

SUBJECT ART, GRAPHICS, PHOTOGRAPHY - CURRICULUM OVERVIEW

Intent

Summary of curriculum intent

The Twyford trust's Art Curriculum aims to teach the students to develop their creativity and ideas, and increase proficiency in their execution. Building both skill and confidence. They are taught to develop a critical understanding of artist, designers and other practitioners and shown how to express reasonable judgement that can inform their own work. The main questions we want them to answer is what can I learn from this artist? How can this help develop my own skills or understanding.



Students are taught a range of techniques to record their observations starting in year 7 documenting mixed media natural forms. Sketch books document progress.

KEY STAGE 3 Assessment objectives	KEY STAGE 4 GCSE Assessment objectives	A LEVEL ART Assessment objectives	A LEVEL GRAPHICS Assessment objectives	A LEVEL PHOTOGRAPHY Assessment objectives
<ul style="list-style-type: none">• Artist Research pages• A01 Develop• A02 Refine/explore• A03 Record• A04 Presenting outcomes in books and A3	<ul style="list-style-type: none">• Artist Research pages• A01 Develop• A02 Refine/explore• A03 Record• A04 Presenting outcomes in books and A3	<ul style="list-style-type: none">• <i>Artist research pages</i>• <i>A01 Develop</i>• <i>A02 Explore</i>• <i>A03 Record</i>• <i>A04 Present</i>	<ul style="list-style-type: none">• <i>Artist research pages</i>• <i>A01 Develop</i>• <i>A02 Explore</i>• <i>A03 Record</i>• <i>A04 Present</i>	<ul style="list-style-type: none">• <i>Artist research pages</i>• <i>A01 Develop</i>• <i>A02 Explore</i>• <i>A03 Record</i>• <i>A04 Present</i>

Year 7 and 8 use a range of techniques and media, including painting and they create a combined instillation at the end of the term showing how they have developed, explored, recorded and presented. This visually shows the understanding of the formal elements and introduces them to a range of techniques and encourages them to handle a range of different materials such as tissue paper, oil pastels and paint. From year 7 students analyse and evaluate their own work and that of others in order to strengthen the visual impact or application of their work. They have a choice of artists to research and are guided to evaluate the process and the concept of the work. The history of art, craft, design and architecture including periods, styles and major movements from ancient times up to present day are covered over the choice of artist research throughout the courses.

From year 7 the focus on all work being important in the sketch book is modelled to prepare them for GCSE and A level. The students are graded using the GCSE assessment objectives 50% on the Artist research they complete and 50% on ALL practical work they complete. The four assessment objectives are below and visual examples are shown so students can reflect and self-evaluate work.

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

								
On track to achieve:	5+	4	3	On track to achieve:	5+	4	3	1-2
Artist Research page	A confident response that is inspired by the work of artists and uses individual style, creativity and great use of skill. In depth analysis of the Artists work. Own opinion given on Artist work	A response that links to the work of artists and shows a good understanding of most skills used and a clear theme. A good analysis of Artist work and brief opinion given of the work	A response is created that uses individual imagination, some analysis of the artists work	RESPONSE Your final piece	A confident response that is inspired by the work of artists and uses individual style, creativity and great use of skill (sewing, design, texture, detail)	A response that links to the work of artists and shows a good understanding of most skills used and a clear theme.	A response is created that uses individual imagination and some understanding of materials used.	An attempt at creating a response that is inspired by the work of artists. Own creativity is evident. Pupil finds most key skills difficult to use.

A level Assessment Objectives

Year 12 -13 – A level

<i>A01</i>	<i>A02</i>	<i>A03</i>	<i>A04</i>
<i>Assessment objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</i>	<i>Assessment objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</i>	<i>Assessment objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</i>

A level

Across the trust we have different specialist teachers, Fine Art and Photography and Graphics Communication at Twyford. Textile and Art and Craft at William Perkins we cover Different Art movements, a range of Techniques, Analysis skills, independent creative outlets.

Quality of work is compared to AQA standards and sectioned into A consistent level/ Highly developed or Exceptional. Then it is sectioned into Just, Adequately, Clearly or Convincingly.

To reach the Exceptional standard you have to produce professional outcomes or photorealistic pieces of work. The standard set by AQA is extremely high. This is seen at moderation training.

The structures in place allow all students to fulfil the assessment objectives. The quality of what they do determines the grade. Students choose personal project and the teacher plan individual plans using the department structures.

A large amount of student go on to study Art Foundation or creative degrees. Portfolio support is offered and X students are asked to come back and talk. Each year at least two creative professionals talk to the cohort.

Graphics students have started to link with Drama to design production posters.

