

Year 7 Rationale:

- ✓ Students study art from different cultures, movements and artists. They will explore the styles of the artists and practise with a range of techniques and materials.
- ✓ The units outlined allow students to develop essential drawing skills and also develop an understanding of associated vocabulary. They will be introduced to arts **formal elements** which we call **visual language**.
- ✓ Ignite a love of all aspects of art, craft and design.
- ✓ **Planned cultural capital:** Discuss art exhibitions, shows and events, both locally, nationally and world-wide. Look at events such as the Big Draw in October.
- ✓ Develop thoughts and opinions about art work viewed.
- ✓ Relevant Art jobs are included on each Knowledge Organiser.

Year 8 Rationale:

- ✓ Opportunities to develop techniques further and build on skills and knowledge introduced in year 7.
- ✓ Develop an understanding of art, craft and design and how it links into everyday life.
- ✓ Show confidence and appreciation of different techniques and how they can affect the outcome of art work.
- ✓ Foster a love of learning through art.
- ✓ **Planned cultural capital:** Discuss art exhibitions, shows and events, both locally, nationally and world-wide.
- ✓ Develop thoughts and opinions about art work viewed.
- ✓ Relevant Art jobs are included on each Knowledge Organiser.

Curriculum: 5 Year plan



	LP1	LP2	LP3
Year 7 1 lesson each week	Formal Elements of Art Introduction to painting Introduction to drawing Essential skills Introduction to Artist History	Natural Forms Colour Theory Drawing Painting Printmaking	Insects and Mini Beasts Introduction to new materials Drawing Painting Sculpture
Year 8 1 lesson each week	History of Tattoos Tattoos in cultures Drawing Painting techniques Embossment Sleeve design	African Art Printmaking Sculpture Cultural History	Identity Mixed Media <u>Basquiat</u> Frida Kahlo Observational Drawings
Year 9 1 lesson each week	Urban art Graffiti Lettering Sculpture Drawing Skills	Man Made Recap on formal elements Etching <u>Collagraph</u> Drawing Painting	Architecture Perspective Drawing Collage Observational drawing Drawing techniques Independent research
Year 10 5 lessons per fortnight	GCSE Component 1 Close Up Artists Research Advanced Drawing and Painting Printmaking Photography	GCSE Component 1 World Masks Sea Life Artists Research Mixed Media Art Techniques	GCSE Component 1 Mask Design Research Three Dimensional Mask Design Mod Roc Mask Making
Year 11 5 lessons per fortnight	GCSE Component 1 Mask Design Research Three Dimensional Mask Design Mod Roc Mask Making Close Up Artists Research Advanced Drawing and Painting Printmaking Photography	GCSE Component 2 Externally Set Task Preparation	GCSE Component 2 Externally Set Task Final Piece Marking of Component 1 & 2

Year 9 Rationale:

- ✓ Students build on the skills and knowledge that have been established at year 8.
- ✓ Students are encouraged to respond in a more creatively and expressively in year 9.
- ✓ Students will explore cultures and artists in more detail.
- ✓ Students to experiment with a wider range of materials and techniques to achieve different outcomes.
- ✓ Students will develop a better understanding of how to create a final piece in Art.
- ✓ Students will be introduced to the GCSE Art Assessment Objectives.
- ✓ **Planned cultural capital:** Look at relevant local and world exhibitions and art work, e.g Murals in Birkenhead and Liverpool.
- ✓ Encourage students to become more observant whilst out and about, looking at the ordinary world and seeing how this can be developed into extraordinary art.
- ✓ Students will be encouraged to give opinions and thoughts.

Year 10/11 Rationale:

- ✓ Students will develop art work as part of their GCSE Art, Craft and Design course building upon skills and knowledge learned at KS3 and confidently using visual language when talking about art.
- ✓ Students will complete the main unit of work for Component 1, covering all 4 Assessment Objectives.
- ✓ Students will develop skills to create a 3D piece of work and a set of prints on a given theme.
- ✓ Student will be prepared for Component 2, the externally set task, which begins in January.
- ✓ Students will be encouraged to work independently and routinely asked to review, modify and evaluate their work, realising intentions.
- ✓ Achieve the best outcomes possible, with a view to the next steps after school.
- ✓ **Planned cultural capital:** Students will be encouraged to go to museums and art galleries independently and see art work in different locations, such as public sculpture, e.g **Futility** near Hamilton Square. Williamson Art Gallery, Liverpool World Museum, Walker Art Gallery.
- ✓ Students will be encouraged to look at art exhibitions, shows and events, both locally, nationally and world-wide. Look at events such as the Big Draw in October and annual festivals, such as Day of the Dead in Mexico.
- ✓ Relevant Art jobs are included on each Knowledge Organiser.

Long term Memory/ Retrieval of Knowledge:

- ✓ All starters are linked to core skills and include topics from previous lessons. This is long term recall and is linked to the memory model and the science of learning.
- ✓ Low- stakes testing is used to check student understanding and address misconceptions.
- ✓ Teachers use targeted questioning to checking understanding.
- ✓ Progress pit stops allow for retrieval of knowledge and teachers use this technique to collect data based on the needs of their class.
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompt for students during retrieval tasks.

Pedagogy within the Classroom:

- ✓ Clear instructions given to reduce cognitive overload.
- ✓ Use of 'I,WE,YOU' modelling to break down skill and create resilient and independent learners.
- ✓ Regular, low-stakes testing used to create strong bonds with the long-term memory.
- ✓ Provide every opportunity for students to engage in purposeful discussion and develop their use of vocabulary.
- ✓ Provide links to students' past learning, across faculties and in the outside wider world allowing students to have a broader understanding of the subject.



The
Birkenhead Park
School

Teaching House Style

Your role as a teacher



Meet and Greet students each lesson and be present on the corridor at changeovers.



Retrieval Practice - begin each lesson by retrieving key knowledge with a DO Now as part of your start of lesson routine.



Activate prior knowledge to build a strong schema with students.



Model new knowledge for students using the 'I, We, You' method. Share your thought process as an expert.



Be a responsive teacher. Check what all students know. Respond to misconceptions.



Lessons have a good pace and learning time is maxim-



Strong end of lesson routine where students leave calmly and with correct uniform, homework and high expectations.

Positivity 🍷

Ambition 🏆

Resilience 🦋

Thoughtfulness 🧠

Build-up of Skills:

- ✓ The skills identified for success at GCSE is outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7.
- ✓ They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.

Assessment:

- ✓ Assessment takes place regularly. 'APP end of topic tests' are used to allow teachers to test student performance but are clear this does not show 'learning' from the long -term memory.
- ✓ End of unit assessments are completed at the end of each LP and are planned to test current and prior knowledge.
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach.
- ✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.