



Art Curriculum Intent



Why is Art important?	<ul style="list-style-type: none">• To inspire/ preserve a love of Art and creativity; As Art educators we strive to encourage, to teach creatively, allow students to make mistakes and take risks as part of their learning, to increase their knowledge, skills and understanding of Art and its place in Society.• To build cultural capital, connecting Art with their surroundings locally and in the world; We strive to devise a curriculum that is linked to the world we live in and to young people's own interests through exposure to art with visits to galleries or where that is not possible to work from high quality images from museums and galleries. Promoting the value of Art for all and art being valued by Students, Parents, Carers, Senior Leaders, Governors is important through exhibitions, displays of pupils work and allowing the pupils to work on collaborative and community projects in and out of the school environment where possible. Most of all we would like all children to enjoy their art experience.• To impart a strong understanding of how Art has evolved across time (<i>Art History</i>); <i>The teaching of artists, their work, context and influence and to connect with other subject areas making authentic connections e.g RE, History, Maths, Performing Arts etc</i>• To pass exams leading to improved life chances and guiding students to creative career paths.
Ambitious Curriculum	<p>Pupils come from a large number of Primary Schools and as such experience a variety of Art curriculums. Liaising and teaching with local Primary schools and forging strong links and gathering Curriculum examples from these Primaries and other sources has provided a good overview of what KS2 pupils are expected to have been taught. At KS2 pupils are expected to produce creative work, explore their ideas and record their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques and evaluate and analyse creative works using the language of art, craft and design. Pupils are also expected to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Our aim is to build on these previous experiences whilst also introducing new knowledge, experiences and concepts throughout their Art education at Alsop High School.</p>
KS3 Art Curriculum	<p>Purpose; A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>By the end of KS3 pupils should know, apply and understand the matters, skills and processes in the programmes of study.</p> <p>The key knowledge that we want students to learn:</p> <p>Observational drawing through key elements – line, tone, shape, pattern, colour, texture. (Foundation Knowledge)</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques. (Foundation Knowledge)</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>



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<p>What do we start with in Year 7?</p>	<ul style="list-style-type: none"> • Drawing, painting, mark making and the formal elements. • Develop this work into projects developing practical concepts with links to knowledge through artists and art movements. • Working in a sketchbook, looking at how artists record their ideas in sketchbooks, journals and visual diaries.
<p>How is the curriculum sequenced?</p> <p>How is Yr7 work built upon in Y8 and 9?</p>	<ul style="list-style-type: none"> • Mark making in Yr7 linked to visual texture in Yr8, used to describe tone and form in Yr9. • Colour theory in Yr 7 focus on colour mixing primary and secondary with colour moods and emotions to Yr8 contrasting complimentary and harmonious, extending to colour rendering used to describe tone and form in Yr9. • In Yr7 pupils write artist key facts with biographical details and use descriptive language. In Yr8 students continue writing about artists using descriptive, analytical and evaluative skills. In Yr9 critical analysis of art and artists continues with students being able to compare different types and genres of art.
<p>KS4 Curriculum</p>	<p>Purpose; Develop knowledge, understanding and skills relevant to Art, Craft and Design through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <ul style="list-style-type: none"> • Art based study; practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue. • Craft based study; practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills. • Design based study; practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters. <p>Students will learn through practical experience using any appropriate media and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions will be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p> <p>Knowledge and understanding:</p> <p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • Contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, shape, tone and texture. • The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • Different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.



