**Art and Design Curriculum Implementation.**

**KS3**

Here at Moat we follow a two-year, key stage three National Curriculum. Art is delivered on a

rotation with music. We currently deliver to half of the cohort at one time before rotating to the

second half. The academic year is divided into four ‘blocks’. Each of these blocks lasts for nine to ten weeks. Each week students have a double lesson and each group has two blocks a year. All groups are mixed ability. The needs of all learners are addressed by the creation of two

‘weighted’ S.E.N.D groups ensuring support.

**BLOCK ONE**

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| **Year 7** | **Links to K.S.2 N.C** | **Links to K.S.3 N.C** | **Assessment** |
| Baseline Assessment Implemented with a three-week booklet to assess:* Making (observational drawing skills)
* Ideas (imagination)
* Knowledge (literacy skills)
* Evaluation (understanding)
 | Knowledge of art and design techniques including drawing with pencil. Introduce pupils to great and significant artists in history.  | Drawing from: memory, imagination and observations. Analysis of their own work and that of others and to use this information to inform their own actions and to improve upon their own work.  | Teacher assessment of all four skills, data recorded.  |
| Six-week introduction to the Formal elements of Art: line, tone, pattern, colour, shape and form. Knowledge organizer fully supports the learning.  | Create sketchbooks to record observations and use them to review and revisit ides, improve mastery of art and design techniques.  | Use a range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas. To expressively control visual language.  | End of block Teacher assessment and target setting.  |
| Each ‘element is supported by a K.Q.E.D short film which introduces artists using visual language.  | Introduce pupils to selected, named creative practitioners using relevant examples of their work.  | Learn about the context of artists as well as the historical, political, cultural, environmental contexts in which the work was created.  | Knowledge organizer tests. Homework set every two weeks.  |

**BLOCK TWO**

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|  | **Links to block one** | **Links to K.S.3 N.C** | **Links to K.S.4 N.C** | **Assessment** |
| Major project based on the work of Pablo Picasso. * Introduction to the life and work of Picasso
* Observational drawing skills- portrait.
 | Links to literacy task in baseline assessment Practical use of the formal elements of art.   | To use a range of media including but not limited to painting. A.O.2 - To increase their proficiency in the handling of different materials. To learn about the art, craft and design of different periods and cultures understanding something of the contexts of the work and why they were created.  | A.Q.A Art and Design assessment objectives covered at an entry level whereby practical and contextual work (A.O.1, A.O.2 and A.O.3), can lead to a final response (A.O.4).  | Homework set every two weeks. Ongoing verbal and written feedback given to individual learners when needed.  |
| Trip to New Walk Museum to see the collection of Picasso ceramics.  |   | Look at original works in museums and galleries to develop reflection, analysis, questioning and own decision making.  | A.O.1 Developing ideas though investigations informed by contextual sources.  |  |
| Using clay to construct and paint a plate.  |   | To use a range of techniques and media. To increase handling of different materials Assembling and constructing Learn about the tactile properties of textures and surfaces.  | A.O.2, A.O.3Demonstrating analytical and critical understanding, refinement through experimenting, with appropriate resources, media and materials. Presenting an informed response demonstrating understanding and realising intentions.  | End of block assessment and target setting for year 8.  |

**BLOCK ONE**

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| **Year 8** | **Links to K.S.2 year 7**  | **Links to K.S.3 N.C. K.S.4 N.C** | **Assessment** |
|  Major project- The Art and Architecture of Islam • Introduction to the Art and Architecture of Islam documentary and mind-map.  | Introduce pupils to selective named practitioners represented by a culture.  | A.O.1 covered at an entry level. Pupils taught to develop a critical understanding of artists, architects and designers.  | Homework set every two weeks. Ongoing verbal and written feedback given to individual learners during lessons when needed.  |
| Exploration of calligraphy as one of the main components of Islamic Art and Culture. Knowledge organiser fully supports the development of identification of media and techniques.  | Use of a range of wet and dry media  | Demonstrating understanding, through experimentation, using a range of resources, media and materials and techniques. * Use a range of techniques and media- brush and ink.
* Increase proficiency in handling of different materials
* Use a range of wet and dry media to explore- wash, transparency, marks and strokes.
* Using a variety of tools- brush, sponge, fingers, sticks and invented painting tools.

