



Buckler's Mead Academy

Curriculum Booklet: Art and Photography

Subject Lead: Ms Wybrew and Ms Rosser-Davies



Art Curriculum Intent

'Before a child talks they sing. As soon as they stand they dance. Before they write they draw. Art is fundamental to human expression' Phylcia Rashad

Art and Design at Buckler's Mead Academy is intended to inspire students' imaginations, ensure that they take creative risks, generate ideas, solve problems and develop innovative art and design skills. We want the exciting world of art and design to be reflected both in and beyond the classroom.

As a team we aim to ensure every student has the opportunity to succeed within art. Using a curriculum that develops understanding, builds confidence in experimentation, and allows for plenty of opportunity to self-reflect and problem solve.

The Art & Design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment with and create their own works of art. Pupils should be able to think creatively, allowing for curiosity and be inspired to develop their own personal expression, alongside resilience, confidence and critical thinking skills. These are skills that can transfer into other areas of the curriculum, and beyond.

Students will develop a cultural understanding through creative and practical responses, gain an understanding of Art & Design, reflect on how it shapes our history and contribute to the culture, creativity and wealth of the nation. Art & Design also creates opportunities for success in students who are less confident in purely academic subjects, or with language barriers, to express themselves fully in these practical subjects. The Art curriculum equips students to be creative risk takers, evaluators and reflective and engaged learners.

Within Art, students follow a mastery scheme of work of key foundation skills, to ensure a core understanding of the underlying principles of Art & Design. Allowing us to build on skills and revisit core content. The projects written and artwork produced, incorporates the key foundation skills. These projects reviewed on an annual basis, allowing for a constant changing of visual Artwork, keeping art exciting, current, inspiring, and fresh.

After carrying out baseline assessments, we have found that students are at a variety of levels within their Art education. This has led to the introduction of a mastery curriculum, to enable students to develop a deeper understanding of the underlying principles of Art & Design and to enable students to be able to apply these skills across a variety of techniques and projects. Our Art projects support pupils from all starting points in exploring and developing their own ideas, before developing these into a final piece of Artwork. Pupils who develop this understanding of the key foundation skills and process of thinking within Art, are more readily equipped to meet the demands of the GCSE curriculum.

Our key skills are incorporated into every project to support incremental progression until mastery. These are as follows-

- 1: Learn how to: Plan/Develop/Design projects
- 2: Observational Skill: Drawing
- 3: Understanding of other Artists, designers and craftspeople
- 4: Skills/Processes/Techniques (Built on skill level as progress through years)
- 5: Personal informed response demonstrating a developing understanding of all other 'Big Ideas'

We extend the classroom experience into community opportunities and groups within school by offering art clubs, involvement in community arts projects and working with artists. This in turn gives students the understanding of working as a creative professional in the community, the creative industry and the wider world of work. Students also have the opportunity to attend art trips exploring museums and galleries to inspire the next generation of artists.



Art Curriculum Implementation:

Key Stage 3

Our curriculum introduces every member of our school community to a wide range of art and artists, including those from different periods and cultures, and deepens that knowledge in their time with us. Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their actions to improve the work. They will also learn about the history of art, including periods and major movements from ancient times up to the present day, gaining knowledge about great artists, craft makers and designers and then go on to evaluate and analyse creative works using artistic language.

Pupils will be taught to use a range of techniques to record their observations in their study books as a basis for exploring their ideas. They will produce creative work, exploring their own ideas. They will learn to draw, design, investigate, explore, experiment, document, review, evaluate, collect, annotate, compose, communicate, in order to support the creative design process, taking creative risks and safely failing, as well as being successful. In addition, pupils will be taught to use a range of techniques and media, including painting, printing and sculpture, increasing their ability in the handling of different materials.

To further develop, broaden and extend student skills, knowledge and understanding of materials and processes, we provide the following tasks and opportunities-

- Painting, increasingly controlling colour, tint, tone, shade by mixing and controlling how they apply paint - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble
- Printing, using surface pattern design, stencil and silk-screen printing, batik and tie dye techniques, monoprint, lino and dry etching
- Sculpture/assembling/constructing, making, forming and modelling

By the end of Key Stage 3, pupils are expected to know, apply and understand the key foundation skills and processes specified in the relevant programme of study. Every year, there is a clear progression of skills, which build on prior learning – such as use of tools and techniques with increasing mastery.

Key Stage 4

At Key Stage 4, students study the AQA Fine Art or Art & Photography courses as it meets the needs and talents of our learners. These courses are well subscribed each year. At the end of the two year course, students' work is celebrated in an Exhibition which is intended to showcase the talents, ideas and creativity of our learners.