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	<p>Skills: Students develop and apply the skills in Art, Craft and Design and demonstrate the ability to:</p> <ul style="list-style-type: none"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media , materials, techniques ,processes and technologies. • use drawing skills for different needs and purposes, appropriate to context • realise personal intentions through sustained application of the creative process
<p>Course Title: GCSE Art, Craft and Design Exam board: AQA Assessments: Component 1: Portfolio = 60%, Component 2: Externally Set Assignment =40%</p>	<p>Year 10 students start Component 1: Portfolio. They begin by working in a guided project from the theme ‘Nature and Portraiture’. The concepts ‘Nature’ and ‘Portraiture’ relate to topics taught in Year 9 where the focus was on drawing skills and experimentation of media with links to relevant artists and art movements. In Year 10 knowledge is taught by continuing to build schema over time, re-visiting the formal elements (Foundation Knowledge) and key concepts, prior knowledge and sticking it to something new. Both the substantive and disciplinary knowledge is Increased and stepped up allowing a steady progression of students confidence and knowledge of art, craft and design from YR7 and throughout Year 10. In Year 11 students are taught to develop their ideas, personal investigations and responses to prepare them for Component 2: Externally set assignment. They are encouraged to create, explore, discuss, analyse, and evaluate from a broad range of art and art mediums. At the beginning of the Spring Term in Year 11 students begin the Externally Set Assignment and are taught and prepared for the final 10 hour assignment in a logical and sequential way to ensure all of the 4 assessment objectives are explored fully and met.</p>
<p>Progression to KS5</p>	<p><i>YR11 Exam Unit prepares students in the ways of working for embarking on KS5 ALevel and BTEC Level 3 Art courses. The work and approach is more independent and personal as students Investigate and develop their own topics with the BTEC units and ALevel components. They are expected to take their own photographs, research and explore their own relevant art and artists and develop their ideas through the creative process becoming increasingly confident and competent with materials, processes and techniques.</i></p>
<p>KS5</p>	<p>We offer 2 pathways for students at KS5; Alevel Fine Art and BTEC level 3 Art and Design. This is determined by a numbers factor including prior attainment but a decision that is made in collaboration with the student.</p>
<p>A level Art pathway:</p>	<p>Purpose; Students should be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students should explore relevant images, artefacts and resources relating to a range of</p>



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	<p>art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes.</p> <p>Students should be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to Fine Art. Knowledge of art, craft and design should be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry. Visits to galleries and museums are an integral part of the course.</p>
<p>Progression to Year 13</p>	<p>Students continue their 'Personal Investigation' in the Autumn Term and are expected to develop and conclude their ideas to demonstrate a greater depth of study. This might be achieved by, for example:</p> <ul style="list-style-type: none"> • greater specialisation in a particular medium or process • extended development of particular themes, ideas, concepts or issues • further theoretical research and increased requirement to demonstrate understanding through integrated practical and written forms, and other means of communication • more rigorous exploration of an inter-disciplinary or multi-disciplinary approach. <p>Working in a personal and independent way prepares the students in their approach to Component 2: Externally Set Assignment at the end of January in the Spring Term.</p>
<p>BTEC Art and Design Pathway: Course Title: BTEC Art and Design Level 3, National Extended Certificate. (Equivalent to 1 Alevel) Exam board: Pearson Assessments: Total units: 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%) Year 12= 2 Units, 1 external, Year 13 = 2 units, 1 external.</p>	<p>Art and Design: Students are required to work in one or more area(s) of art, such as drawing and painting, mixed-media, including collage and assemblage, sculpture, printmaking (relief, intaglio, screen processes and lithography and photography). There are 4 Units to complete over 2 years;</p> <p>2 internally assessed Units containing practical work supported by written material. Students are required to work to a specific 'Brief' investigating an idea, issue, concept or theme, supported by written material.</p> <p>2 Externally Set Units; Students develop skills in contextual research and visual analysis in order to critically analyse the work of others and improve own practice.</p> <p>In Year 12 students begin Unit 12 : Fine Art, Materials, Techniques and Processes, and choose a topic in response to a teacher led Unit brief. They begin to explore and produce a practical portfolio of work, a sketchbook of their ideas and annotated written notes. They are taught in a series of workshop style lessons in the first term and encouraged to develop practical and theoretical knowledge and understanding of:</p> <p>A Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work B Apply fine art materials, techniques and processes to produce work for a brief C Review and reflect on own use of fine art materials, techniques and processes. This unit is completed at the end of Year 12.</p> <p>In the Spring term students will begin their externally set Unit 1. Unit 1: Visual Recording and Communication This unit contains the building blocks of art and design practice, where students explore and develop their visual recording and communication skills, which are important for progression to higher education courses. A theme is released by Pearson as a starting point for students to develop their visual recording and communication practice, through experimentation and selection. They</p>



