

TCEAT Curriculum & Assessment Overview: *Art and Design*

Course description and overarching aims (Intent)

The Twyford trust's Art Curriculum aims to teach the students to develop their creativity and ideas, and increase proficiency in their execution. Building both skill and confidence. They are taught to develop a critical understanding of artist, designers and other practitioners and shown how to express reasonable judgement that can inform their own work. The main questions we want them to answer is what can I learn from this artist? How can this help develop my own skills or understanding?

Students are taught a range of techniques to record their observations starting in year 7 documenting mixed media natural forms. Sketch books document progress. Year 7 and 8 use a range of techniques and media, including painting and they create a combined installation at the end of the term showing how they have developed, explored, recorded and presented. This visually shows the understanding of the formal elements and introduces them to a range of techniques and encourages them to handle a range of different materials such as tissue paper, oil pastels and paint. From year 7 students analyse and evaluate their own work and that of others in order to strengthen the visual impact or application of their work. They have a choice of artists to research and are guided to evaluate the process and the concept of the work. The history of art, craft, design and architecture including periods, styles and major movements from ancient times up to present day are covered over the choice of artist research throughout the courses.

From year 7 the focus on all work being important in the sketch book is modelled to prepare them for GCSE and A level. The students are graded using the GCSE assessment objectives 50% on the Artist research they complete and 50% on ALL practical work they complete. The four assessment objectives are below and visual examples are shown so students can reflect and self-evaluate work.

Curriculum model overview (Implementation)

How is our curriculum planned and why:

All projects in the Art curriculum have a focus on allowing students to express themselves and build and gain skills. The foundation skills from year 7 are reinforced up to year 13 with added challenge and stretch. The planning of developing understanding of the formal elements creates a strong foundation of skill. The design of having 50% of the grade based on artist research and 50% on practical from year 7 to 9 shows the students the importance of building understanding of artists and self-expression. These skills are key for GCSE and A Level. *Verbal assessment language is used to focus on the purpose of all assessment objectives. Trackers and regular feedback both verbal and written is given. Visual examples are used both in PowerPoints and displays.* From year 7 the culture of your whole book mattering and going towards your grade sets GCSE standards. The foundation art skills are recapped and developed from year 7 to 13. Students apply skills from workshops taught in Component one to Component two at both GCSE and A level. Keeping equipment up to date such as the graphic pads is key to making sure students have access to equipment for personal development of skill. Each lesson links to an assessment objective and follows the seven steps or workshop structure. This allows students to work at personal pace at GCSE and A level. From year 7 to

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13 we read and mark the Artist Research pages and then in year 12 Art, Graphics and Photography students produce a 3000 word essay. The unit planning from year 7 support students with this as they are used to expressing opinions and also using research as a reference to thoughts and ideas.

Worksheets and Handout sheets for Key stage 3. Photography mini studios, SLR cameras, printing press, Etching tools. Screen printing area and Clay options are all open for GCSE and A Level. PowerPoints on Copia show clear visual examples and expectations. Digital support has been created in screen casts to support students using photo shop.

All projects aim to develop all four assessment objectives.

Key pedagogical principles:




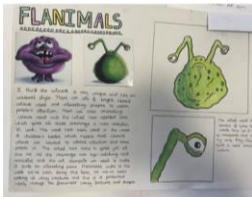

- Art and Graphics key language is introduced inductively.
- Visual examples on display and in PowerPoints
- Short, sharp activities with review.
- Use of dept. specific vocab
- Use of key word glossaries.
- Use of extended writing support structures for A level.

Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example:

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On track to achieve:	5+	4	3	On track to achieve:	5+	4	3	1-2			
Artist Research page	A confident response that is inspired by the work of artists and uses individual style, creativity and great use of skill. In depth analysis of the Artists work. Own opinion given on Artist work	A response that links to the work of artists and shows a good understanding of most skills used and a clear theme. A good analysis of Artist work and brief opinion given of the work	A response is created that uses individual imagination, some analysis of the artists work	RESPONSE Your final piece	A confident response that is inspired by the work of artists and uses individual style, creativity and great use of skill (sewing, design, texture, detail)	A response that links to the work of artists and shows a good understanding of most skills used and a clear theme.	A response is created that uses individual imagination and some understanding of materials used.	An attempt at creating a response that is inspired by the work of artists. Own creativity is evident. Pupil finds most key skills difficult to use.			

Bronze: All felt pieces cut out neatly and basic stitch used carefully.

Silver: Two types of stitching used carefully and evenly. No 'ugly' knots on the front of your work.

**Gold: A variety of stitching techniques used. All stitches approx. 0.5 cm apart.
Some students will learn basic sewing machine skills.**

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Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

Year 12 -13 – A level

A01	A02	A03	A04
<i>Assessment objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</i>	<i>Assessment objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</i>	<i>Assessment objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</i>

KEY STAGE 3 Assessment objectives	KEY STAGE 4 GCSE Assessment objectives	A LEVEL ART Assessment objectives	A LEVEL GRAPHICS Assessment objectives	A LEVEL PHOTOGRAPHY Assessment objectives
<ul style="list-style-type: none"> • Artist Research pages • A01 Develop • A02 Refine/explore • A03 Record • A04 Presenting outcomes in books and A3 	<ul style="list-style-type: none"> • Artist Research pages • A01 Develop • A02 Refine/explore • A03 Record • A04 Presenting outcomes in books and A3 	<ul style="list-style-type: none"> • <i>Artist research pages</i> • <i>A01 Develop</i> • <i>A02 Explore</i> • <i>A03 Record</i> • <i>A04 Present</i> 	<ul style="list-style-type: none"> • <i>Artist research pages</i> • <i>A01 Develop</i> • <i>A02 Explore</i> • <i>A03 Record</i> • <i>A04 Present</i> 	<ul style="list-style-type: none"> • <i>Artist research pages</i> • <i>A01 Develop</i> • <i>A02 Explore</i> • <i>A03 Record</i> • <i>A04 Present</i>

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Knowledge:

- Substantive knowledge - The main categories that account for the accepted conventions and facts of our subject:
 - Formal elements and foundation skills are developed from year 7.
 - Fine Art skills are taught from year 7, painting, drawing, making, textiles, mixed media.
 - Graphics and photography are taught from year 9 onwards, these skills can cross over which allows students to make informed decisions when choosing GCSE choices.
- Disciplinary knowledge - The main subject skills, procedures, thinking structures and behaviours of our subject such as:
 - Students are introduced to the formal elements of Art from year 7. Formal elements: Line, tone, colour, shape, texture.
 - Students develop these foundation skills over the 7 years, developing independent thinking and personal creativity.
 - Students develop their critical understanding of past and current Artists through Artist research pages and Essays at A level.
- Disciplinary Literacy -
Literacy is developed through explicit teaching of keywords, use of key word glossaries on knowledge organisers, critical analysis of Artwork through discussion and classroom tasks, classroom discussions. Students develop their Artist research pages using literacy and key words learned during lessons, research pages are developed from year 7 in preparation for the 3000 word essay at A Level.

Visual literacy

Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyse the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.

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The skills to decipher, interpret and evaluate visual imagery lies at the core of the KS3, 4 and 5 Art curriculum. Students are exposed to numerous artists whose work spans all genres and are challenged to consider the work from multiple starting points. Students are then taught to develop their ability to interpret and use visual imagery to develop their own responses and outcomes. This may be through learning a technique, interpreting colour schemes, analysing composition, abstracting observed forms and so on. Students are taught that to understand and interpret the world around them from a visual perspective enables them to have a deeper, more meaningful experience and will enhance their own creative abilities.

