create and communicate their own ideas.</p> <p>Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.</p> <p>Homework is an essential part of their independent learning and is carefully monitored for quality.</p>	<p>Term 1 In Year 9, students begin their journey to completing a GCSE in Art and Design. This starts in Year 9 with a project called 'Air to Sea'. This is where pupils start to explicitly develop the vast range of art skills needed to be successful.</p> <p>The first term, students focus on AO2: Refine and AO3: Record, this is where they develop observational drawing skills in a range of different media, such as pencil, pencil crayon, chalk and charcoal, clay and watercolour.</p> <p>Term 2/3 Term 2 and 3 is devoted to a challenging project, 'Curious Portraits'. The intention of this project is to create a miniature portfolio, similar to the one they will be expected to create in Year 10. Students will begin by enhancing their photography skills, firstly by demonstrating the ability to shoot successful photograph and secondly adapting and recreating their images on Photoshop. They will explicitly show an understanding of all of the different Assessment Objectives and create mood boards to demonstrate intentions.</p> <p>Aims and Learning outcomes</p> <ul style="list-style-type: none"> • Be able to actively engage in the creative process in order to develop as effective and independent learners. • Be able to develop creative, imaginative and intuitive capabilities when exploring and 	<p>Component 1: Portfolio What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • No time limit <p>Assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

	<p>making.</p> <ul style="list-style-type: none"> • Be able to become confident in taking risks and learn from experience when exploring and experimenting with ideas. • Be able to develop critical understanding through investigations. • Be able to develop and refine ideas and personal outcomes. • Be able to acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies. • Be able to develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • Be able to demonstrate safe working practices in art, craft and design 	
Extra-Curricular Opportunities	Important Information	Useful Websites
<p>All students are encouraged to: Students will be encouraged to attend weekly skills development workshops to push for higher targets.</p> <p>Students will have the opportunity to attend weekly coursework 'catch up' sessions designed to ensure that students are on track and up to date with their coursework.</p> <p>Saturday and holiday interventions are also in place to support students to meet important deadlines.</p>	<p>To meet Ofqual's qualification and subject criteria: Students must sign the Candidate record form (CRF) to confirm that the work submitted is their own.</p> <p>All teachers who have marked a student's work must sign the declaration of authentication on the CRF. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification.</p> <p>Teachers must ensure that a CRF is provided with each student's work.</p>	<p>GCSE Art bitesize Art 2 Day Tate Gallery (Britain or Modern) The New Art Gallery Walsall Wolverhampton Art Gallery AQA</p>

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<p>Students develop their knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This allows them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio.</p> <p>Students will have two Art lessons per week to focus on the completion of coursework and the necessary skills required for the Art exam. Homework is an essential part of their independent learning and is carefully monitored for quality.</p> <p>Component 1: Portfolio: 60% Component 2: Externally Set Assignment: 40%</p>	<p>Term 1 At the beginning of Year 10, students start their GCSE Portfolio; the title of the coursework project is 'Organic Vs Man-Made' this offers vast space for students to cultivate their own personal interests. The starting point is AO1: Develop, students will begin to investigate artists and designers work that fit into the genre 'Man-Made'. They will start by producing a copy of their chosen artist's work to show an understanding of their style. This then allows them to then develop a response to the artist's work, which is where they are expected to show a further understanding by gathering their own visual resources to recreate the artist's style. A side to this, students will write an essay regarding their chosen artist focusing on the content of the piece that they have recreated thus commenting on the direction of their own personal project.</p> <p>The second half of Term 1 is dedicated to AO3: Record. Students will gather their own visual resources to create stunning observational studies, using classic art materials, that are still entwined with their chosen artists theme.</p> <p>Term 2 Students will repeat the steps from Term 1, with a focus on the 'Natural' element of the portfolio.</p> <p>Term 3 During Term 3, students will begin AO2: Refine. They will explore ideas and develop experimentations using a range of different materials whilst still reflecting onto</p>	<p>Component 1: Portfolio What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE <p>Assessment objectives AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

	<p>their original chosen artists and theme.</p> <p>Aims and Learning outcomes:</p> <ul style="list-style-type: none"> • Be able to actively engage in the creative process in order to develop as effective and independent learners. • Be able to develop creative, imaginative and intuitive capabilities when exploring and making. • Be able to become confident in taking risks and learn from experience when exploring and experimenting with ideas. • Be able to develop critical understanding through investigations. • Be able to develop and refine ideas and personal outcomes. • Be able to acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies. • Be able to develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • Be able to demonstrate safe working practices in art, craft and design 	
<p>Extra-Curricular Opportunities</p>	<p>Important Information</p>	<p>Useful Websites</p>
<p>All students are encouraged to Students will be encouraged to attend weekly skills development workshops to push for higher targets.</p> <p>Students will have the opportunity to attend weekly coursework ‘catch up’ sessions designed to ensure that students are on track and up to date with their coursework.</p> <p>Saturday and holiday interventions are also in place to support students to meet important deadlines.</p>	<p>To meet Ofqual’s qualification and subject criteria: Students must sign the Candidate record form (CRF) to confirm that the work submitted is their own.</p> <p>All teachers who have marked a student’s work must sign the declaration of authentication on the CRF. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification. Teachers must ensure that a CRF is provided with each student’s work.</p>	<p>GCSE Art bitesize Art 2 Day Tate Gallery (Britain or Modern) The New Art Gallery Walsall Wolverhampton Art Gallery AQA</p>

