



Art Curriculum Plan

Year 7

	Autumn	Spring	Summer
Unit/Topics	Unit 1: Basic skills/Formal Elements Unit 2: Abstract Art		
Key Assessment	Baseline assessment when students start in year 7. Students will be assessed on tasks throughout the units and will receive a mid-project grade and an end of project grade for both units of work to assess the progress being made and what knowledge and skills can be refined and developed further.		
Why is it studied?	Unit 1: Basic skills/Formal Elements Students will start Year 7 with a Baseline assessment. They will be assessed on their previous knowledge through completing tasks on; Line, mark making, pattern, tone, colour and their understanding of key words. Pupils are then taught about the formal elements (line, shape, space, form, tone, texture, pattern, colour and composition) through a range of activities, these formal elements are the parts used to make every piece of artwork and will continue to be developed throughout KS3,4 and 5. Pupils are introduced to artists who have used these techniques in their work. This Unit develops from the pupils understanding of mark making and tone, developing another basic skill in Art and Design. This Unit is an important starting point to the Abstraction Unit. In this Unit, pupils will also learn and explore colour theory. They will have opportunity to understand and use the colour wheel, investigating artists who use colour effectively in their work. Throughout this project, pupils will develop their understanding of colour, colour mixing, and using paint to mix colour effectively, whilst using the correct terminology.		
	Unit 2: Abstract Art This Unit expands on the previous unit in which they will use their skills in pattern, form, texture, tone and colour and develop these skills further. They will have the opportunity to produce research on Abstract art developing research skills. In this Unit, students explore and learn about Abstract Art which gives students the freedom to explore artwork which expresses feelings in art as well as what we see. They will use their knowledge of pattern, form, texture, tone and colour which they explored in the previous Units, and research Abstract artists such as Kandinsky, Matisse, Kline. Students will have the opportunity to develop skills using shape, composition, colour. They will gain opportunity in using media such as collage and paint, while linking their work to the Abstract artists.		

Year 8

	Autumn	Spring	Summer
Unit/Topics	Unit 1: Still Life Unit 2: Identity		
Key Assessment	Students will be assessed on tasks throughout the units and will receive a mid-project grade and an end of project grade for both units of work to assess the progress being made and what knowledge and skills can be refined and developed further.		
Why is it studied?	Unit 1: Still Life This Unit builds on previous Units from Year 7, students build upon their drawing skills and colour skills, while developing compositional and observational skills and skills in shape, form and proportion. In this project students will be starting to learn how to produce a full project which includes research on the work of artists, collecting their own observations, developing new ideas and producing a final piece. In this Unit, pupils explore familiar objects from different viewpoints as a starting point to their work. They develop ideas by selecting qualities of objects for the basis of a piece of work. They learn about the ideas and approaches of a variety of Still Life artists, and their influences. Unit 2: Identity This Unit builds upon previous units by enabling pupils to develop their creativity further, it enables pupils to take creative risks and use a range of different media. In this Unit pupils develop their skills in a range of different materials and techniques, showing more confidence in their own skills. They will explore different artists work such as John Clang and Kathy Morton-Stanion, exploring our identity, facial features and distortion. They will create a final piece which has been inspired by their research of the artist, their own observations and development. It is important for our students to learn how to produce a full project to enable them to become more proficient at it in preparation for preparing a portfolio at GCSE.		