Curriculum seven-year plan:

The Art curriculum is designed to converge at key points throughout the academic year. Art will follow *a curriculum map specific to their school. You can find individual course overviews for each school here:*

ART Trust SOW overview

Trust SOW that shows same skill development and fulfilment of National Curriculum but due to cohorts in different schools and teacher specialist skills projects differ.

Yellow projects are the same/ Workshops are structured the same but differ depending on teacher skills and equipment available at the school.

TCEAT Art Curriculum Map (Year 7 and 8)

EFH Year 7 and 8: 2 lessons per week (100 minutes in total in one block)

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Year and Unit	ADA	WPN	EFH	TWY
7.1	Hamza Hands – drawing and pattern	Pop Art – textiles (templates, printing onto fabric, sewing, applique)	Still Life – Formal Elements	Natural Forms – Formal Elements/ leaf
7.2	Weaving the Elements – Watercolour, paper weaving, acrylic	Natural Form – Formal elements, observational drawing, chalk pastel, watercolour	Portraiture – Reality to abstraction	Picasso Portraits – Watercolour
7.3	Creative Creatures – Drawing and textiles	Abstract art: Mondrian – Colour theory, printing and pastel, Design-Thinking process	Creative Creatures – Drawing and textiles	Sweets – Oil pastel, tone, collage
8.1	Creative Portraits – Pencil, watercolour and digital	Crazy Creatures – Drawing and textiles	Natural Forms – Drawing, watercolour, oil pastel	Still life – Paint
8.2	The environment – lino printing	MC Escher & Illusion - Extended drawing (in pencil), making a tessellating print	Fastenings – Drawing, abstraction, clay relief, printing	Creative Creatures – Drawing and textiles
8.3	Comic books – drawing, proportions, design principles	Cubism: Picasso - Cubist portrait (paint) + 3D Cubist head (Design Thinking)	Pop Art – Drawing, food, sculpture / painting	Pop Art: Roy Lichtenstein film stills – Pen and paint

TCEAT Art Curriculum Map (Year 9 and 10)

EFH Year 9: 2 lessons per week (100 minutes total in one block)

EFH Year 10 and 11: 3 lessons per week (150 minutes in total in 100 and 50 minute blocks)

