



# FRAMEWORK FOR LEARNING

## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### ART

## INTENT

"Art is not a mirror held up to reality but a hammer with which to shape it." - Bertolt Brecht

- Students will develop their ability to realise creative thoughts/ideas/imagination.
- Pupils will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice.
- Students will be supported and nurtured to shape their own outcomes.
- Students will gain a deep cultural knowledge and understanding.
- We will empower children to voice, shape and express cultural heritage.
- Students will develop skills for future learning and employment.
- We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about their world.



YEAR GROUP		YEAR 10					
RATIONAL / NARRATIVE		Pupils explore, experiment, and develop the skills needed to successfully fulfil the GCSE Art requirements. It is our intention that pupils do this without fear of failure. Units are exciting, current, and encourage students to be able to question, critique, describe, subvert their world only Art can do this honestly. Pupils will explore the work of multi-disciplined and mixed media artists with a view to inform, influence and explore their own creative practice. Pupils will experiment with a wide range of techniques concluding in a personal response to the theme Messages and Portraiture. Sustained practice will be encouraged through exam/assessments. Attendance of after school sessions encourages pupils to balance their time and understand the commitment the making process demands.					
TERM KNOWLEDGE		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SKILLS		<b>COMPONENT 1</b> Messages:  Exploration of the theme Messages in Art. The formal elements street art/photography/painting/collage. Discussion and analysis of the work ROA, Banksy and My Dog Sighs.		Messages Continued:  Interpretation and development pieces exploring the artists: work ROA, Banksy and My Dog Sighs. Pupils will explore and experiment with a variety of materials and media including art/photography/painting/collage.		Messages Refined:  Summary of Messages project where personal final pieces will be planned and produced. Refinement of coursework based on feedback and completion of project.	
ASSESSMENT		Annotate, record, collect, observe, show, mark making.  Develop, make connections, understand research, investigate, and apply.  Learn about contemporary artists and their methods.	Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.  Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, observe, show, mark making. Develop, make connections, understand research, investigate, and apply.  Learn about contemporary artists and their methods.	Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.  Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, observe, show, mark making.  Develop, make connections, understand research, investigate, and apply.  Learn about contemporary artists and their methods.	Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.  Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince
HOME LEARNING		<b>MP1</b> Portfolio feedback <b>MP2</b> Portfolio feedback					
READING, WRITING, TALK, NUMERACY		<b>MP3</b> Portfolio feedback <b>MP4</b> Portfolio feedback					
		<b>MP1</b> Progress test <b>MP2</b> Portfolio feedback					
		<b>MP3</b> Portfolio feedback <b>MP4</b> Portfolio feedback					
		<b>MP1</b> Portfolio feedback <b>MP2</b> Portfolio feedback					
		<b>MP3</b> Progress test <b>MP4</b> Portfolio feedback					
		Home learning tasks are set on teams/class based upon coursework needs. Accessing lessons and content on teams if sessions are missed.					
		No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.  Writing developed in every lesson through		No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.  Writing developed in every lesson through		No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.  Writing developed in every lesson through	
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**TIER 2  
VOCABULARY  
TIER 3  
VOCABULARY  
PSPSMC, BRITISH  
VALUES AND  
DIVERSITY**

typed annotation and analysis of artwork and artistic processes.	typed annotation and analysis of artwork and artistic processes.	typed annotation and analysis of artwork and artistic processes.	typed annotation and analysis of artwork and artistic processes.	typed annotation and analysis of artwork and artistic processes.	typed annotation and analysis of artwork and artistic processes.
Opportunities for talk in every lesson using Talk protocols.	Opportunities for talk in every lesson using Talk protocols.	Opportunities for talk in every lesson using Talk protocols.	Opportunities for talk in every lesson using Talk protocols.	Opportunities for talk in every lesson using Talk protocols.	Opportunities for talk in every lesson using Talk protocols.
SEEC used for all Tier 3 Vocab	SEEC used for all Tier 3 Vocab	SEEC used for all Tier 3 Vocab	SEEC used for all Tier 3 Vocab	SEEC used for all Tier 3 Vocab	SEEC used for all Tier 3 Vocab
Research Analyse	Interpretation Research	Refine Context	Examine Process	Compare Contrast	Review Select
Context, mark making, theme, representational, irony.		Process, quality of line, composition.		Formal portraiture/informal portraiture, rule of thirds, proportion, scale.	
<p>Social/Cultural: Students will explore Creative industries and the impact art can truly have.</p> <p>Moral: Students will review their own work and refine work once their skills have developed appropriately. Students will also explore the theme of messages within artwork and their deeper meanings.</p> <p>ROA combines life, death, and life after death in his murals.</p> <p>My Dog Sighs explores the use of reusable materials to create art for all with his initiative of free art Friday</p> <p>Banksy explores political statements through art.</p> <p>British Values: Students will explore cultural diversity within art.</p>				<p>Social/Cultural: Students will explore Creative industries and the impact art can truly have.</p> <p>Moral: Students will review their own work and refine work once their skills have developed appropriately. Students will also explore the theme of portraiture within in the Art industry. They will investigate into why the artists choose to paint the person, as well as what is consent to draw/paint.</p> <p>British Values: Students will explore cultural diversity within art.</p>	