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	<p>will then produce a creative outcome that reflects their visual recording and communication practice in relation to the theme. Students are guided through this unit responding to the given theme with practical work and written annotation and sit an external written exam responding to unseen questions relating to the theme.</p>
<p>Progression in Year 13</p>	<p>Students begin Unit 3: The Creative Process and choose a topic in response to a teacher led Unit brief. They begin to explore and produce a practical portfolio of work, a sketchbook of their ideas and annotated written notes. They are taught in a series of workshop style lessons in the first term and encouraged to develop practical and theoretical knowledge and understanding of:</p> <p>A Understand the stages and activities within the creative process B Experiment with the stages and activities within the creative process to develop own working practice C Apply stages and activities within the creative process to develop own art and design work D Review how use of the creative process developed own art and design practice.</p> <p>This unit is completed at the end of Year 13. In the latter part of the Autumn Term students begin the externally assessed written Unit 2. Unit 2: Critical and Contextual Studies in Art and Design This unit gives learners the skills to investigate art and design practitioners, visually deconstructing pieces of art and design work and researching the contextual factors in which the work is made. Students are taught to prepare for the written exam through a series of Art History style lessons and lectures responding to the artists and theme set by the exam board. Students are eligible to re-sit this unit in the Summer Term if necessary.</p>
<p>Next Steps</p>	<p>At the end of Key Stage 5 we aim to prepare our students for the next step in their career choice in college, university or a career equipping them with</p> <ul style="list-style-type: none"> • Greater specialisation in a particular medium or process. • Extended development of particular themes, ideas, concepts or issues. • Independently apply stages and activities within the Creative Process. • Be able to communicate (verbally and written) their ideas and intentions and successfully evaluate review and refine their work. • Have gained a broad knowledge and experience of Art History.
<p>High levels of Challenge</p>	<p>In the Art department we can show this through well planned programmes of study and well planned lessons (using Alsop routines and Rosenshine’s Principles of instruction). Our aim is to ensure we have high expectations and allow opportunities for all students to achieve/exceed their potential through work we set. We are committed to support all learners and use necessary drawing and tracing techniques and literacy guides for students who need it.</p>
<p>Relevant subject knowledge to deliver the curriculum</p>	<p>In Art subject knowledge audits have been completed, Faculty time and CPD used to develop this area, including training each other and opportunities for external CPD on Photoshop, Printing, 3D techniques (help with areas for development). All staff are involved in planning and taking responsibility of particular areas of the POS and staff ultimately delivering all units.</p>
<p>Using assessment to inform planning and ensure responsive teaching</p>	<ul style="list-style-type: none"> • Whiteboard questions in lessons will show full class has retained knowledge. • Retrieval Tasks in lessons • Assessments linked to SOW • AP data; Assessment scores shows students making improved progress over time and addressing under achievement and gaps in learning .



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	<ul style="list-style-type: none">• Moderation and Standardisation in faculty meetings. Teachers attend relevant annual exam board Moderation meetings.
Enrichment in Art	<p>AS a department we are committed to enriching the lives of the students at Alsop High School have worked collaboratively with other subjects over the years and continue to do so. Students and staff have worked together on Community and school projects creating pieces of Art and responding to design briefs e.g Holocaust memorial, Aintree Grand National Community Horse competition, annual Dot Art school competition, annual backdrop and props for school performances. Displays of students artwork is an important part of valuing the work students produce as well as increasing and boosting their morale. Visits to museums and galleries are important we have regularly taken students to local galleries such as the Walker, Tate Liverpool, Liverpool Museum as well as visits to London and Paris. Where it is not possible to take students out on educational visits we inspire them with high quality images from museums and galleries as well as film/video footage. We have also booked artist workshops and aim to continue this practice with reputable artists and home grown talents e.g notable artist Ian Murphy workshop with Yr10 and Yr12 students and future bookings with ex pupil community artist Nicola Taggart.</p>