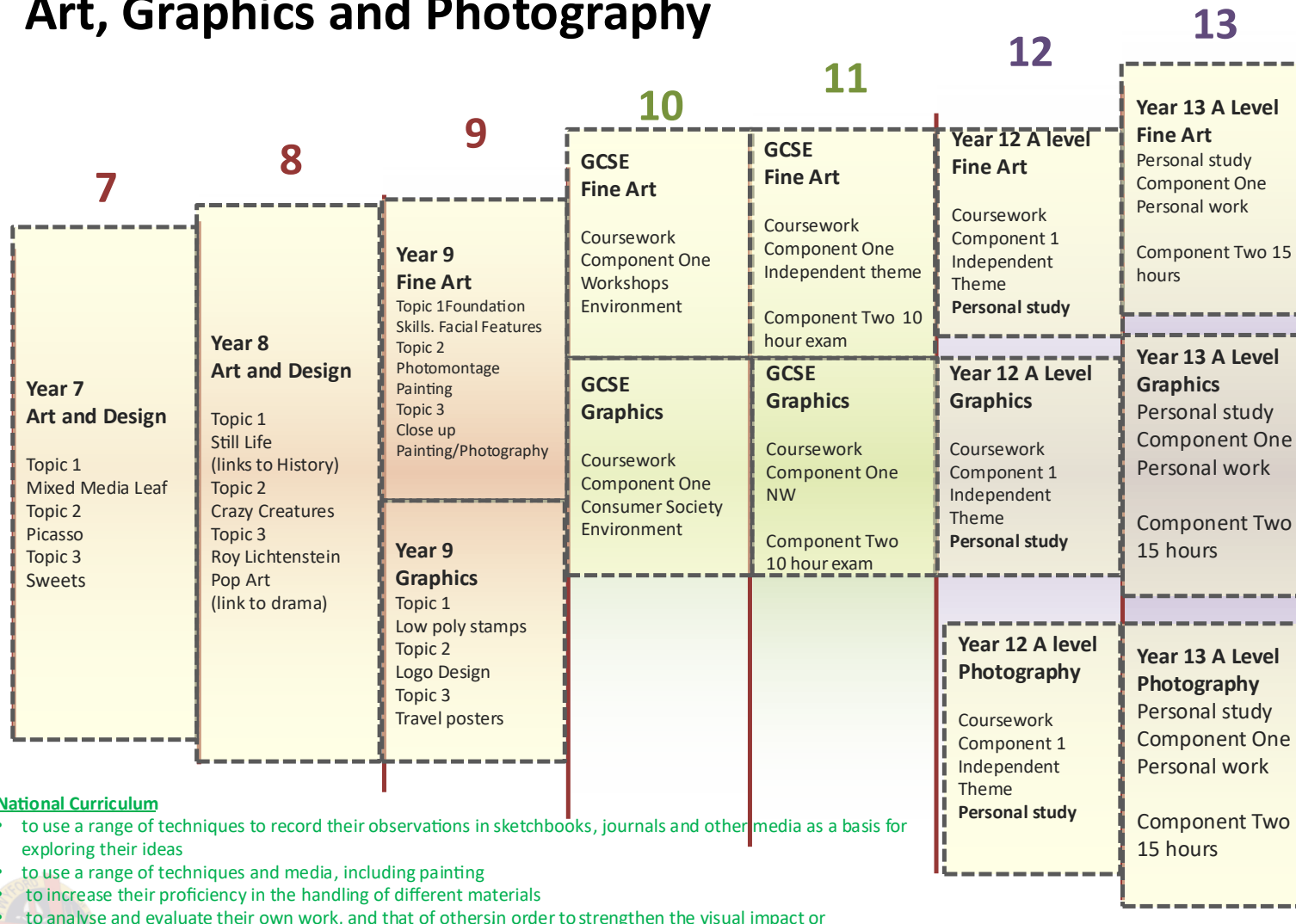
Year and Unit	ADA	WPN	EFH Art	TWY Art	TWY/ADA Graphics
9.1	Still life – Foundation skills	Diversity project – portraits of famous artists from diverse backgrounds – pencil drawings, mono-printing	Objects– Foundation skills	Portraiture – Foundation skills	Travel Poster – digital drawing

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9.2	Identity – Surrealism, photomontage	Appropriation – paired work, creating artist boxes, 3D constructions	Portraiture	Photomontage Environment	Branding – creative lettering
9.3-1	Distortion – paper/photo manipulation, acrylic, own choice of material/artist	Bridging project Marianne North Deep analysis and artist research pages	Structures / buildings / environment	Structures / buildings / environment intro	Animal – low poly
9.3-2	Bridging project/ Refinement of foundation skills through Macro studies/ Angela Faustina	Bridging project/ Refinement of foundation skills through Macro studies/ Angela Faustina	Bridging project/ Refinement of foundation skills through Macro studies/ Angela Faustina	Bridging project/ Refinement of foundation skills through Macro studies/ Angela Faustina	Animal – low poly Introduction to Consumer society.
10.1	Workshops - Environment	Habitat (same as workshops, photography, printmaking, drawing and painting)	Workshops - Food	Workshops - Environment	Workshops - Consumer Society
10.2	Workshops - Environment	Habitat (same as workshops, photography, printmaking, drawing and painting)	Workshops - Food	Workshops - Environment	Workshops - Consumer Society
10.3	Independent project	Portraiture/Structures	Structures – Independent project	Independent project	
11.1	Independent project	Portraiture/Structures	Structures – Independent project	Independent project	
11.2	ESA	ESA	ESA	ESA	ESA

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Art, Graphics and Photography



National Curriculum

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

All Projects from year 7 – 11 cover the four GCSE assessment objectives and fulfil the National Curriculum content in all lessons

All Projects from year 12 – 13 cover the A level assessment objectives

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Approaches to learning

Each unit focusses on the development of foundation skills which will enable students to reach their potential at both GCSE and ALevel. The formal elements and foundation skills are embedded in all SOW to build and stretch each student's individual talents.

