

# Art Department Curriculum



## **Art Department Statement of Intent**

**“We are God’s work of art, created in Christ Jesus for the good works which God has already designated to make up our way of life.” Ephesians 2:10**



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 students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As students’ 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.

### **Aims of the Art Department**

The Art department aims to make art and creativity accessible for all. We aim to encourage students to extend, explore and expand their creative thinking and problem-solving skills.

We aim to inspire students by introducing them to artists, craftspeople, designers and movements in art, alongside a variety of art made across different time periods, cultures, and countries.

We aim to expand student knowledge and understanding by putting into context different periods of art history.

We aim to expand student thinking and challenge preconceived ideas, encouraging them to develop their own opinions, be able to justify these and broaden their own cultural capital.

We aim to enhance skills, both physical and analytical; to communicate concepts, experiences and ideas across a wide range of media.

We aim to develop knowledge, inspire and enthuse, creating ‘awe and wonder’, encouraging students to question, query and analyse.

We aim to enhance and enrich students’ educational experience by encouraging them to express themselves creatively, to feel confident exploring media, and to be able to express their own feelings and opinions fluently, whether in the written or visual form.

## **Art Department Overview of Intent**

### **By the end of Year 7 our Artists will**

- improve and develop fine-motor skills e.g. hand-eye coordination.
- develop skills using a range of media and materials.
- learn about some of the key periods in Art.
- learn about traditional and modern artists' and designers.
- have an ability to analyse the work of different artists and produce a personal response.

### **By the end of Year 8 our Artists will**

- develop skills using a range of media and materials.
- learn about some of the key periods in Art.
- learn about traditional and modern artists' and designers.
- have an ability to analyse the work of different artists and produce a personal response.

### **By the end of Year 9 our Artists will**

- develop skills using a range of media and materials.
- develop their presentation skills in line with GCSE expectations.
- learn about some of the key periods in Art and place the works within a historical, cultural, social and political context.
- learn about traditional and modern artists', designers and research their own inspiration.
- have an ability to analyse the work of different artists and produce a personal response.
- develop transferrable skills - e.g. problem solving, independent learning, resilience, self-control, organisation, presentation skills and group co-operation.

### **By the end of Year 10 our Artists will**

- develop skills and techniques using a range of media and materials.
- develop their presentation skills in line with GCSE expectations.
- learn about some of the key periods in Art and place the works within a historical, cultural, social and political context.
- learn about traditional and modern artists', designers and research their own inspiration.
- have an ability to analyse the work of different artists and produce a personal response.
- develop transferrable skills- e.g. problem solving, independent learning, resilience, self-control, organisation, presentation skills and group co-operation.

### **By the end of Year 11 our Artists will**

- develop skills and techniques using a range of media and materials.
- develop their presentation skills in line with GCSE expectations.
- learn about some of the key periods in Art and place the works within a historical, cultural, social and political context.
- learn about traditional and modern artists', designers and research their own inspiration.
- have an ability to analyse the work of different artists and produce a personal response.
- develop transferrable skills- e.g. problem solving, independent learning, resilience, self-control, organisation, presentation skills and group co-operation.
- become aware of the creative and arts industries and the range of job opportunities.
- leave with an Art and Design qualification which reflects the best of their ability.



## **SMSC in Art**

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|--------------------|--|
| <b>WELCOME</b>     | Environment. "Welcome to Art".<br>Greet new classes. Displays/updating displays.                           |
| <b>WELFARE</b>     | Hands – talk to them about it.<br>Nurturing subjects – Adapt to the students accessible to all.<br>Praise. |
| <b>WITNESS</b>     | Learning sentences – link them to the Gospel Values.   |
| <b>WORD of GOD</b> | Mission Statement preserved.<br>Scripture quotes.<br>Sacred Space.   |
| <b>WORSHIP</b>     | Prayers at the end of the day.<br>Sacred Space.<br>Morning Prayer.<br>Crucifix.                            |

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| <b>Spiritual</b> | Being creative – putting their own ideas into their work, their emotions, personalities will appear in their Art.<br>Reflecting of a piece of work. (all projects).<br>Year 7 Form Patrons shrines |
| <b>Moral</b>     | Students support each other. Input their own experiences.  |
| <b>Social</b>    | Working with others – feedback.<br>Constructive Criticism.   |
| <b>Cultural</b>  | Range of topics that link to different cultures.<br>Animals, Portraits, Architecture, Identity, Messages   |

### *Gospel Values:*

As a Catholic school, our values are rooted in the Gospel message and we develop the values in every one of our students.