A.O.1, A.O.2 and A.O.3 covered at an introductory level.  | End of block assessment and target setting.  |
| Large final calligraphy painting.  |  | A.O.4 covered at an introductory level. •Painting increasingly controlling colour, tint, shade temperature by mixing and controlling the application of the paint.  | End of block assessment and target setting.  |

**BLOCK TWO**

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|  | **Links to year 7 Block one** | **Links to K.S.3 N.C. K.S.4 N.C** | **Assessment** |
| Islamic Geometry and Arabesque.  | Introduce pupils to selective named practitioners represented by a culture.  | Pupils taught to develop a critical understanding of artists, architects and designers. A.O.1 | Homework set every two weeks. Ongoing verbal and written feedback given to individual learners when needed.  |
| Design and make a dry-point print.  | Use of the formal elements of Art.  | Refining ideas through experimentation, using a verity of resources, media, martials and techniques. Recording intentions as works in progress and developing understanding of source materials. * Use a range of techniques and media to include rules, compasses.
* Use of design elements to include repetition, pattern and colour ways.
* Support the creative design process taking risks and safely failing as well as being successful.
* Refine the development of an idea though stages that improve the outcome.
* Printing and pattern making using printing ink and an incised surface.
* A.O.1, A.O.2, A.O.3 and A.O.4 covered at an introductory level.
 | End of Block/Key stage three assessment.  |
| **Cultural Capital** Music from various Islamic countries is listened to when appropriate during lessons. Strong cross curricular links to Maths and Humanities. The project also offers many pupils an opportunity to share prior knowledge of Islam as it is part of their own culture.  |

**KS4**

Here at Moat we follow a three-year, key stage four. The A.Q.A Art and Design (Fine Art) G.C.S.E is delivered in a double lesson in year nine and a double with a further single in year eleven. The learning needs of all our pupils are reinforced by a weekly afterschool session, whereby pupils have access to specialised advice, the departmental space and specialist materials. Our S.E.N.D students are supported by a more structured, nurturing curriculum. This is supported by their teacher which enables them to meet the four assessment objectives.

Assessment objectives:

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| **A.O.1** | **A.O.2** | **A.O.3** | **A.O.4** |
| Develop ideas through investigations, demonstrating critical understanding of sources.  | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  |

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| **Art and Design (Fine Art) – year 9** | **Links to K.S.3 N.C**  | **Assessment Objectives.**  | **Assessment**  |
| Term 1 – Baseline assessment: * Observational drawing
* Upside-down drawings
* Line techniques
* Artists marks
* Palette
* Colour wheel
 | * Links to the formal elements of art work.
* Use a range of techniques and media.
* Pupils taught to develop a critical understanding of Artists.
 | A.O.3 | Feedback on baseline drawing if numbers allow. Students can be moved around to form the ‘best fit’ to access most support. Homework.  |

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| Term 2 Advance colour Wheel inc: * Analogous colours
* Harmonious colours
* Complementary colours
* Making grey’s
* Black and white media
* Pastels
* Watercolour/Aquatone
* Introduction into the works of,

Hockney, Van Gogh, Klee and Degas.  | * Painting – increasingly understanding and controlling colour, colour mixing and application.
* Pupils taught to develop critical understanding of Artists.
* Strong link to year eight knowledge organiser describing media and materials.
 | A.O.2A.O.3 | Homework Feedback using ‘post- it’ system enabling pupils to improve work End of week 12 assessment and K.S.4 predicted target.  |
| Term 3* Drawings from imagination and memory.
* Automatism
* Sound
* Movement
* Communication
* Chance
* Surreal
 | * Use a range of techniques.
* Use sketchbooks journals and other media
* To use alternative creative processes to engage and motivate
* Learn about the art different periods understanding context
* Developing, painting, drawing and collage.
 | A.O.1 | HomeworkEnd of term assessment and review of K.S.4 predicted grade. |
| Term 4* Etching (dry-point)
* Mono-Printing
* Lino-cut
 | * Links to year 8
* Technically develop ability to lift an impression or print from a textured or incised surface.
 | A.O.2 | HomeworkPost-it feedbackEnd of week 25predicted targetSpring assessment |
| Term 5Mini-project – dependant on group and teacher.• Introduction of the four assessment objectives in a structured, linear way . o A.O1 – Develop ideas through investigations, demonstrating critical understanding of sources. o A.O.3 – Record ideas, observations and insights relevant to intentions as work progresses. | • Links to and develops understanding from year seven and year eight projects, of the required G.C.S.E process  | A.O.1A.O.3 | Homework Post-it feedback End of year assessment and review of predicted grade.  |
| Term 6* A.O.2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
* A.O.4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
 | • Links to and develops understanding from year seven and year eight projects, of the required G.C.S.E process  | A.O.2A.O.4 | End of year assessment and review of predicted grade.  |

