

Art and Design

Key Stage 3 and 4

Curriculum Rationale

<p><u>Intent</u> Curriculum design, coverage and appropriateness</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none">● Curriculum delivery● Teaching● Assessment (formative and Summative)
<p><u>Aim/Rationale</u></p> <p>To make a unique contribution to the curriculum by allowing pupils to explore visual, tactile and other sensory experiences to communicate ideas and meanings.</p> <p>To work with traditional and new media, developing pupil confidence, competencies, creativity and imagination.</p> <p>To encourage pupils to appreciate and value images, artefacts and objects through historical, political, religious, social and cultural references (relating to the context in which the work was produced)</p> <p>To encourage critical reasoning and reflection both on their work and others (judging quality, representation, value and meaning)</p> <p>To provide opportunities for all pupils to develop an appreciation and passion for art, craft and design and its role in society. Focusing on the local economy and the creative industries that will enrich their lives</p> <p>To provide opportunities for all pupils to learn to think and act as artists, crafts- people and designers. To enable them to develop a sense of pride in their work by having work displayed around the school and in the local community.</p>	<p><u>Delivery</u></p> <p>2 x 50 minute lessons per fortnight for year 7 students 3 x 50 minute lessons per fortnight for year 8 & 9 students. 6 x 50 minute lessons per fortnight for Key stage 4 when chosen as an option</p> <p>Wide breadth of applied and fine art practices studied. (painting, printmaking, drawing, photography, ICT and surface pattern)</p> <p>Exploration of media, processes and techniques in 2D, 3D and new technologies (depending on teacher expertise) This could include sculpture, photography, digital enhancing, set design, jewellery, installations, ceramics, interior design</p> <p>Pupils will study and examine a wide range of artefacts, genres, images from contemporary, historical, cultural, religious and personal contexts</p> <p>Pupils will become familiar with the understanding of art, craft and design processes through safe working practices and use of equipment and tools</p> <p>Pupils will be given the unique opportunity to respond to their local environment, cultural influences and heritage through the medium of</p>

To encourage pupils to work with unfamiliar materials and resources to inspire and encourage them to become creative learners .

To give greater opportunities for pupils to be involved in the Arts in the general sense by encouraging increased participation in activities outside of lesson, school art clubs, competitions and links with Millfield and other schools

To improve the competency of pupils regardless of ability, socio economic factors or background.

KS3

Year 7

- Benchmarking
- Formal Elements
- Basic drawing techniques and mark making
- Colour theory
- Colour and pattern:
- The local environment & Hundertwasser
- Eduardo Paolozzi - mixed media

Year 8

- Insects - techniques for drawing accurately, mark making, patterns in nature, colour mixing and blending.
- Artist Study: Briony Morrow-Cribbs.
- Hybrid creatures
- Using one-point Perspective: Letters/Creating a Room
- Developing Texture/Pattern/Tone
- Surrealism - Artist Study: Rene Magritte

Year 9

- Anatomy and Day of the Dead – Developing techniques/mixed media
- Still Life - Line/Form -Michael Craig-Martin
- Still Life - Tone/Form - Joel Penkman
- Issue Based Art: Collage/Photomontage/Introduction to Acrylic

art, craft and design.

Teaching

A wide range of teaching and learning styles and activities, including demonstrations, exemplary work, group collaborations, group/paired discussions, station work, peer mentoring. Class discussions directed through effective questioning. Independent learning is vital both in class and outside of the classroom.

Lesson objectives are clear and outcomes are differentiated from the outset.

Pupils on PP are given resources and materials to enable them to achieve and succeed. SEN and PP will be checked for understanding and support given when appropriate.

HAP- given the opportunity to complete different or extended homeworks and classwork. Support for pupils will depend on individual needs and competencies.

Assessment

Summative assessment - regular marking and red pen feedback requiring student response with WWW and EBI . End of unit summative assessment when appropriate.

Use of towers to report on individual competencies and progress. Regular feedback to pupils verbal and written.

Future developments:

- Hauser and Wirth
- Artist in residence
- Exhibition - Glastonbury Galleries
- Links with Strode college

2019 - 20 Review

- GCSE Art and Design results 2020, 79% 4 or above
- We are above the national average for 4+
- There has been an upward trend for the

Year 10 - AQA exam board

- Mark making, media, colour -
Introductory course: drawing accurately, pencil/ biro, ink, coffee, acrylic, mixed media.
- Printmaking: Polyprints/Lino
Cuts/Monoprints
- Relief/3D: wirework/plaster bandage.
- Students are supported to develop their ideas and effectively undertake research to support their individual projects and cover the 4 Assessment Objectives.
- Two projects are completed as part of the Portfolio Unit:
- Natural and Man-made
- Human Form/Identity/Journeys (this second project runs into Year 11)

Year 11 - AQA exam board

- Human Form/Identity/Journeys (4 assessment objectives) with final piece
- Unit 1 Portfolio and final pieces
 - Selecting, completing, mounting and presenting work
- Unit 2: Externally set exam
 - 10 hours on final piece

past 3 years

- Girls continue to strive for improvement and are above the national average for 4+
- Boy's 4+ results have improved significantly over the past 3 years
- SEND and PP students results are also on an upward trend where 50% achieve or exceed their target grades.