Literacy is developed through the use of toolkits, Knowledge organisers, the department's literacy handbook Key words and writing frame. Students are assessed in all lessons through mini white board tasks, self and peer assessments and in all plenaries.

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning.

Students are asked to self and peer assess using the success criteria in every lessons. Art students reflect on their work in every lesson allowing time in the next lesson to improve and develop.

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Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson.

Art students receive a 15-minute lesson preparation task at the end of every lesson. This will often be a short piece of practice work based on the content from the previous lesson, or a short task to prepare for the following lesson.

Lesson preparation tasks may include:

- Find five facts about Roy Lichtenstein
- Complete a 15 min drawing from observation
- Find a definition of the word *collage* and write this in your book

Standardised assessments

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homework's or in class.

All students will receive a **common assessed homework** task at regular intervals throughout the term. Students should be given a longer period of time to complete a homework task, and will not be given any prep tasks while they are doing so. Homework tasks are marked and graded, and students are given WWW and EBI, based on the AQA grade criteria. The results are recorded on Go4Schools at Q2 and Q4 only.

Common assessed homework tasks may include:

- Artist Research pages
- Photography shoots
- Outcomes, digital, paintings, recordings in a range of media

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Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning

[Dates and Deadlines 2023-2024 document:](#)

Year 7,8,9

Q1	50% Artist Research 50% Practical work in Art books	Informal assessment with marks recorded on G4S according to internal deadlines for Q2 and Q4 Self-Assessment Tags for Q1 and Q3
Q2	50% Artist Research 50% Practical work in Art books	
Q3	50% Artist Research 50% Practical work in Art books	
Q4	50% Artist Research 50% Practical work in Art books	

Year 10

	Marked using the GCSE Assessment Objectives
Q1	Component 1
Q2	Component 1
Q3	Component 1
Q4	Component 1

Year 11

	Marked using the GCSE Assessment Objectives
Q1	Component 1
Q2	Component 1 Exam paper 2 nd Jan
Q3	Q3 grade for Component 1 GCSE Exams April

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Year 12

Marked using the A level AQA Assessment objectives			
	ART	Photography	Graphics
Q1	Component one	Component one	Component one
Q2	Component one	Component one	Component one
Q3	Component one	Component one	Component one
Q4	Component one	Component one	Component one

Year 13

Marked using the A level AQA Assessment objectives			
	ART	Photography	Graphics
Q1	Component one	Component one	Component one
Q2	1st Feb Exam paper	1st Feb Exam paper	1st Feb Exam paper
Q3	Component Two May	Component Two May	Component Two May
Q4	Moderation and Exhibition		

Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

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Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books.

In Art class's students reflect using WWW and EBI and peer assessment takes place very half term.

Each quarterly assessment students are marked 50% on practical outcomes and 50% on the quality of Artist Research

The Assessments reflect how students are marked at GCSE and A level and create a focus on the quality of work and book work.

During quarterly assessments teacher will notice and direct students to strengthen and areas that they need to develop.

Moderation takes place in department and across the trust using AQA examples.

External examinations.

KS4 exam board: AQA

KS5 exam board: AQA

All four schools in the trust offer Fine Art at GCSE.

Twyford and Ada Lovelace also offer Graphics communication

William Perkin offers Fine Art and Textiles at GCSE.

Twyford A level: Fine Art, Photography and Graphics communication

All schools are under the AQA exam boards at GCSE and A Level.