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|-------------------------------------|--|
| <b>Faithfulness &amp; Integrity</b> | Praise and affirmation on their ability and efforts/work produced. Promoting positive attitudes and personalising their work Display on walls to show aims/how to achieve tasks. |
| <b>Dignity &amp; Compassion</b>     | Focus on the positives.<br>Build self-esteem.<br>Encourage mutual support/respect for others.  |
| <b>Humility &amp; Gentleness</b>    | Being able to accept constructive criticism.<br>Student surveys/learning walks/observations.   |

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| <b>Truth &amp; Justice</b>     | Truthful feedback 1:1 – honest and truthful.   |
| <b>Forgiveness &amp; Mercy</b> | Behaviour management. Working environment – forgiveness/ knocking water/splating paints – accidents and the nature of behaviour and atmosphere created. Understanding how to forgive and behave. Forgive themselves – might not go right first time. |
| <b>Purity &amp; Holiness</b>   | Self-Reflection – sharing something of our own experience – encourage and get the best out of them. Don't expect them to do anything that you can't do yourself.   |
| <b>Tolerance &amp; Peace</b>   | Teamwork – collaborative working. Sharing equipment and ideas. Behaviour management. Building the right environment for the work to take place.  |
| <b>Service &amp; Sacrifice</b> | Giving up a lot of our own time extra-curricular. Planning/reporting/going the extra mile. Students give up their own time.  |

## Promoting British Values in Art



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| <b>Democracy</b>  | Take in to account the views of others in shared activities.<br>Vote for outcomes  |
| <b>The Rule of Law</b>                                      | Undertake safe practices, following class rules during projects and activities for the benefit of all.<br>Understand the consequences if rules are not followed.                         |
| <b>Individual Liberty</b>                                   | Work within boundaries to make safe choices in Art and Design.<br>Make own choices within Art and Design projects.   |
| <b>Tolerance of those with different faiths and beliefs</b> | Experience and talk about Art and Design work from different cultures and religious beliefs.<br>Use Art and Design pieces to learn about different faiths and cultures around the world. |
| <b>Mutual Respect</b>                                       | To behave appropriately allowing all participants the opportunity to work effectively.<br>Review each other's work respectfully.<br>Work together on projects, help and advise others.   |

## **Literacy and Art**

Literacy needs to be deliberately planned into a department's SOL in order to give it the time and priority it requires. Resources will need to be prepared in advance so that Literacy is an integral part of Art teaching and learning in lessons and develops alongside artistic skills and content. These may include word cards, question cards, books, magazines and leaflets, writing frames and worksheets and games. Whenever it is appropriate literacy objectives should be built into the lesson along with Art specific objectives. Literacy can be developed in every lesson through activities such as emphasis on word work during questioning. Some topics will lend themselves more easily to literacy development than others. Such emphasis on the language of Art will inevitably result in students being more able to articulate artistic ideas in their own words.

