

# Art Curriculum Overview

## Department Vision

Preparing students to participate independently, confidently and successfully in an increasingly creative and technological world. Providing opportunities to research, analyse, create and evaluate; expressed through a creative journey.

This will be achieved through:

- Providing high quality teaching and learning which challenges preconceptions of traditional elements of design.
- Assessment, reflection and improvement opportunities built-in to a varied and inspiring curriculum.
- Chances to study and explore creative and core technical designing/making principals. Encouraging students to develop creative responses to “real world” scenarios through Research, Analysis, Creation and Evaluation; Including investigating a broad range of processes, material techniques and equipment.
- Providing learners with the expertise and life skills needed to prepare them for their next stage in education and life. This will be done through innovative curriculum and extra-curricular activities that will broaden the enrichment opportunities.
- Building students confidence in communicating their own ideas in a range of formats. Including oracy, numeracy, literacy skills and developing the use of appropriate technical language.
- Differentiated and extended lessons and content that allow all groups of students to access the curriculum and achieve success

## Art Offer @ SNA

Year 7 – Art – one period per week – all students

Year 8 – Art – one periods per week – all students

Year 9 – Art – one periods per week – all students

In addition, we offer the following optional courses:

Key Stage 4 – Years 10-11

GCSE Fine Art

GCSE Photography

Key Stage 5 – Years 12-13

A-level Fine Art

## Subject Curriculum Maps- Art

Year Group	<u>Term 1- Autumn</u>	<u>Term 2- Spring</u>	<u>Term 3- Summer</u>
7	<p><b><u>Cubism-</u></b></p> <ul style="list-style-type: none"> <li>• Building of basic art skills linked to the visual elements</li> <li>• Building colour theory knowledge</li> <li>• Building drawing &amp; 3D sculpture skills</li> </ul>	<p><b><u>Fauvism-</u></b></p> <ul style="list-style-type: none"> <li>• Developing colour theory knowledge</li> <li>• Developing drawing skills</li> <li>• Building painting skills</li> <li>• Introducing in depth artist research skills</li> </ul>	<p><b><u>Expressionism-</u></b></p> <ul style="list-style-type: none"> <li>• Developing drawing and painting skills</li> <li>• Developing in depth artist research skills</li> <li>• Building skills around creating personal and meaningful work</li> <li>• Building print making skills</li> </ul>
8	<p><b><u>Arts &amp; Crafts Movement-</u></b></p> <ul style="list-style-type: none"> <li>• Developing drawing and painting skills</li> <li>• Developing artist research skills</li> <li>• Developing a variety of print making techniques</li> </ul>	<p><b><u>Surrealism- Mythical Beasts &amp; Creatures-</u></b></p> <ul style="list-style-type: none"> <li>• Developing drawing and painting skills</li> <li>• Developing artist research skills</li> <li>• Developing 3D sculpture skills</li> </ul>	<p><b><u>Abstract Portraiture-</u></b></p> <ul style="list-style-type: none"> <li>• Developing drawing and painting skills</li> <li>• Developing artist research skills</li> <li>• Developing skills around creating personal and meaningful work</li> </ul>

9	<p><b><u>Impressionism-</u></b></p> <p>Developing drawing, painting &amp; perspective Skills</p>	<p><b><u>Renaissance-</u></b></p> <p>Refining drawing skills</p>	<p><b><u>Conceptual Art-</u></b></p> <p>Developing skills around creating personal and meaningful work</p> <p>Refining artist research skills</p> <p>Building photo collage skills</p>	<p><b><u>Street Art-</u></b></p> <p>Developing skills around creating personal and meaningful work</p> <p>Refining painting skills</p>	<p><b><u>Futurism &amp; Surrealism-</u></b></p> <p>Refining drawing and research skills</p>	<p><b><u>Futurism &amp; Surrealism-</u></b></p> <p>Refining material experimentation and final piece creation skills</p>
---	--	--	--	--	---	--

10 Photo	<u>Skills</u>  <u>Workshops</u>  Lighting, DSLR camera skills, Photoshop, Physical Editing, Composition	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 2</u>  Abstract Landscapes  Supporting project exploring digital and physical editing	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils
-------------	---	---	---	---	---	---

11 Photo	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Exam project-</u>  Themes set by the exam board, pupils choose 1 to develop into a project	<u>Exam Project-</u>  Themes set by the exam board, pupils choose 1 to develop into a project	<u>FINAL PRACTICAL EXAM-</u>  10 HOURS	<u>COURSE END</u>
10 Art	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Supporting project</u>  Architecture	<u>Supporting Project</u>  Architecture	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils
11 Art	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Exam project</u>  Themes set by the exam board, pupils choose 1 to develop into a project	<u>Exam Project</u>  Themes set by the exam board, pupils choose 1 to develop into a project	<u>FINAL PRACTICAL EXAM</u>  10 HOURS	<u>COURSE END</u>
12 Art	<u>Advanced art workshops</u>	<u>Advanced art workshops</u>	<u>Coursework project 1</u>	<u>Coursework project 1</u>	<u>Coursework project 1</u>	<u>Coursework project 1</u>

