

## Department information

Art is part of the Art & Design Technology Faculty. Subject Leaders: Mrs C. Monteiro & Miss C. Smith  
 In KS3 students have 2 lessons a fortnight. In KS4 they have 5 lessons a fortnight and in KS5, 10 lessons a fortnight.  
 Exam boards: AQA for GCSE & OCR for A' Level.

## What is the purpose of Art?

- **Every subject in the Art & DT Faculty equips students with knowledge and strong technical skills, so that they can generate innovative ideas, solve problems and think creatively. Teachers facilitate increasingly independent projects where students develop resilience, are encouraged to take risks, and become inquisitive, critical, skilled practitioners. Using a vulnerable first approach, staff teach to the top and identify how to support all students to make progress.**
- **In Art we inspire our students, enhancing their visual literacy, cultural capital and creativity. We explore many contemporary and issue-based artists in order to engage with our current world. Students develop critical and contextual understanding of artists, craftspeople, designers and art movements, expressing reasoned judgements that inform their own work.**
- **Experiencing a wide range of processes and techniques, students increase their proficiency in drawing and develop control of a variety of 2D and 3D media. Application of knowledge and technical skills is continual, ideas are creatively explored, and through experimentation students build independence and confidence to create quality artworks.**

## Key Content/Topics

## How do we assess student progress?

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### Term 1 – Natural Forms

Students will:

- experience a range of approaches to drawing and methods of visual recording, including simplifying objects and images using basic shapes, gridding, viewfinders and photography.
- increase proficiency in drawing – sketching lightly, applying smooth and even tone, achieving tonal contrast, directional shading for a 3D appearance, awareness of proportion and detail through mark-making.
- develop an understanding of the formal elements – line, shape, form, tone, colour and pattern – and how to use them.
- explore a variety of 2D and 3D media, including coloured pencils, pen, paper construction and clay.
- learn to analyse and be inspired by the work of other artists, craftspeople and designers, with a focus on ceramicist Alice Ballard.

**Continual verbal feedback is given in lessons and students are also given written feedback, which provides clear targets on how to upgrade, for the following assessments:**

- Pencil tone drawing
- Skills in coloured pencil and 3D clay work

	<ul style="list-style-type: none"> <li>○ be introduced to the concept of ephemeral artworks and the potential 'power of art', based on the theme of remembrance.</li> </ul> <p><b>Term 2 – Portraits</b> Students will:</p> <ul style="list-style-type: none"> <li>○ increase knowledge and technical proficiency in drawing using sketching lines, the rule of halves, proportion...</li> <li>○ build resilience to refine an extended piece of artwork by continually reviewing progress and making adjustments.</li> <li>○ develop knowledge and understanding of portrait artists through history.</li> <li>○ analyse the work of artist Chuck Close in depth using subject-specific vocabulary.</li> </ul> <p><b>Term 3 – Insects</b> Students will:</p> <ul style="list-style-type: none"> <li>○ build on skills in 2D media – tone, colour-mixing, mark-making, processes and techniques to apply materials...</li> <li>○ develop own ideas through an annotated design for a 3D outcome.</li> <li>○ show growing control to successfully combine and layer different media to communicate an idea.</li> <li>○ create an ambitious outcome with a personal element.</li> <li>○ produce written analysis of the work of artist/ designer Christopher Marley, with a focus on visual presentation.</li> <li>○ offer and support own opinion on the controversial nature of his work.</li> </ul>	<p><b>Continual verbal feedback is given in lessons and students are also given written feedback, which provides clear targets on how to upgrade, for the following assessments:</b></p> <ul style="list-style-type: none"> <li>○ Portrait drawing</li> <li>○ Exploration of portrait artists</li>   <li>○ Exploration of Christopher Marley's work</li> <li>○ Skills in mixed-media</li> </ul>
8	<p><b>Term 1 – Pop Art</b> Students will:</p> <ul style="list-style-type: none"> <li>○ gain contextual knowledge and understanding of how Pop Art and other art movements link to social, cultural, economic factors of the period.</li> <li>○ revisit 2D media and techniques, increasing skill and control.</li> <li>○ increase further aspects of technical proficiency in drawing - perspective using ellipses, construction lines, composition, depicting clear objects or reflections...</li> </ul>	<p><b>Continual verbal feedback is given in lessons and students are also given written feedback, which provides clear targets on how to upgrade, for the following assessments:</b></p> <ul style="list-style-type: none"> <li>○ Studies of Pop Art objects</li> <li>○ Exploration of Pop Art movement</li> </ul>