During Year 10 students are exposed to as many different techniques as possible and are taught to know how to plan and deliver a project. Each project is intended to cover all Assessment Objectives and result in final outcomes in different media/techniques. By December of Year 11, GCSE students will have completed the coursework element (60%), beginning the Exam in January (40%).

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	2	2	2	5	5



Year 7 Programme of Study

The year is broken into two extended projects intended to cover four key themes-

Ideas-

The world of Art. Exploring and communicating ideas. Analyse ideas and meaning. Understanding themes and the ideas of others and being able to make connections.

Drawing

For planning, communication, design and as a discipline in its own right. To observe and record what we see.

Media & Technique:

Explore, experiment, and refine skills with a range of media and techniques across multiple disciplines.

Outcome

To respond visually to artists, themes, and ideas. To create a personal response to a theme.

Term	Curriculum Foci	Formal Assessment
1-3	<p>Natural World: How has the Natural world inspired artists and Designers? Natural Forms: Angie Lewin (printmaking) visual element line & shape</p> <ul style="list-style-type: none"> ● Visual Element & Shape ● Tonal Drawing- shape, proportion ● Recording contour lines & tone ● Researching Artists. Artist Study- Angie Lewin ● Analysis of the Artist ● Responding to the theme ● Exploring Design Ideas ● Combining imagery ● chine Colle ● Final Piece- creating a 2D piece inspired by Artist ● Evaluation of Project & Final Outcome 	<p>Assessment Tonal Drawing (Baseline assessment)</p> <p>Artist study</p> <p>Natural Forms Final Piece</p>
4-6	<p>Ethnology: the importance of different cultures. Aboriginal Art: Angelo Burgoyne Judda</p> <ul style="list-style-type: none"> ● Analysis of symbols and meaning ● The cultural and spiritual significance of symbols ● Formal elements- colour ● Tonal Drawing- primary observation ● Pencil Drawing ● Painting ● Artist Study- Angelo Burgoyne Judda ● Analysis of the Artist ● Responding to the theme ● Exploring Design Ideas ● Aboriginal symbols ● Painting techniques ● Final Piece ● Evaluation of Project & Final Outcome 	<p>Assessment Tonal drawing</p> <p>Artist study</p> <p>Aboriginal Art Final piece</p>



Year 8 Programme of Study

The year is broken into two extended projects intended to cover four key themes-

Ideas-

The world of Art. Exploring and communicating ideas. Analyse ideas and meaning. Understanding themes and the ideas of others and being able to make connections.

Drawing

For planning, communication, design and as a discipline in its own right. To observe and record what we see.

Media & Technique:

Explore, experiment, and refine skills with a range of media and techniques across multiple disciplines.

Outcome

To respond visually to artists, themes, and ideas. To create a personal response to a theme.

Term	Curriculum Foci	Formal Assessment
1	<p>Creatures and/or characters: Creating creatures and characters with personality- Insect Repeat Pattern: Damien Hirst</p> <ul style="list-style-type: none"> ● Formal Elements ● Tonal Drawing secondary observation ● Natural forms and developing ideas ● Artist Study- Damien Hirst ● Analysis of the Artist ● Responding to the artist ● Exploring design ideas ● Combing imagery ● Final Piece- creating repeat pattern piece ● Evaluation of Project & Final Outcome 	<p>Assessment</p> <p>Tonal Drawing & Observation</p> <p>Artist Copy</p> <p>Final Outcome</p>
2	<p>Environment: How have artists depicted the landscape through the language of art? Landscape: Rebecca Vincent</p> <ul style="list-style-type: none"> ● Visual element texture ● Tonal Drawing secondary observation ● Artist Study- Rebecca Vincent ● Analysis of the Artist ● Simplifying elements of landscapes ● Drawing skills- line/shape/pattern/colour/texture ● Perspective techniques ● Responding to the artist ● Exploring design ideas ● Colour theory ● Combining imagery ● Final piece- creating their own painted piece inspired by the artist ● Evaluation of Project & Final Outcome 	<p>Assessment</p> <p>Tonal Drawing & Observation</p> <p>Artist Analysis</p> <p>Final Outcome</p>



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Media & Technique:

Explore, experiment, and refine skills with a range of media and techniques across multiple disciplines.

Outcome

To respond visually to artists, themes, and ideas. To create a personal response to a theme.