### *Key Areas of Literacy*

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| <p><b>Vocabulary</b><br/> <b>Key issues</b><br/>         Technical and specialist words<br/>         Appropriate usage<br/>         Correct spelling<br/>         Understand meaning<br/> <b>Common difficulties</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time and lots of repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts.</li> <li><input type="checkbox"/> Ordinary words with alternative meanings can be difficult as it causes cognitive conflict.</li> <li><input type="checkbox"/> Supporting strategies</li> <li><input type="checkbox"/> Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically</li> <li><input type="checkbox"/> Use vocabulary frequently using open questions</li> <li><input type="checkbox"/> Use words in sentences to keep reflecting back</li> <li><input type="checkbox"/> Use models and picture to help visualise the word</li> <li><input type="checkbox"/> Ask students to explain using pictures to encourage language development</li> <li><input type="checkbox"/> Use visual clues e.g. hand signals</li> </ul> | <p><b>Oracy</b><br/> <b>Key issues</b><br/>         Use language precisely<br/>         Listen to others and respond<br/> <b>Common difficulties</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Constant use and repetition are essential. Words which are not frequently used are easily forgotten</li> <li><input type="checkbox"/> Often little planned time in lessons to "talk"</li> <li><input type="checkbox"/> One-word answers for fear of getting it wrong</li> </ul> <p><b>Supporting Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher model good use of artistic language</li> <li><input type="checkbox"/> Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practice the language</li> <li><input type="checkbox"/> Use a range of questioning strategies</li> <li><input type="checkbox"/> Allow students "thinking" time</li> <li><input type="checkbox"/> Offer students challenge</li> <li><input type="checkbox"/> Use small group discussion to develop student understanding through conversation.</li> </ul> |
| <p><b>Reading</b><br/> <b>Key issues</b><br/>         Strategies to help reading for understanding<br/>         Summarising<br/>         Synthesise learning from reading<br/> <b>Common difficulties</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students often cannot relate to the type of Art texts used in school in terms of language and style</li> <li><input type="checkbox"/> Students prefer to use interactive methods of discovering information e.g. Internet</li> <li><input type="checkbox"/> Limited range of text that can be offered to students</li> <li><input type="checkbox"/> Students prefer to copy chunks of text without checking their relevance</li> </ul> <p><b>Supporting Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop activities to promote meaningful reading experiences.</li> </ul>  | <p><b>Writing</b><br/> <b>Key issues</b><br/>         Correct spelling and punctuation<br/>         Follow grammatical conventions<br/>         Organise work in a logical and coherent form<br/> <b>Common difficulties</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Many students are reluctant writers</li> <li><input type="checkbox"/> Poor handwriting and spelling can make writing difficult to interpret</li> <li><input type="checkbox"/> Lack of understanding what they are being asked to write about</li> </ul> <p><b>Supporting Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers' demo</li> <li><input type="checkbox"/> When asking students to write analysis and evaluations teach them the specialist vocabulary and phrases needed</li> </ul>   |

## **Art Structure**

The Art department is made up one full time Art teacher (Miss Kozera) one NQT Textiles/Art teacher (Miss Ramsdale) and 7 non-specialist staff who teach one lesson per fortnight.

## **Curriculum Structure**

- Students in Year 7 and Year 8 follow a programme of study guided using the NC and the Arts Council of England key principles - (Excellence, authentic, exciting, inspiring, engaging, positive, child centred, progression, belonging)
- Year 7 students start with a baseline assessment, covering 2D, 3D and artist engagement (formative).
- We teach a range of themes, genres and disciplines.
- Art offers a wide and varied curriculum, allowing students to pursue their own lines of investigation and self-directed study.
- The GCSE course covers Art, Craft and Design and Art Textiles.
- Each unit of work covers the assessment objectives linked to GCSE assessment. Students will study artists for research (A01) they will experiment with their ideas (A02) they will draw from observation and take photographs (A03) and they will present a personal final outcome (A04)
- Students experience Art through visits to galleries, virtual learning, studio practise.
- The Art and Design curriculum is designed to be challenging and appropriate to each students' stage of development by re-visiting, embedding, extending so that students become proficient in all Art and Design disciplines.
- In both key stages there is a constant dialogue between teacher and students, through verbal, written (formative and summative) feedback/assessment enabling a clear view of progression.

Year 7:

- Students will study 2 projects throughout the year. The first project is The Formal Elements. Students will study each Formal Element in detail before producing a final outcome that is inspired by what they have learnt and represents their school form patron. The second project will look at Animals. They will research 2 different artists who use a range of media such as watercolour, acrylics and collage before producing their own personal final outcome.