**A.Q.A Art and Design (Fine Art) G.C.S.E.**

In year ten we begin to develop component one. This comprises a portfolio which contains ‘more than one project’. It is worth 60% of your overall grade students are required to work in one or more area of Fine Art. Here at Moat we offer painting, drawing, printmaking and mixed media but always remain flexible due to various starting points offered or as a response to the personal creative journey a student undertakes.

We deliver a major project which contains various ‘umbrellas’ and allows for smaller ‘satellite’ works. The four assessment objectives are not linear and can be met various times throughout the year. The projects can be different dependent on the teacher and cohort. I have set out an example.

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| **Art and Design (Fine Art) – year 10** | **Links to K.S.3 N.C/ Year nine**  | **Assessment Objectives.**  | **Assessment**  |
| Autumn Term * Sketchbook cover
* Introduction to Artists and Art movement
* Transcriptions
* Written analysis
* Gridded drawing
* Photography
 | Builds on understanding gained in year nine. Summer term mini -project Pupils taught to develop a critical understanding of Artists and art movements,  | A.O.1 | Independent work Feedback through ‘post-it’ system. Assessment using G.C.S.E assessment grid.  |
| Spring Term * Black and white media experiments
* Small lino cut
* Mono-print
* Dry point
* Rework drawings
* Tear up and reassemble work
* ‘quick’ drawings
 | Builds on year nine black and white wet and dry media experimentation. Builds on print-making skills acquired in year eight and year nine. Builds on ‘chance’ and surreal work in year nine  | A.O.3 |  |
| Summer Term * Mind-maps
* Photographs of subject/portrait
* Text and image work
* Poem
 | Builds upon year nine experience of A.O.3 in min-project  | A.O.3A.O.2 | A.O.2 and A.O.3 are often interchangeable and must be looked at holistically  |
| Final piece/sTen hour sustained piece/s under exam conditions  | Builds upon year nine experience of work completed in A.O.1, 2 and 3 culminate in outcomes that meet the criteria.  | A.O.4 |  |

Year ten frequently engage with Leicester print workshop which strengthens portfolio work and builds on printmaking knowledge. Year ten also visit New Walk Gallery and the Tate Gallery which gives valuable evidence for A.O.1

Autumn term:

Twelve week ‘mock exam’/End of unit one exam.

* This is based on the previous year’s component two questions. Students are free to choose what question they respond to. S.E.N.D students are guided as to the best choice for them.
* Ten-hour final piece/s under exam conditions – entitled ‘end of unit one exam’.
* Covers all four assessment objectives

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| **Art and Design (Fine Art) – year 11** | **Links to K.S.3 N.C/ Year Ten**  | **Links to A.Q.A Assessment Objectives.**  | **Assessment**  |
| Week one to ten * Give out unit two paper
* Look at exemplar work.
 | All skills learnt through year nine and year ten can be used and developed.  |  | Student self -assessment of exemplar materials Interim assessment week seven. Formal assessment at end of unit exam.  |
| Spring Term * Two week-catch up and revisit.
* Students receive component two
* Independent work cover the three A.O’s
 | Builds on understanding gained during the autumn term ‘mock exam’.  | A.O.1, A.O.2 and A.O.3  | Interim assessment week seven.  |
| SELECT AND ASSEMBLE PORTFOLIO |
| During May all of the component one and two is center - assessed and sent to the examination board.  |