Implementation

Key principles of unit planning

All projects in the Art curriculum have a focus on allowing students to express themselves and build and gain skills. The foundation skills from year 7 are reinforced up to year 13 with added challenge and stretch. The planning of developing understanding of the formal elements creates a strong foundation of skill. The design of having 50% of the grade based on artist research and 50% on practical from year 7 to 9 shows the students the importance of building understanding of artists and self expression. These skills are key for GCSE and A Level. *Verbal assessment language is used to focus on the purpose of all assessment objectives. Trackers and regular feedback both verbal and written is given. Visual examples are used both in PowerPoints and displays.* From year 7 the culture of your whole book mattering and going towards your grade sets GCSE standards. The foundation art skills are recapped and developed from year 7 to 13. Students apply skills from workshops taught in Component one to Component two at both GCSE and A level. Keeping equipment up to date such as the graphic pads is key to making sure students have access to equipment for personal development of skill. Each lesson links to an assessment objective and follows the seven steps or workshop structure. This allow students to work at personal pace at GCSE and A level. From year 7 to 13 we read and mark the Artist Research pages and then in year 12 Art, Graphics and Photography students produce a 3000 word essay. The unit planning from year 7 support students with this as they are used to expressing opinions and also using research as a reference to thoughts and ideas.

Worksheets and Handout sheets for Key stage 3. Photography mini studios, SLR cameras, printing press, Etching tools. Screen printing area and Clay options are all open for GCSE and A Level. PowerPoints on Copia show clear visual examples and expectations. Digital support has been created in screen casts to support students using photo shop.

All projects aim to develop all four assessment objectives.

Key pedagogical principles:

- Art and Graphics key language is introduced inductively.
- Visual examples on display and in PowerPoints
- Short, sharp activities with review.
- Use of dept. specific vocab
- Use of key word glossaries.
- Use of extended writing support structures for A level.

Impact

Key assessment principles ART, Graphics and Photography

In class students reflect using WWW and EBI and peer assessment takes place very half term.

Each quarter assessment students are marked 50% on practical outcomes and 50% on the quality of Artist Research

The Assessments reflect how students are marked at GCSE and A level and create a focus on the quality of work and book work.

During quarterly assessments teacher will notice and direct student so strength and areas that they need to develop.

Moderation takes place in department and across the trust using AQA examples.

ART Trust SOW overview

Trust SOW that shows same skill development and fulfilment of National Curriculum but due to cohorts in different schools and teacher specialist skills projects differ.

Yellow projects are the same/ Workshops are structured the same but differ depending on teacher skills and equipment available at the school.

TCEAT Art Curriculum Map (Year 7 and 8)

EFH Year 7 and 8: 2 lessons per week (100 minutes in total in one block)

Year and Unit	ADA	WPN	EFH	TWY
7.1	Hamza Hands – drawing and pattern	Pop Art	Still Life – Formal Elements	Natural Forms – Formal Elements/ leaf
7.2	Weaving the Elements – Watercolour, paper weaving, acrylic	Picasso Portraits – Watercolour	Portraiture – Reality to abstraction	Picasso Portraits – Watercolour
7.3	Crazy Creatures – Drawing and textiles	Lisa Milroy – Oil pastel and Paint	Crazy Creatures – Drawing and textiles	Sweets – Oil pastel, tone, collage
8.1	Creative Portraits – Pencil, watercolour and digital	Crazy Creatures – Drawing and textiles	Natural Forms – Drawing, watercolour, oil pastel	Still life – Paint
8.2	The environment – lino printing	Chris Ofili	Fastenings – Drawing, abstraction, clay relief, printing	Crazy Creatures – Drawing and textiles
8.3	Comic books – drawing, proportions, design principles	Giger drawings, Holbein – sculpture	Pop Art – Drawing, food, sculpture / painting	Pop Art: Roy Lichtenstein film stills – Pen and paint

TCEAT Art Curriculum Map (Year 9 and 10)

EFH Year 9: 2 lessons per week (100 minutes total in one block)

EFH Year 10 and 11: 3 lessons per week (150 minutes in total in 100 and 50 minute blocks)

Year and Unit	ADA	WPN	EFH Art	TWY Art	TWY/ADA Graphics
9.1	Still life – Foundation skills	Diversity project – portraits of famous people from BAME backgrounds – pencil drawings, draw mono-printing	Still Life – Foundation skills	Portraiture – Foundation skills	Travel Poster – digital drawing

