

VISUAL ARTS

Department Vision.

Curriculum Intent Statement for Art & Design

Art and Design is a vital element within the creative and aesthetic area of experience. It provides pupils with opportunities to explore the world of thoughts and feelings and to express their ideas in ways which are a powerful alternative to the written word. All pupils should have access to Art and Design experiences in sufficient time and quality to allow them to benefit from a planned and coherent programme of study which will address conceptual, formal, cultural and historical elements of Art and Design

The aim of the Appleton School Art Department is to provide the broadest and most balanced Curriculum it is able to offer; encouraging all students to experience the diverse nature of making artwork and gaining practical knowledge of the cultural and historical aspects of Art & Design, European and non-European. It is the intention of the department to provide equal opportunities for all students, developing the skills necessary for every child to reach their full potential; instilling within them the need for hard work, along with enjoyment and pride in all they produce.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art, Craft and Design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

How is the Curriculum Delivered?

Students in Y7 and Y8 have one lesson a week. At the end of Y8, all students are given the opportunity to take Art and Design as a full GCSE during Y9 and Y10 or defer their choice until the end of Y9 and study GCSE Art and Design during Y10 and Y11. Deferring their option choice means that they do not study Art during Y9. A 3 Year GCSE course is available to the lower 50% of the Y8 cohort with an Exam at the end of Y11. Each KS3 project lasts a term and is designed to build upon the skills and knowledge taught during KS1 and KS2. The GCSE Personal Portfolio is made up of two themed projects with an Exam project at the end of the course.

The KS3 curriculum is delivered through 6 projects over Y7 and Y8:

	Project 1 Autumn	Project 2 Spring	Project 3 Summer
Y7	<p>Base-line Test Observational drawing at start of Y7.</p> <p>Still-life & objects. Teaching of Formal Elements: <i>Line, Tone (value), Colour, Texture, Shape, Form Space. (negative/positive)</i> Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Colour Theory Colour mixing (paint) Artist analysis</p>	<p style="text-align: center;">IDENTITY</p> <p>Formal Elements revisited: Line, Tone and Colour.</p> <p>Art materials/techniques: Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Paint (poster paint, watercolour) Oil-pastel (tonal & blending)</p> <p>All teachers use art materials listed above.</p>	<p style="text-align: center;">ARCHITECTURE</p> <p>Architecture/architects/artists influenced by architecture from ancient to modern times.</p> <p><i>Sub headings: Structures inside and out</i> Formal Elements revisited: Texture, Shape & Form, Pattern Art material/techniques: Oil-pastel (tonal & blending) Collage/Montage 3D Design (card, paper, mod-roc, clay, plaster, wire) All teachers use art materials listed above.</p>
8	<p>Base-line Test Observational drawing at start of Y8. Evidence of progress from Y7.</p> <p>Still-life & Abstraction</p> <p>Teaching of Formal Elements: <i>Line, Tone, Colour, Texture, Shape & Form, Space, Pattern.</i></p> <p>Project based on Still-life & Abstraction revisiting the formal elements. Evidence of progress from Y7.</p> <p>Artist analysis Artist copy</p>	<p style="text-align: center;">THE ENVIRONMENT</p> <p><i>Sub headings Endangered world, the natural world, recycling, global warming, eco systems.</i> All or any Formal Elements can be taught in this project with a main focus on one or two elements</p> <p>Art materials/techniques: Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Oil-pastel (tonal & blending) Paint (poster paint, watercolour) Collage/Montage Printing (mono-print, poly-print, lino-print, stencilling) 3D Design</p> <p>Teachers can select from the list of materials listed above.</p>	<p style="text-align: center;">CULTURES 'DAY OF THE DEAD'</p> <p>All or any Formal Elements can be taught in this project with a main focus on one or two elements</p> <p><i>Focus on revisiting Pattern from Y7.</i></p> <p>Art materials/techniques: Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Paint (poster paint, watercolour) Collage/Montage Printing (mono-print, poly-print, lino-print, stencilling) 3D Design</p> <p>Teachers can select from the list of materials listed above.</p>

