



## Curriculum Overview – ART

### **Art Department**

Our Key Stage 3 curriculum is based on the concept of *introducing* key skills in Year 7, *developing* these in Year 8, to be able to *extend* them in Year 9. Students would have had varied experiences of Art when they join in Year 7. Therefore, schemes of work are devised so that all students can make progress whilst also being challenged, regardless of their initial starting point. By the end of the Year 7 students would have had the opportunity to explore different media and processes and have been introduced to some of the key concepts within this subject. They will learn how to critically analyse their own and artists' work using subject specific language, develop skills in using a range of media and processes, and begin to work with increasing independence to explore personal ideas and create work that is meaningful to them. As students move through Year 8 and 9, creativity, competence and critical analysis skills continue to be developed and extended through broad, engaging topics. Educational trips provide opportunities to experience and make art outside of a classroom setting.

Those students choosing Art at GCSE follow the AQA course, which has a large coursework component and a practical exam with an extended preparatory period. There are four assessment criteria that can be summarised as; develop, refine, experiment and present. Students will already be familiar with these concepts as KS3 projects are based on the same framework. At the beginning of the GCSE course, we will spend time refining practical skills, particularly focusing on observation and recording. Students will go on to develop two coursework projects throughout Year 10 and into Year 11, with students given increasing independence to develop their own ideas and work with media of their choice. All year groups are able to participate in educational trips, providing opportunities to experience and make art outside of a classroom setting. Year 11, 12 and 13 can also take part in an international trip to build on these experiences.

Studying Art at A level, assessed through OCR, allows students to develop more sophisticated knowledge and understanding. A foundation studies approach in Year 12 challenges and questions how and why we make art. It introduces often new ways of working, helping students to develop their own visual language and express their passions, ideas and viewpoints through a rigorous and in-depth creative process. Skills are refined and independence encouraged as personalised ideas are taken forward into Year 13, reflecting and supporting individual interests, whether that lies within the Arts or further afield.

### Key Stage 3

| <b>Year 7<br/>Introduce</b>          | <b>Year 8<br/>Develop</b> | <b>Year 9<br/>Extend</b>      |
|--------------------------------------|---------------------------|-------------------------------|
| Recording through drawing & painting | Observational studies     | Critical studies and painting |
| Photography                          | Mixed media & photography | Observational drawing         |
| Critical studies and mixed media     | Assemblage                | Digital media and design      |
| Ceramics                             | Digital work              | 3D                            |

## Key Stage 4 – GCSE Exam Board

| Year 10  | Year 11  |
|--|--|
| GCSE Portfolio - Coursework project one: Observational studies and painting. | GCSE Portfolio - Main project, showing explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions. |
| GCSE Portfolio - Coursework project two: Drawing, print and 3D.              | Externally set assignment – Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.      |

## Key Stage 5 – A Level/Pre U Exam Board:

| Year 12  | Year 13  |
|--|--|
| <p>Workshops: Engaging students with a wide range of core methods and materials including drawing, painting and printing. Developing cultural and critical understanding of other artists work and an ability to critically evaluate their own work.</p>                 | <p>Personal Study: Students will produce a portfolio of practical work in response to a brief, scenario or stimulus of their choice, and a related written study of at least 1000 words.</p>                             |
| <p>Personal Study: Students can choose a starting point from a selection provided by the teacher for which they will generate an appropriate personal response. They will carry out preparatory work to research, plan and develop their ideas into a final outcome.</p> | <p>Externally Set Task - 15 hours non-exam assessment. Students produce a response to one of a number of provided themes, each of which will have a range of written and visual starting points, briefs and stimuli.</p> |