	200-minute project		Individual projects based on themes chosen by pupils	Individual projects based on themes chosen by pupils	Individual projects based on themes chosen by pupils	Individual projects based on themes chosen by pupils
13 Art	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Coursework project 1</u>  Individual projects based on themes chosen by pupils	<u>Exam project</u>  Themes set by the exam board, pupils choose 1 to develop into a project	<u>Exam Project</u>  Themes set by the exam board, pupils choose 1 to develop into a project	<u>FINAL PRACTICAL EXAM</u>  15 HOURS	<u>COURSE END</u>

Assessment Approach Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

<u>Assessment approach</u>	<u>Description</u>	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year13
Low stakes quizzing/questioning and class discussion	Short answer questions from current or previous topics which is peer or self marked							
Practical skills assessment	Individual practical skills and final pieces are assessed based on the assessment criteria for each year							
Lesson review	Students use Reflection activities on graded lesson outcomes through DIRT task activities, allowing students to make improvements							
Teacher, peer and self-assessment of contextual research, skill-based activities and evaluation	Contextual research, skill-based activities and evaluation work is graded by either the teacher, student or peer using the assessment criteria feedback, feedback is given to allow the students to improve their work							
Whole class feedback	Whole class feedback is given to students to overcome misconceptions and provide the class the opportunities to discuss high level outcomes							
Baseline and summative assessments	Baseline and summative assessments are used to establish current knowledge/acquired knowledge overtime to determine gaps in knowledge							

Year Group	<u>Term 1- Autumn</u>		<u>Term 2- Spring</u>		<u>Term 3- Summer</u>	
	HT1-	HT2-	HT3	HT4	HT5	HT6
7	<u>CUBISM</u>  <u>Assessment 1: Baseline Assessment - Teacher assessed</u>	<u>CUBISM</u>  <u>Assesment 2: Colour Theory Assessment- Teacher Assessed</u>  <u>Whole class feedback: Clay Portraits</u>	<u>FAUVISM-</u>  <u>Assesment 3: Oil Pastel Skill Assessment- Teacher Assessed</u>	<u>FAUVISM-</u>  <u>Year 7 Art exam (assessment week)- Teacher Assessed</u>  <u>Assessment- Whole Class Feedback</u>	<u>EXPRESSIONISM</u>  <u>Assessment 4: Ink and Watercolour Assessment- Teacher Assessed</u>	<u>EXPRESSIONISM</u>  <u>Whole Class Feedback: End of Year Summative Assessment-</u>
8	<u>ARTS &amp; CRAFTS</u>  <u>Assessment 1: Baseline Assessment - Teacher Assessed</u>	<u>ARTS &amp; CRAFTS</u>  <u>Assessment 2: Lino Printing Assessment - Teacher Assessed</u>  <u>Whole class feedback: Lino Carving</u>	<u>SURREALISM</u>  <u>Assessment 3: Tonal Pencil Skill Assessment- Teacher Assessed</u>	<u>SURREALISM</u>  <u>Year 8 Art exam Assessment (assessment week) - Teacher assessed</u>  <u>Whole Class Feedback: Clay Sculpture-</u>	<u>ABSTRACT</u>  <u>Assessment 4: Portrait Drawing Assessment - Teacher Assessed</u>	<u>ABSTRACT</u>  <u>Whole Class Feedback: End of Year Summative Assessment</u>
9	<u>IMPRESSIONISM</u>  <u>Assessment 1: Perspective Drawing Assessment - Teacher Assessed</u>	<u>RENAISSANCE</u>  <u>Assessment 2: Baseline Assessment - Teacher Assessed</u>	<u>CONCEPTUAL ART</u>  <u>Year 9 Art exam Assessment (assessment week) - Teacher assessed</u>  <u>Whole Class Feedback: Conceptual Concertina Book Assessment</u>	<u>STREET ART</u>  <u>Whole Class Feedback: Stencil Graffiti Portrait</u>	<u>FUTURISM/ SURREALISM</u>  <u>Assessment 3: Tonal Pencil Drawing- Teacher Assessed</u>  <u>Whole Class Feedback: Colour Pencil Drawing</u>	<u>FUTURISM/ SURREALISM</u>  <u>Whole Class Feedback: Artist Research</u>