Year 9

	Autumn	Spring	Summer
Unit/Topics	Unit 1: Food in Art Unit 2: Text and Image Unit 3: Exploring Techniques		
Key Assessment	Students will be assessed on tasks throughout the units and will receive a mid-project grade and an end of project grade for both units of work to assess the progress being made and what knowledge and skills can be refined and developed further.		
Why is it studied?	<p>Unit 1: Food in Art This Unit strengthens all previous Units at Key Stage 3, developing pupils’ ability to use their creativity, evaluation skills and their use of the formal elements (line, shape, space, form, tone, texture, pattern, colour and composition). They will refine their skills in looking at the work of others and use art work to inspire their own ideas. Pupils will work in, and across the areas of art, craft and design. They will explore media, processes and techniques in a wide variety of media. They will develop an understanding of art, craft and design processes, associated equipment and safe working practices. During this project, students will respond to the work of artists who have produced work inspired by food, collect and record their own observations including photography of food, develop and refine their own ideas for their own piece of artwork inspired by food and then produce a final piece to complete their project.</p> <p>Throughout Year 9, students will be gaining more experience in producing a full project and understanding the 4 GCSE assessment objectives that make up a project. They will learn to analyse, adapt and innovate, preparing them for diverse challenges and opportunities.</p> <p>Unit 2: Text and Image This Unit reinforces all previous Units at Key Stage 3, developing pupils’ ability to use their creativity and evaluation skills. In this Unit pupils will look at various ways images have been used with text. This could include fine art/graphics/illustration. Pupils will work in, and across the areas of art, craft, and design. They will explore media, processes, and techniques in a wide variety of media. They will develop an understanding of art, craft and design processes, associated equipment, and safe working practices. During this project, students will respond to the work of artists that has both text and image in the work, collect and record their own observations to develop their drawing skills further, develop and refine their own ideas for their own piece of artwork which uses both text and image and then produce a final piece to complete their project.</p> <p>Unit 3: Exploring Techniques In this unit, students will have the opportunity to explore techniques they might not have experienced before or further develop skills in a range of media and materials. They will have the opportunity to develop their own creative ideas and explore and develop a broad range of techniques, enabling them to acquire new skills before starting the GCSE in Art and Design.</p>		

GCSE

	Autumn	Spring	Summer
Unit/Topics	<p>Component 1: Portfolio (60% of GCSE) A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>Component 2: Externally Set Assignment (40% of GCSE) 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.</p>		
Key Assessment	<p>The GCSE is NEA (non-examined assessment) and the work is marked using the AQA Assessment Objectives.</p> <p>The assessment focuses on:</p> <ul style="list-style-type: none"> • Developing ideas through investigations, demonstrating critical understanding of sources. • Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Recording ideas, observations and insights relevant to your intentions as work progresses. • Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 		
Why is it studied?	<p>Component 1: Portfolio The projects included in the portfolio are selected by the class teacher and will cover all 4 assessment objectives. Students are introduced to a variety of learning experiences, which encourage the development of a wide variety of skills through the use of appropriate media, processes, techniques and technologies relevant to their projects. Students show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students are encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</p> <p>Component 2: ESA Students are given their Component 2: ESA in January of year 11 from the exam board. They will produce preparatory work responding to their chosen theme which will cover all 4 assessment objectives. They will then have 10 hours of supervised time to realise their intentions.</p> <p>The GCSE specification allows students to develop their practical knowledge from the Key Stage 3 units whilst providing a strong foundation for further study at A-Level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to the A level specification.</p> <p>Art and Design has direct links to any career within the creative industries, such as all types of designing, media and fashion, but also careers demanding practical and creative skills such as in engineering, architecture, fashion, hair & beauty and building industries.</p>		



A level

	Autumn	Spring	Summer
Unit/Topics	<p>Component 1: Personal Investigation (60% of A level) The personal investigation is a sustained project which students explore their own chosen topic and evidence the journey from initial engagement to the realisation of intentions. A 1000-3000 word written assignment will support this project.</p> <p>Component 2: Externally Set Assignment (40% of A level) 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.</p>		
Key Assessment	<p>The A level is NEA (non-examined assessment) and the work is marked using the AQA Assessment Objectives. The assessment focuses on: AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>		
Why is it studied?	<p>Component 1: Personal Investigation During Year 12 and 13, students will produce work to create their own personal investigation based on their own chosen theme. Throughout the Personal Investigation students will:</p> <ul style="list-style-type: none"> record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements. use knowledge and understanding of the work of others to develop and extend thinking and inform own work generate and explore potential lines of enquiry using appropriate media and techniques apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others’ evaluations organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms. <p>The personal investigation will be supported by a written element of 1000-3000 words.</p> <p>Component 2: ESA Students are given their Component 2: ESA in February of Year 13 from the exam board. They will produce preparatory work responding to their chosen theme and will cover all 4 assessment objectives. They will then have 15 hours of supervised time to produce a finished outcome.</p> <p>The A level specification allows students to develop their ability to work independently on their practical project. To support this progression, the assessment objectives, structure and titles are very similar to the GCSE specification.</p> <p>Art and Design has direct links to any career within the creative industries. There are many different art related degree courses to choose from including: Fine Art, Multimedia, Fashion and Textiles, Theatre Set Design, Interior Design, Illustration, Graphic Design, Architecture, Animation, Jewellery, Photography, Film and many more.</p>		