	<ul style="list-style-type: none"> <li>○ be introduced to a career in graphic design.</li> <li>○ produce a 3D work inspired by Pop Art.</li> </ul> <p><b>Term 2 – Plastic Oceans</b> Students will:</p> <ul style="list-style-type: none"> <li>○ consider how artists respond to issues and events in the world, exploring artworks which raise awareness/ have social impact/ broaden students’ understanding of what an artwork looks like and what art can be...</li> <li>○ revisit and extend the practice of drawing, and increase range of approaches by working onto a variety of backgrounds and creating reduction drawings with graphite powder.</li> <li>○ develop skill and control of a variety of media including watercolour.</li> <li>○ create a 3D outcome with a personal element.</li> <li>○ increase confidence in using subject-specific vocabulary to analyse work.</li> </ul> <p><b>Term 3 - Architecture</b> Students will:</p> <ul style="list-style-type: none"> <li>○ create mixed-media drawings, combining materials and layering images.</li> <li>○ be introduced to a career in architecture.</li> <li>○ examine the inspiration behind different architects’ designs and gain knowledge of historical and contemporary architecture.</li> <li>○ explore how artists have been inspired by buildings.</li> <li>○ select information to effectively analyse architecture.</li> </ul>	<p><b>Continual verbal feedback is given in lessons and students are also given written feedback, which provides clear targets on how to upgrade, for the following assessments:</b></p> <ul style="list-style-type: none"> <li>○ Watercolour techniques</li> <li>○ Exploration of Stephanie Kilgast’s work</li>   <li>○ Drawing assessment</li> <li>○ Mixed-media cityscape</li> </ul>
<p>9</p>	<p><b>Extended Project 1 – Tim Burton/ Dia de los Muertos</b> Students will:</p> <ul style="list-style-type: none"> <li>○ explore a theme in more depth, exploring several different historical, cultural and contemporary references.</li> <li>○ experience and develop 3D model-making skills using a wire armature, air-drying clay and mod-roc.</li> <li>○ be introduced to a career in animation.</li> <li>○ extend technical proficiency in drawing with increased challenge.</li> </ul>	<p><b>Continual verbal feedback is given in lessons and students are also given written feedback, which provides clear targets on how to upgrade, for the following assessments:</b></p> <ul style="list-style-type: none"> <li>○ Exploration of Tim Burton’s work</li> <li>○ Skull drawing</li> <li>○ 3D figure</li> <li>○ Exploration of da Vinci’s work</li> </ul>

	<ul style="list-style-type: none"> <li>○ analyse other artists' work to help develop and improve their own work and strengthen contextual links.</li> <li>○ know how to continually evaluate and refine work.</li> </ul> <p><b>Extended Project 2 – Architecture</b>          (this is part of our Recovery Curriculum and recent transition to a 3 year KS3. 'Beauty &amp; Decay' is planned for 2023-24 which will further extend Project 1 and allow students more opportunity for independent exploration of ideas, leading to the Minor Unit at GCSE)          Students will:</p> <ul style="list-style-type: none"> <li>○ create mixed-media drawings, combining materials and layering images.</li> <li>○ be introduced to a career in architecture.</li> <li>○ examine the inspiration behind different architects' designs and gain knowledge of historical and contemporary architecture.</li> <li>○ explore how artists have been inspired by buildings.</li> <li>○ select information to effectively analyse architecture.</li> </ul>	<ul style="list-style-type: none"> <li>○ Gaudi study</li> <li>○ Mixed-media cityscape</li> </ul>
<p><b>10</b></p>	<p><b>GCSE Art, Craft &amp; Design (AQA)</b>  <b>September – December</b> students are guided through a series of mixed-media workshop, developing elements of their Year 9 work to show how much further an idea can be explored and developed. This collection of work forms the Minor Unit (NEA).  <b>January – June</b> a theme is chosen by the teacher is explored through drawings, photography, exploration of relevant artists, media experimentation and ideas development, covering the 4 Assessment Objectives. This is the Major Unit of GCSE coursework (NEA).  <b>June – July</b> students are given a choice of titles to extend their Major Unit in their own personal direction. There is a 3 hour mock exam where students start a drawing which forms the start of this self-led project.          The NEA is worth 60% of their grade. During Year 10, they complete 75% of this.</p>	<p><b>Continual verbal feedback is given in lessons and students are encouraged to write anything down that cannot be instantly acted upon.</b>  <b>Students are also given written feedback, which provides clear targets on how to upgrade, covering the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>● AO1: Developing ideas through investigations, demonstrating critical understanding of sources, artists, craftspeople and designers.</li> <li>● AO2: Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>● AO3: Recording ideas, observations and insights through drawings, photography and annotation.</li> <li>● AO4: Presenting a personal and meaningful response/ conclusion.</li> </ul>
<p><b>11</b></p>	<p><b>GCSE Art, Craft &amp; Design (AQA)</b></p>	

