

SUBJECT ART & GRAPHICS - CURRICULUM OVERVIEW

Intent

Department Vision

Each department plays its own individual and vital role in the school, making a unique contribution to our core ethic of living life in all its fullness. The Art department is no exception to this.

Art and Design continues to have an extremely important role in everyday life. It, like a language, gives people the opportunity to use their creativity and express themselves. It develops their ability to observe and to think, to solve problems and to communicate in a visual way.

The Art Department encourages students' development in both the practical experience of creating art works and expressing ideas in a visual way as well as developing an appreciation of art and design through the ages. We aim to create an environment that allows students to produce individual work inspired by both historical and contemporary artists.

We put an emphasis on integrating the teaching of critical analysis in conjunction with the practical aspects of the course. We believe that in doing this pupils are able to gain a greater understanding of artwork as well as develop their overall literacy skills.

We aim to nurture the diverse interests and talents of our students through the provision of:

- a broad range of media and practical experiences
- extra curricular art activities (clubs and competitions)
- open access to staff and resources

We aim to provide a wide choice of art and design activities to all pupils regardless of their ability. We actively support the school's Equal Opportunities and Multi-Cultural Policies in both our teaching methods, chosen artists and subject matter.

Curriculum overview:

	Year 7	Year 8	Year 9	Year 10	Year 11
Unit 1	Hamza Hands - drawing	Creative portraits – drawing & digital	Identity – Surrealism, photomontage (Art) Travel posters (Graphics)	Environment Workshops (Art) Consumer Society year 10 (Graphics)	Independent Order/ Disorder (Art) Independent NHM (Graphics)
Q1 assessment					
Unit 2	Hamza Hands - drawing	Creative portraits – drawing & digital	Identity – Surrealism, photomontage (Art) Travel posters (Graphics)	Environment Workshops (Art) Consumer Society year 10 (Graphics)	Independent Order/ Disorder (Art) Independent NHM (Graphics) Mock Exam in Dec
Q2 assessment					
Unit 3	The Elements - watercolour	The Environment – lino print	Distortion – paper/photo manipulation, acrylic (Art) Brand identity (Graphics)	Environment Workshops (Art) Consumer Society year 10 (Graphics)	Externally Set Exam Paper on 1st Feb
Unit 4	The Elements - watercolour	The Environment – lino print	Distortion – paper/photo manipulation, acrylic (Art) Brand identity (Graphics)	Environment Workshops (Art) Consumer Society year 10 (Graphics)	Exam units
Q3 assessment					
Unit 5	Crazy Creatures - textiles	Hidden Heroes – comic book	Workshops (Art) Chocolate Bar design (Graphics)	Start Independent projects	Exam units Exam in late April or early May
Q4 assessment					
Unit 6	Crazy Creatures - textiles	Hidden Heroes – comic book	Workshops (Art) Chocolate Bar design (Graphics)	Start Independent projects	n/a

Summary of curriculum intent

(What subject specific skills do you cover?)

KEY STAGE 3	KEY STAGE 4 GCSE
<ul style="list-style-type: none">• Artist Research pages• Recording• Exploring• Developing• Presenting outcomes in books and A3	<ul style="list-style-type: none">• <i>Artist Research</i>• <i>Recording</i>• <i>Exploring</i>• <i>Developing</i>• <i>Presenting A2 outcomes</i>

- *What knowledge/content do you cover?*
Different Art movements, a range of Techniques, Analysis skills, independent creative outlets.
- *How skills and knowledge/content are represented in the assessment objectives?*
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.
- *How does this offer equal or greater ambition than the national curriculum? (particularly in terms of maintaining breadth at KS3)*
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.
- *How is the overall offer different for students of different abilities? (including how it is adapted and developed for SEND students)*
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.
- *How does this curriculum area link to the wider school curriculum?*
KS3 have many links in the SOW to English, Science, History, Geography in particular

Implementation

Key principles of unit planning

- *How is the knowledge identified above distributed/sequenced and built on throughout and across years?*
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.
- *How are the skills identified above distributed/sequenced and built on throughout and across years?*
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 11.

- *How relevant is each unit in relation to the previous/next?*
Students apply skills in the 4 AOs in Year 9 and GCSE, these also feature in every Year 7 and 8 SOW to create a spiral curriculum and build upon skills.
- *What subject specific requirements have impacted the way the subject is delivered? (in terms of covering a mixture of sciences, for example)*
The new computers in the Graphics rooms have greatly helped all pupils be able to access work. Ipads able to use for drawing references and research across the year groups.
- *Is there a typical structure to lessons to support learning in your subject?*
Each lesson links to an assessment objective and follows the GCSE AOs or workshop structure.
- *How do you deliver literacy?*
Every Year 7-9 lesson has an artist/designer of the week and tier 3 literacy word that links to the artist. In some SOW pupils will read text out loud. Literacy mats can be found in the Art and Graphics rooms. Art and Graphics GCSE pupils produce detailed artist/designer analysis for their coursework, the Dept uses structured scaffolding to help all pupils write about their work.
- *What resources are available to support the delivery of the curriculum?*
Worksheets and Handout sheets for all classes. Adequate budget for any materials. Pupils have access to the graphics computer rooms. PowerPoints on Copia show clear visual examples and expectations.

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 GCSE

Impact

Key assessment principles ART, Graphics

- ✓ In class students reflect using WWW and EBI and peer/self assessment takes place every 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 using AQA examples.
- ✓ There are 4 quarterly assessment points at all Trust schools, when students will sit standardised assessments. Results are entered onto Go4Schools by a school-wide deadline; all staff undertake subsequent analysis of results and plan necessary interventions to address underachievement.