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<p>Students develop their knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This allows them to develop the skills to explore, create and communicate their own ideas.</p> <p>Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.</p> <p>Students will have two Art lessons per week to focus on the completion of coursework and the necessary skills required for the Art exam.</p> <p>Homework is an essential part of their independent learning and is carefully monitored for quality.</p> <p>Component 1: Portfolio: 60% Component 2: Externally Set Assignment: 40%</p>	<p>Term 1 Students will focus on improving their coursework portfolio component in response to marking feedback.</p> <p>Term 2 Students begin Component 2: AQA Externally Set assignment. They choose a question to use as a starting point to begin their investigations. They evidence work that links to all four assessment objectives and complete preparatory studies for their final piece. They then complete their final piece during 10 hr supervised exam.</p> <p>Aims and Learning outcomes</p> <ul style="list-style-type: none"> • Be able to actively engage in the creative process in order to develop as effective and independent learners. • Be able to develop creative, imaginative and intuitive capabilities when exploring and making. • Be able to become confident in taking risks and learn from experience when exploring and experimenting with ideas. • Be able to develop critical understanding through investigations. • Be able to develop and refine ideas and personal outcomes. • Be able to acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies. • Be able to develop knowledge and 	<p>Component 1: Portfolio What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study How it's assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE <p>Component 2: Externally set assignment What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How it's assessed:</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE <p>Assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>

	<p>understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <ul style="list-style-type: none"> • Be able to demonstrate safe working practices in art, craft and design 	<p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
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<p>All students are encouraged to Students will be encouraged to attend weekly skills development workshops to push for higher targets.</p> <p>Students will have the opportunity to attend weekly coursework 'catch up' sessions designed to ensure that students are on track and up to date with their coursework.</p> <p>Saturday and holiday interventions are also in place to support students to meet important deadlines.</p>	<p>To meet Ofqual's qualification and subject criteria: Students must sign the Candidate record form (CRF) to confirm that the work submitted is their own.</p> <p>All teachers who have marked a student's work must sign the declaration of authentication on the CRF. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification. Teachers must ensure that a CRF is provided with each student's work.</p>	<p>GCSE Art bitesize Art 2 Day Tate Gallery (Britain or Modern) The New Art Gallery Walsall Wolverhampton Art Gallery AQA</p>

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<p>AQA Art and Design Specification</p>	<p>Post 16 the Art department provides opportunities for students to explore Photography as well as Fine Art at A Level. The department has access to digital cameras and equipment such as studio lighting. Both Fine Art and Photography are run in workshop style sessions, where students are expected to build upon basic skills and techniques to pursue their artistic ideas. It is recommended that students opting for Photography have access to a digital SLR so that they may continue their practice outside of school sessions. Students opting for A Level Art and Photography courses will have the opportunity to participate in group critiques of work, workshops on building a portfolio and mock interview processes.</p> <p>Students of Year 12 will begin a project based upon the theme of Surface and Texture which will lead to an independent investigation into artists of choice and development work. In Year 13, students choose their area of focus for the Contextual Study and produce work relating to that theme.</p>	<p>Component 1: Personal Investigation. No time limit</p> <ul style="list-style-type: none"> • 96 marks • 60% of A-level <p>Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.</p> <p>This is a practical investigation supported by a 3000 word extended essay.</p> <p>Component 2: Response to an externally set assignment.</p> <p>Preparatory period + 15 hours supervised time</p> <ul style="list-style-type: none"> • 96 marks • 40% of A-level <p>Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.</p>
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<p>This year students have an amazing opportunity to visit New York. Photography students had a brilliant time capturing the city using the long shutter speed and compositional techniques they learnt in class. We have on-going trips and visits to local galleries, exhibitions and areas of interest.</p> <p>We work with the Performing Arts department to create scenery and backdrops for productions.</p> <p>We take part in Art and Photography Gifted and</p>	<p>Year 12:</p> <p>Unit 1: Surface and Texture</p> <ul style="list-style-type: none"> • Independent learning • Time management • High quality observational studies and command of key critical vocabulary. • Use of photography to supplement observations • Be able to recognise issues within own work • Communicate ideas with an audience 	<p>www.aqa.org.uk – exam board, specifications, mark schemes and sample exam papers for preparation and revision.</p> <p>www.studentartguide.com</p>

<p>talented workshops provided by professional outside sources.</p> <p>Additionally extra support at Saturday School and at lunchtimes and outside lessons when need arises and in preparation for examinations.</p>	<ul style="list-style-type: none"> • Plan and research to meet deadlines <p>Year 13:</p> <p>Unit 3 Personal Study: 60% of Marks</p> <ul style="list-style-type: none"> • Independent learning • Critical studies of artist or art movement with supporting 3,000 word essay • Time management • High quality observational studies and command of keys • Be able to recognise issues within own work • Communicate ideas with an audience • Plan and research to meet deadlines <p>Unit 4</p> <p>Externally Set Assignment 40% of Marks</p> <ul style="list-style-type: none"> • Work to a given brief and title • Demonstrate confidence in AO1, AO2, AO3 and AO4 • Work under exam conditions 	
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