Term	Curriculum Foci	Formal Assessment
1	<p>Signs of the Times: how is Art influenced by the past, the present and the future? Pop Art & Screen Printing: Karan Singh</p> <ul style="list-style-type: none"> ● Visual element texture ● Tonal Drawing ● Artist study- Karan Singh ● Analysis of the Artists ● Drawing and design skills: Visual elements - look check / adjust ● Photoshop, Pen and Pencil drawing, Pencil crayon. ● Responding to the artist ● Exploring design ideas ● Combing imagery ● Final piece- creating their own painted piece inspired by the artist ● Evaluation of Project & Final Outcome 	<p>Assessment</p> <p>Tonal Drawing & Observation</p> <p>Artist Analysis</p> <p>Final Outcome</p>
2	<p>Identity and Portraiture: What makes us who we are? Portraits: Chuck Close</p> <ul style="list-style-type: none"> ● Visual Element Tone ● Proportions of the face ● Portrait Tonal drawing from secondary observation ● Artist Study- Chuck Close ● Analysis of the Artist ● Artist copy- Chuck Close ● Researching into portraiture ● Taking own portraiture photography ● Designs and compositions - responding/influenced by artist ● experimentation of media: pen and ink, acrylic paint, tonal ● Reflecting and improving on experimentation ● Final idea - choosing media and composition ● Final piece- creating their own painted piece inspired by the artist ● Evaluation of Project & Final Outcome 	<p>Assessment</p> <p>Task 2 - Tonal Drawing from Observation</p> <p>Task 3 - Artist Copy: Watercolour Paints</p> <p>Task 6 - Final Outcome: Drawing from Observation using the grid method. Drawing from a photograph.</p>



Year 10 Art and Design: Fine Art Programme of Study

Exam Board:

Exam Specification:

Term	Curriculum Foci	Formal Assessment
1	<p>Introductory Phase- Term One-Two (Year 10)</p> <ul style="list-style-type: none"> ● Introduce students to a variety of short- term activities/projects related to the areas of study detailed. ● Students explore and create work related to Fine Art & Photography in response to brief and Artists researched ● Students experience a range of traditional and/or experimental ways of developing, refining and recording ideas. ● Students consider different types of sources and make connections with the work of artists, craftspeople and designers. ● Students are encouraged to record their observations, ideas and insights using appropriate drawing and written annotation. 	<p>Assessment</p> <p>Students' sketchbook work and practical outcomes are assessed against four objectives</p>
2	<p>Development Phase- Term Three- Six (Year 10)</p> <ul style="list-style-type: none"> ● Students respond to a teacher-directed project with coverage of the four assessment objectives. ● Students build on their initial experiences and knowledge, understanding and skills development from the introductory phase and extend their practical experiences as they respond to the directed project. ● They investigate suitable sources and develop the idea of a personal creative journey which considers the four assessment objective ● Students begin their Portfolio work (Term 6). 	<p>Assessments</p> <p>Students' sketchbook work and practical outcomes are assessed against four Objectives</p> <p>Students also sit a Year 10 Exam in the summer term creating a final piece in response a theme</p>
3	<p>Sustained phase Year 11</p> <ul style="list-style-type: none"> ● In this phase students move increasingly from dependence to independence as they work on a self-selected starting point for a sustained project. ● Students explore and create work related to their selected areas of study chosen from the fine art and photography ● Students independently research potential additional sources and associated references. ● Students explicitly evidence coverage of all four assessment objectives, drawing for different purposes and needs and written annotation. ● Students take increasing responsibility for the development and direction of their creative journey and make a meaningful and personal response. ● The Sustained project allows students to move from a position of dependence to one of increasing independence as the journey of exploration progresses. 	<p>Assessment</p> <p>December Completion Portfolio 60%</p> <p>April Final Exam 40%</p> <p>Internally Assessed and externally moderated</p>



Revision and Support:

There are many ways in which you can support your child in the study of Art and Photography such as-

- Ensure your child completes any homework within the deadline so they do not fall behind and can access the topics/themes studied in class time
- Ensure your child attends our club to get extra support for the development of their work
- Make sure that your child has the correct equipment for their lessons including appropriate art materials and if possible support them by providing a range of Art materials to use at home
- Make sure your child completes and presents their work in their sketchbook carefully to ensure they are proud of their work
- Where possible support the visiting of museums, galleries and exhibitions and generally
- developing cultural awareness

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1 Coursework Portfolio	60%	Coursework Learners present their best evidence for each assessment objective from their sketchbook and portfolio work throughout the projects studied. Students' work will be assessed against the following four objectives: <ul style="list-style-type: none"> • AO1- Develop 25% • AO2- Refine 25% • AO3- Record 25% • AO4- Present 25% 	N/A The deadline for completion of the Portfolio is November in Year 11
Unit 2 Externally Set task	40%	Practical Exam – 10 hours Final outcomes are developed using ideas techniques and research built up over 6 – 8 weeks. Work is assessed using the same assessment objectives as above.	The practical exam dates are normally set at the beginning of Year 11

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art>

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>