	<p><b>September – October</b> students complete their NEA, working on their independent development and refining previous work.</p> <p><b>October – January</b> students work on their final outcome for their NEA, the concluding piece to their Major Unit. There is a 3 hour mock exam where students spend an extended time working on this outcome.</p> <p><b>January of Year 11</b> the Externally Set Task is issued. This is an independent, self-directed NEA, concluding with a 10 hour unaided practical session in <b>April/ May</b>.</p>	<p><b>Continual verbal feedback is given in lessons and students are encouraged to write anything down that cannot be instantly acted upon.</b></p> <p><b>Students are also given written feedback, which provides clear targets on how to upgrade, covering the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• AO1: Developing ideas through investigations, demonstrating critical understanding of sources, artists, craftspeople and designers.</li> <li>• AO2: Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3: Recording ideas, observations and insights through drawings, photography and annotation.</li> <li>• AO4: Presenting a personal and meaningful response/ conclusion.</li> </ul>
<p>12</p>	<p><b>A' Level Fine Art (OCR)</b></p> <p><b>September - November</b> students are guided through set tasks, drawings, artists and media workshops. These are led by the teachers, and students are then guided on how to take their project in an independent direction.</p> <p><b>November – June</b> students are given a choice of titles to develop the Personal Investigation (NEA) in their own personal direction. This extended project evolves every 3 months as the students hand in their coursework (NEA) in chunks we call 'Developments'.</p> <p>The NEA is worth 60% of their grade. A Related Written Study also forms part of this (20%) and we start this in June of Year 12. Students are required to produce a 100-300 word study demonstrating the context in which their portfolio exists, exploring the relevant genre, subject matter, movement or historical framework of the selected theme.</p>	<p>The initial set tasks are assessed, then a grade is awarded every 3 months as the students hand in their coursework (NEA) in chunks we call 'Developments'. These deadlines are detailed in the Student Assessment booklet.</p> <p>Continual verbal feedback is given in lessons and students are encouraged to make a note of ideas covered in these conversations.</p> <p>Students are also given written feedback, which provides clear targets on how to upgrade, covering the following Assessment Objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Developing ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>• AO2 Exploring media, materials, techniques and processes, reviewing and refining ideas as work develops.</li> <li>• AO3 Recording ideas, observations and insights through drawing, photography and annotations.</li> <li>• AO4 Presenting a personal and meaningful response that realises intentions.</li> </ul> <p>For the related written study, a single mark is awarded, out of a maximum of 24 marks, using the holistic descriptors covering AO1-4 above.</p> <p>There is also a drawing progress exam in with the school trial period, which is used to conclude 'Development 2'.</p>

13	<p><b>A' Level Fine Art (OCR)</b></p> <p><b>September – November</b> of Year 13 students complete their NEA, focusing on working towards the final outcome and improving and refining previous work. Two drafts of the Related Written Study are also handed-in.</p> <p><b>November – January</b> students work on the concluding piece to their Personal Investigation (NEA). There is also a progress exam during the school trial exam period which is used as a 5 hour extended session to work on the final outcome.</p> <p><b>February of Year 13</b> the Externally Set Task is issued. This is an independent, self-directed NEA, concluding with a 15 hour unaided practical session in <b>May</b>.</p>	<p>A grade is awarded every 3 months as the students hand in their coursework (NEA) in chunks we call 'Developments'. These deadlines are detailed in the Student Assessment booklet.</p> <p>Continual verbal feedback is given in lessons and students are encouraged to make a note of ideas covered in these conversations.</p> <p>Students are also given written feedback, which provides clear targets on how to upgrade, covering the following Assessment Objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Developing ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>• AO2 Exploring media, materials, techniques and processes, reviewing and refining ideas as work develops.</li> <li>• AO3 Recording ideas, observations and insights through drawing, photography and annotations.</li> <li>• AO4 Presenting a personal and meaningful response that realises intentions.</li> </ul> <p>For the related written study, a single mark is awarded, out of a maximum of 24 marks, using the holistic descriptors covering AO1-4 above.</p>