



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 11					
RATIONAL / NARRATIVE	<p>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 portraiture artists, paint and mixed media artists with a view to inform, influence and explore their own creative practice. Pupils will experiment with a wide range of art techniques concluding in a personal response to the theme 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.</p>					
TERM KNOWLEDGE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SKILLS	<p>Portraiture:</p> <p>Exploration of the theme Portraiture within Art. The formal elements of portraiture will be explored through example, discussion and analysis of the work of Neilly, Luke Dixon, Opie, Hockney and Warhol.</p>	<p>Portraiture refined:</p> <p>Independent exploration of the theme Portraiture within Art. The formal elements of portraiture will be explored through example, discussion and analysis of the work of Neilly, Luke Dixon, Opie, Hockney and Warhol.</p>	<p>COMPONENT 2 Externally Set Assignment:</p> <p>Application of knowledge gained from the course to reflect and refine work submitted for the Externally Set Assignment.</p>	<p>Externally Set Assignment Exam preparation:</p> <p>Application of knowledge gained from the course to reflect and refine work submitted for Final outcome examination.</p>		
ASSESSMENT	<p>MP1 Portfolio feedback MP2 Portfolio feedback</p>	<p>MP3 Portfolio feedback MP4 Portfolio feedback</p>	<p>MP1 ESA feedback MP2 ESA feedback Preparation for the Externally set assignment continually assessed.</p>	<p>MP3 ESA feedback MP4 ESA feedback 10 Hour Final Outcome in exam conditions. External moderation</p>		
HOME LEARNING	<p>Afterschool period 6 sessions attendance are compulsory for those selected. Home learning tasks are set on teams/class based upon coursework needs. Accessing lessons and content on teams if sessions are missed.</p>					



**READING,
WRITING, TALK,
NUMERACY**

**TIER 2
VOCABULARY
TIER 3
VOCABULARY**

**PSPSMC, BRITISH
VALUES AND
DIVERSITY**

<p>No cold reading - Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using Talk protocols.</p> <p>SEEC used for all Tier 3 Vocab.</p>	<p>Communication.</p> <p>Feedback loops and learning conversations to improve grades to match up with target levels.</p> <p>Writing developed in every lesson through typed annotation and analysis of artwork and artistic processes.</p>	<p>Unpicking the exam, its use of language and general themes.</p>	<p>Unpicking the exam, its use of language and general themes.</p>
Interpret Evaluate	Editing Reviewing	Research Select	Developing Refining
Abstract, colour, shape form, composition.	Abstract, colour, shape form, composition, Emotion.	Determined by the Externally set assignment.	Determined by the Externally set assignment. Reflection, evaluation, refinement.
Students will continue to be supported to work completely independently, using staff to facilitate and explore ideas. This will prepare students for the External set assignment and beyond.	Students will continue to be supported to work completely independently, using staff to facilitate and explore ideas. This will prepare students for the External set assignment and beyond.	Determined by the External set assignment.	Determined by the External set assignment.