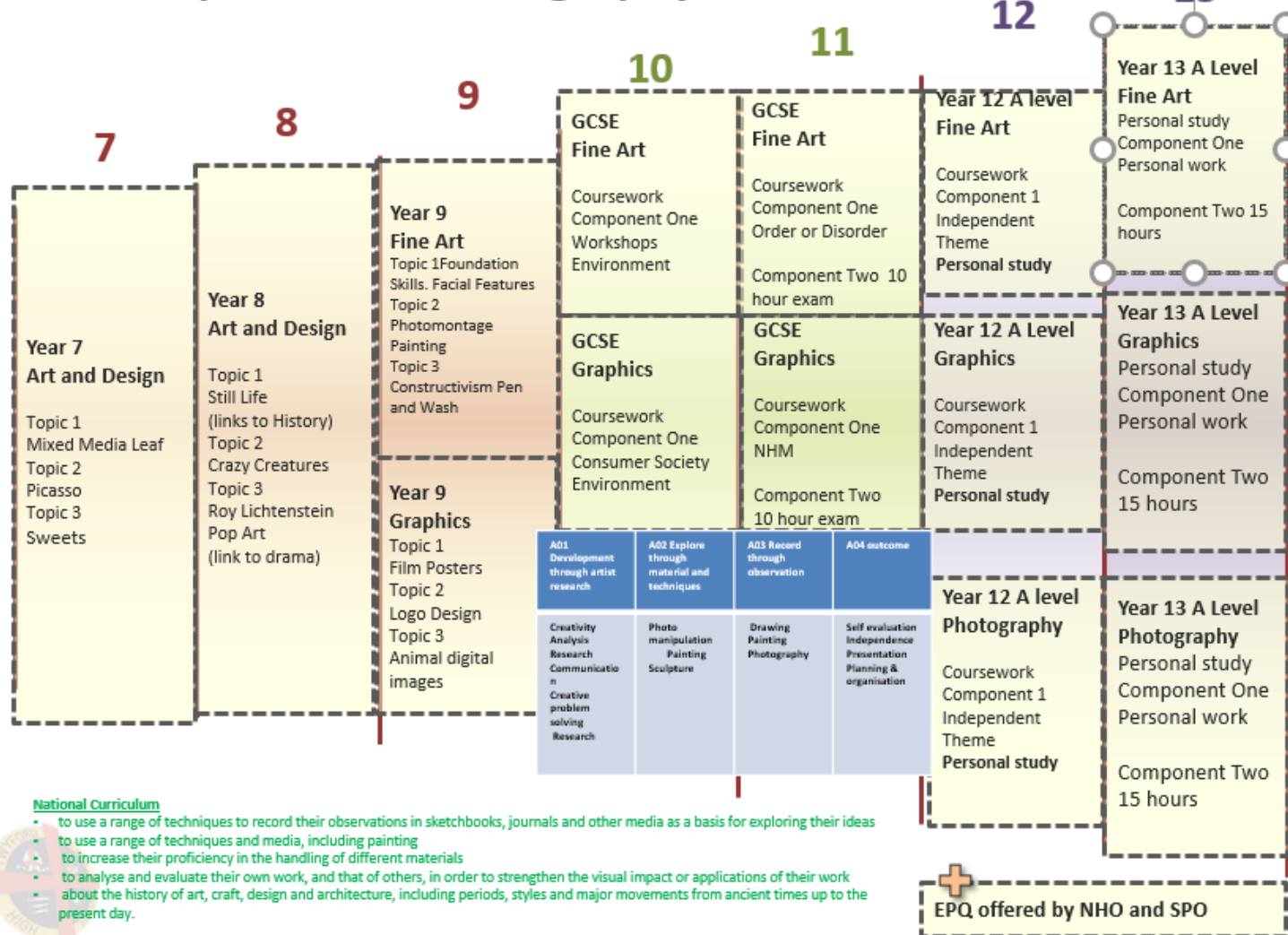
9.2	Identity – Surrealism, photomontage	Appropriation – paired work, creating artist boxes, 3D constructions in acrylic with Batik or felting	Portraiture	Photomontage Environment	Branding – creative lettering
9.3	Distortion – paper/photo manipulation, acrylic, own choice of material/artist	Bridging project O’Keefe, Marianne North Deep analysis and artist research pages	Structures / buildings / environment	Structures / buildings / environment intro	Animal – low poly
10.1	Workshops - Environment	Habitat (same as workshops, photography, printmaking, drawing and painting)	Workshops - Food	Workshops - Environment	Workshops - Consumer Society
10.2	Workshops - Environment	Habitat (same as workshops, photography, printmaking, drawing and painting)	Workshops - Food	Workshops - Environment	Workshops - Consumer Society
10.3	Order and/or Disorder – Independent project	Portraiture/Structures	Structures – Independent project	Order and/or Disorder – Independent project	
11.1		Portraiture/Structures	Structures – Independent project		
11.2		ESA	AQA: ESA		
11.3					