10 Photo	<u>Basic Photo Skills Assessment-</u>  Component 1 AO2 & AO3  Photography Analysis Assessment-AO1	<u>Coursework Marking-</u>  Component 1 AO1	<u>Abstract Landscapes Marking-</u>  Component 1 AO2	<u>Abstract Landscapes Marking-</u>  Component 1 AO2	<u>Mock Exam-Teacher assessed</u>  Component 1 AO3 & AO4	<u>Coursework Marking-</u>  Component 1 AO1 & AO3
11 Photo	<u>Coursework Marking-</u>  Component 1 AO2	<u>Mock Exam-teacher assessed</u>  Component 1 AO3 & AO4	<u>Exam Project Marking-</u>  Component 1 AO1	<u>Exam Project Marking-</u>  Component 1 AO2 & AO3	<u>GCSE Exam</u>  10 Hours-  Component 1 AO4	<u>COURSE END</u>

10 Art	<u>Coursework marking</u>  Component 1 AO3	<u>Coursework marking</u>  Component 1 AO1 & AO2	<u>Architecture project marking - teacher assessed</u>  Component 1 AO1	<u>Architecture project marking</u>  Component 1 AO3 & AO4	<u>Mock exam-teacher assessed</u>  Component 1 AO2 & AO3	<u>Coursework marking</u>  Component 1 AO3 & AO4
11 Art	<u>Coursework marking</u>  Component 1 AO3	<u>Mock exam - teacher assessed</u>  Component 1 AO4	<u>Exam project marking</u>	<u>Exam project marking</u>	<u>GCSE Exam 10 hours</u>  Standardised assessment of both components A01, A02, A03 & A04	<u>COURSE END</u>
12 Art	<u>200-minute project – teacher assessed</u>		<u>Coursework Marking</u>	<u>Coursework Marking</u>	<u>Coursework Marking</u>	

	Advance art workshop marking	<u>Advance art workshop marking</u>	Component 1 A01 & A03	Component 1 A02	Component 1 A03 & A04	<u>Mock Exam – teacher assessed</u>  Component 1 A02 & A04
13 Art	<u>Coursework Marking</u>  Component 1 A01, 2, 3 & 4 Essay marking  Component 1 A02 & A03	<u>Coursework Marking</u>  Component 1 A01	<u>Exam Project Marking</u>	<u>Exam Project Marking</u>	<u>A Level Final Exam</u>  <u>15 Hours</u>  Standardised assessment of both components A01, A02, A03 & A04	<u>COURSE END</u>

### Cross Curricular links

Within our curriculum, we offer a variety of opportunities for cross curricular links, that benefits students at all levels. Our cross curricular links are as follows;

- Literacy - Students write extended answers within the research and investigation into existing artists. This writing has a focus on quality, presentation, comparisons between artists and ethical debate.
- SMSC – Students will be exposed to a variety of artists, areas of fine art and art movements worldwide which will encourage students to use the work of others to propel and inspire them with their own creations. All units of work including the ‘300 minute project’ use contextual references and fusions of artworks which involve various cultures and civilizations from around the world thus aiding a greater understanding of different ways of life and a respect for cultures that are very different from our own. The curriculum within Art is focused primarily on the investigative, creative and discovery aspects of Fine Art itself, founded both independently and collaboratively. This capitalises on student’s collaboration and communicational skills and encourages all students to show respect and empathy towards the work of others.

Throughout all projects all learners are encouraged to explore and develop their knowledge and understanding of matters relating to gender, race and other cultures. Students investigate a wide variety of art and artists developing their understanding of concepts and ideas using visual, tactile and sensory qualities within their studies, consequently allowing expression of personal ideas, meanings and feelings throughout the development of their work within Art lessons. Projects are developed that promote individual expression of intent and the realisation of personal ideas. Schemes of work are designed to allow pupils to explore art history, influences and concepts of themes and use the information to help them express their findings in their own way.

## Preparing for Life

At SNA, our art curriculum supports and further develops the following skills within students to prepare them for life beyond school and the world of work. These include:

- Problem Solving – Students are able to demonstrate resilience and creativity when identifying and overcoming any problems that occur within their work.
- Creativity – Chances to study and explore creative and core technical designing/making principals. Encouraging students to develop creative responses to “real world” scenarios through Research, Analysis, Creation and Evaluation; Including investigating a broad range of processes, material techniques and equipment.
- Listening/Speaking – Within lessons, students use their listening skills to decipher issues and problems which they come across. They are encouraged to debate and discuss the merits of various artists. An important concept within our lessons is also listening to each other when pupils are expressing their points/findings.
- Team work – Collaboration is key within Art and is something that is frequently used within lessons from using peer feedback to develop a piece to paired research activities.
- Staying positive – Within our curriculum, we place an emphasis on being positive and resilient as creation of art can through up numerous challenges or issues, which can take a lot of time to overcome or correct. Attention to detail is an important skill we teach students and being patient when doing this makes them even more successful.

## Co-Curricular

At KS4 and KS5, we offer extra intervention sessions for students who want extra support or want to learn beyond the curriculum. The aim of this is to support the students to achieve highly in their GCSE/A Level exam and coursework.