KS4 Curriculum:

The Art and Design GCSE is split into 2 components:

Component 1: Personal Portfolio

60% of the qualification. 72 marks. (18 marks for each of the 4 Assessment Objectives)

Component 2: Externally Set Assignment ESA

40% of the qualification. 72 marks. (18 marks for each of the 4 Assessment Objectives)

The students produce their work for the Personal Portfolio within the context of themed projects. The teacher can devise their own project; projects are often based on previous Edexcel exam paper themes which help each student to understand the stages of development in a project following on from the organisation of projects in Y8. Students develop their ability to respond independently in their project work to the 4 assessment objectives.

Skills are taught through a wide range of media and techniques. Key terminology will be taught through the use of Formal Elements and specialist vocabulary will be taught with the aid of writing frames. Content and knowledge will be developed through the acquisition of skills and through the development of the skills to be able to research information on Artists, Designers and Cultures.

Project themes may change, as they do each year for the exam project set by the exam board. The theme can change but the developmental structure of the project and the skills and techniques utilised remain the same. The current themes being taught by the department are, Natural Forms/Natural World, Similarities and/or Differences, Apart and/or Together, Reflections, Fragments and The Seaside. Each member of staff is responsible for writing a scheme of work for each project they teach, clearly outlining how the project provides evidence for the 4 assessment objectives.

Exemplar material of graded artwork can be accessed on the Edexcel website. Teacher feedback is regularly given to the students in the form of specific assessment sheets in their sketchbook. These sheets inform the students of their current grade against their expected final grade. Strengths in the students' work and areas for improvement are identified. Students are encouraged to reflect on their progress and respond to teacher feedback as well as assessing each other work. Gaps in knowledge and skills can be identified and addressed for individual students. Teachers keep a record of progress within their mark books, entering grades for reporting purposes and monitoring progress against target grades.

GCSE Curriculum overview

INTENT	IMPLEMENTATION	IMPACT
<p>Skills will be taught through the following media and techniques:</p> <ul style="list-style-type: none"> • Drawing: Pencil, pen, inks. • Painting: Acrylic, oil-paint, watercolour • Oil-pastel • Colouring pencil • Chalk & charcoal • Resist techniques • Textiles • Print-making: mono, poly-print, lino, screen • Collage/montage • Pen & wash <p>Key terminology will be taught through the use of Formal Elements and specialist vocabulary will be taught with the aid of writing frames.</p> <p>Content and knowledge will be developed through the acquisition of skills and through the development of the skills to be able to research information on Artists, Designers and Cultures.</p>	<p>The students produce their work for the Personal Portfolio within the context of themed projects. The teacher can devise a project; projects are often based on previous Edexcel exam paper themes.</p> <p>The exam project is set by Edexcel.</p> <p>Each project can be split into 6 components:</p> <ol style="list-style-type: none"> 1. Brainstorm & Mood-board. 2. Recording from primary and secondary sources. (A03) 3. Artist research. (A01) 4. Experimenting with media, techniques & processes. (A02) 5. Exploring ideas. (A02) 6. Final outcomes. (A04) <p>Written and visual resources are produced by the teacher to support learning.</p> <p>Homework is set by the teacher in tandem with work produced in lesson time. Homework can be practical or research based.</p>	<p>Assessment is against the 4 assessment objectives;</p> <p>A01: Develop ideas through investigations, demonstrating critical understanding of sources A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes A03: record ideas, observations and insights relevant to intentions as work progresses A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Exemplar material of graded artwork can be accessed on the Edexcel website.</p> <p>Teacher feedback is regularly given to the students in the form of specific assessment sheets in their sketchbook. Students are encouraged to reflect on their progress and respond to teacher feedback through regular assessment sheets.</p>