Key Stage Three Overview

	Year 7	Year 8	Year 9 Art	Year 9 Graphics
	Mixed Media Leaf	Still Life	Foundation Skills	Travel Posters
12-Sep-22				
19-Sep-22				
26-Sep-22				
03 rd October 22	Q1 Art Self- Assessment	Q1 Art Self- Assessment	Q1 Art Self- Assessment	Q1 Art Self- Assessment
10-Oct-22	Q1 other subjects	Q1 other subjects	Q1 other subjects	Q1 other subjects
17-Oct-22	Mon : Effort Grades due Thur: Exam grades due	Mon : Effort Grades due Thur: Exam grades due	Mon : Effort Grades due Thur: Exam grades due	Mon : Effort Grades due Thur: Exam grades due
24 th October 22	Half term			
31-oct-22			Portraits / Tone/ Charcoal and Pen and Wash	
07-Nov-22				
14-Nov-22				
21-Nov-22	Q2 Art Teacher Assessment	Q2 Art Teacher Assessment	Q2 Art Teacher Assessment	Q2 Art Teacher Assessment
28-Nov-22	Q2 other subjects Friday onwards	Q2 other subjects Friday onwards	Q2 other subjects Friday onwards	Q2 other subjects Thursday onwards
05-Dec-22	Q2 exams Until Wednesday Wed Effort grades due	Q2 exams Until Wednesday Wed Effort grades due	Q2 exams Until Wednesday Wed Effort grades due	Q2 exams Until Wednesday Wed Effort grades due
12-Dec-22	Tue Exam grades due Cover needed for GCSE mock exams 12 th and 13 th December	Tue Exam grades due Cover needed for GCSE mock exams 12 th and 13 th December	Tue Exam grades due Cover needed for GCSE mock exams 12 th and 13 th December	Tue Exam grades due Cover needed for GCSE mock exams 12 th and 13 th December
19-Dec-22	Christmas Holiday			
26-Dec-22	Christmas Holiday			
02-Jan-23	Picasso Portraits	Crazy Creatures	Henri Rousseau/ Painting from Montage	Typography/ Logo Branding
09-Jan-23				
16-Jan-23				
23-Jan-23				
30-Jan-23				
06-Feb-23	Friday Inset Day	Friday Inset Day	Friday Inset Day	Friday Inset Day
13-Feb-23	Half Term			
20-Feb-23				
27-Feb-23				
06-Mar-23	Q3 Art Self -Assessment	Q3 Art Self -Assessment	Q3 Art Self -Assessment	Q3 Art Self -Assessment
13-Mar-23	Q3 other subjects	Q3 other subjects	Q3 other subjects	Q3 other subjects
20-Mar-23	Mon Effort Grade due	Mon Effort Grade due	Mon Effort Grade due	Mon Effort Grade due
27-Mar-23	Tue Exam Grade due	Tue Exam Grade due	Tue Exam Grade due	Tue Exam Grade due
03-Apr-23	Easter Holidays			
10-Apr-23	Easter Holidays			
	Sweets	Pop Art	Prospective / Buildings	Low Poly Animals/ chocolate bar
17-Apr-23				
24-Apr-23		Mon Bank Holiday Thursday Parents Evening		
01-May-23	Mon Bank Holiday			
08-May-23				
15-May-23	Fri Sponsored Walk	Fri Sponsored Walk	Fri Sponsored Walk	Fri Sponsored Walk
23-May-23				
29-May-23	Half Term			
05-Jun-23	Mon Inset Day			
12-Jun-23	Q4 Art Teacher Assessment			
19-Jun-23	Q4 other subjects Fri Effort grades and tutor reports due	Q4 other subjects Fri Effort grades and tutor reports due	Q4 other subjects Fri Effort grades and tutor reports due	Q4 other subjects Fri Effort grades and tutor reports due
26-Jun-23				

ART
Twyford
Trust
Course
overview
Year 7- 9

Art, Graphics and Photography



All Projects from year 7 – 11 cover the four GCSE assessment objectives and fulfil the National Curriculum content in all lessons

All Projects from year 12 – 13 cover the A level assessment objectives

National Curriculum

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

A01 Development through artist research	A02 Explore through material and techniques	A03 Record through observation	A04 outcome
Creativity Analysis Research Communication Creative problem solving Research	Photo manipulation Painting Sculpture	Drawing Painting Photography	Self evaluation Independence Presentation Planning & organisation