

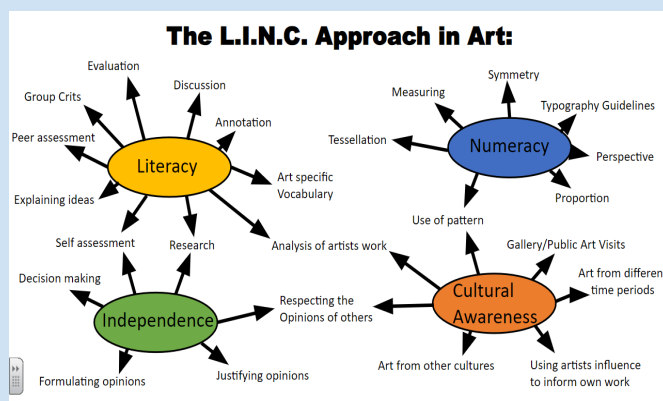
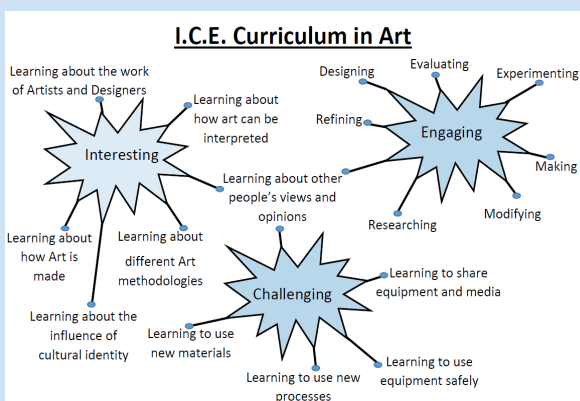


Art Curriculum Overview

What are the aims of the Art curriculum?

The scheme of learning is designed to ensure all our learners increase their opportunities and life chances, in preparation for life beyond ACHS to become health and safety conscious, self-aware and work ready. All students will demonstrate they are confident, self-assured learners with a clear focus on progress and high aspirations, with opportunities provided to ensure students become culturally aware individuals and that creative and individual responses to tasks are generated. Students are encouraged to understand their role in society by considering different roles, values and attitudes.

How does the Art curriculum support the Seaton Valley Federation's curriculum vision and intent?



How is the Art curriculum sequenced to support pupils to make effective progress?

Art and Design in KS3 builds on the work undertaken at KS2 by continued experience of materials and processes explored at KS2 but with a focus on more demanding and complex skills or processes and through the introduction of the refining process where by students are encouraged to find the flaws in initial experimental work and find strategies for correcting these flaws in the production of final outcomes. They will develop a critical understanding of artists and designers, expressing progressively more reasoned judgements that can inform their own work. Students will analyse the work of artists in written form and in practical form as well as developing observational skills using a variety of materials. Projects in year 7 and 8 tend to focus on specific single techniques and skills. Student's will develop their drawing skills through practical contextual analysis, observation and the generation of design ideas. Art and Design in year 9 also develops finishing skills and involves more combined skills or media. The development of progressively more creative and individualised outcomes is also key. Art and design in year 9, though still teacher led seeks to draw year 7 & 8 experiences together into projects which cover GCSE assessment objectives so that theory informs practical and skills are developed and modified through projects which explore specific materials and components in different forms. They are taught to develop their creativity and ideas, and increase proficiency in their execution. Art in year 9 develops analytical compositional and drawing skills and involves more combined skills or media. We also seek to encourage literacy and develop reading skills developing understanding of subject specialist vocabulary. Art in KS4 develops analytical compositional and drawing skills further and involves more complex skills or media. Processes which are more complex/expensive and therefore cant be used with younger students Scanography are also included. The independent development of more creative and individualised outcomes is also key. We also seek to encourage literacy and develop reading skills looking at extended writing within art and design disciplines. As work is developed in year 10 and 11, students are encouraged to progressively self-negotiate and whole class teaching is quickly replaced by individual focused assessment and feedback tutorials. Art at Key stage 5 begins with teacher-led experiences designed to refine skills and provide experience of media and



processes not encountered in KS4 due to expense or technicality. The development of more creative and individualised outcomes is also key. Students are taught to develop their creativity and ideas, and increase proficiency in their execution. Students will develop a critical understanding of artists and designers, expressing reasoned judgements that can inform their own work. We seek to encourage literacy and develop reading skills with the aim of informing the Unit 1 written element. Students will fluently analyse the work of artists in written and practical forms as well as developing confident and highly developed observational skills through a variety of materials. Projects in year 12 are designed specifically to push students out of their comfort zone and explore unfamiliar practices with the intention of broadening practice. Students are encouraged to select from work produced during year 12 to form the backbone of their personal study unit in year 13. Students are also encouraged to progressively conceptualise their work where appropriate and to develop a more semiotic approach to critical and contextual analysis.

How is assessment and feedback used to aid progress?

Verbal/written feedback and given once per cycle.

Holistic Formal assessments undertaken every half term with written targets.

Pupils respond to feedback through practical work and this is then documented on the assessment sheets in the pupil response section.

In years 7&8 KS3 assessment criteria and grading is used.

In years 9 Assessment descriptors, criteria and assessment pro-forma have been developed to bridge the gap between KS3 marking without levels and GCSE grade descriptors.

At GCSE Exam Board GCSE assessment criteria and grading is used.

At KS5 A level assessment criteria and grading is used.

Moderation is undertaken at each formal assessment point.

How is staffing organised within Art?

C Lawton delivers all year 7 and 8

R Machlauchlan and C Lawton deliver GCSE lessons with each class being split but with RM delivering the majority and taking the lead.

M Jones, R Maclauchlan and C Lawton share the delivery of lessons at KS5

Examined courses – exam board and course code (exams and controlled assessment elements)

GCSE Art, Craft and Design: EDUQAS: C655QS. Unit 1 Coursework portfolio, Unit 2 Externally Set Assignment.

A Level Art, Craft and Design: AQA: 7201. Unit 1 Personal investigation, Unit 2 Externally Set Assignment.

A Level Fine Art: AQA: 7202. Unit 1 Personal investigation, Unit 2 Externally Set Assignment.

A Level Graphic Communication: AQA: 7203. Unit 1 Personal investigation, Unit 2 Externally Set Assignment.

A Level Textiles: AQA: 7204. Unit 1 Personal investigation, Unit 2 Externally Set Assignment.