Year 8:

- Students will study 2 projects throughout the year. The first project will be Landscapes. They will research traditional artists such as Vincent Van Gogh, Andre Derrain and Paul Cezanne before researching more modern contemporary artists. Their final outcome will be based on their chosen media and the artist that they are most inspired by. The second project will be Portraits. They will research the work of traditional portrait artists before looking at the contemporary work of Mark Powell and Melissa Wilcox. Their final outcome will be based on their chosen media and the artist that they are most inspired by.

In Year 9 to 11 students study Art from the AQA Art and Design GCSE exam board.

An overview of the topics in the courses is shown below:

- Architecture
- Alice in Wonderland
- Choice Project
- Final Exam Question

# St Joseph's RC High School Art and Design Learning Journey



ARMANAW COLLEGE

CARDINAL  
NEWMAN  
COLLEGE

Continue your lifelong love of learning and personal development

**Post-16 Options**

**A Levels?**

**Diploma?**

BTEC Art & Design  
A Level Fine Art  
A Level Graphics  
A Level Textiles  
A Level Photography  
A Level 3D Design

On the home stretch!

**EXAM SEASON**

**Y11 Exam (40%)  
Briefs released in January**



Apply for post-16 options

ACD: Present a personal and exciting response to briefs, for both and 2 concentrate a understanding of visual language.

ACD: Record ideas, observations and insights relevant to intentions as set & progresses.

**YEAR 11**

Introduction to Exam Question  
Candidates research ACD practical exam  
Exam prep and research

Release of coursework  
Candidates research ACD, coursework  
Sketchbook work

Completion of Exam Question  
Candidates take work ACD practical exam

Independent development of skills, artist research & sketchbooks

**POST EXAM QUESTION**  
Candidates research ACD, coursework  
Sketchbook work

**Briefs Workshops**  
Briefing, Media media, Printmaking,  
Painting, Photography and 3D

AQA: Consider ideas through investigations, & concentrate a understanding of sources.

ACD: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, tools, techniques and processes.

Independent development of skills, artist research & sketchbook work



**YEAR 10**

**SPACE IN WONDERLAND**  
Artist Research and analysis, Media experiments, 2 dimensional drawing and Photography, Personal Response.

**ARCHITECTURE**  
Artist Research and analysis, Media experiments, Observation of drawing and Photography, Personal Response.

**AQA**  
Realising potential

**YEAR 9**

**LANDSCAPE**  
Drawing, Painting, Photography and Mixed Media  
Key Artists: Courtenay, Van Gogh and Albert Bierstein

**PORTRAITURE**  
Portraits of the face, Facial Features, Drawing and 3D using Techniques exploration  
Key Artists: Marc Power and Miriam Schick

Pick Options for GCSE

**KEY KNOWLEDGE – ART & CRAFT TECHNIQUES**

**KEY SKILLS – APPLYING ART & CRAFT TECHNIQUES**

**YEAR 8**

**FORMAL ELEMENTS**  
Exploring different formal elements to create a 3D final piece.

Key Artists: Picasso, Kandinsky, Hepworth, Dalí, Duchamp, Matisse, Serra and Louise Bourgeois

*welcome*

**YEAR 7**

**ARTSILLS**  
Observational Drawing, Sketchbook and Collage  
Key Artists: Abby Cadwell and Peter Corcoran

Introduction and Baseline Test

## **Art Progression Scales**

|                  |  |
|------------------|--|
| 12 <sup>th</sup> | <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas confidently. Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work to a high standard.</p> <p>Record and use perceptive insight and observations with well-considered influences on ideas based on artists' research. Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas.</p>                    |
| 11 <sup>th</sup> | <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use perceptive insight and observations with well-considered influences on ideas based on artists' research. Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas.</p> |
| 10 <sup>th</sup> | <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use observations with well-considered influences on ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>                       |
| 9 <sup>th</sup>  | <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use observations with well-considered influences on ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>                       |
| 8 <sup>th</sup>  | <p>Demonstrate competent critical investigation and understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use observations with well-considered influences on ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>                                  |
| 7 <sup>th</sup>  | <p>Demonstrate competent critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation and innovation to develop and refine work. Record and use observations to influence ideas based on artists' research.</p> <p>Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>  |
| 6 <sup>th</sup>  | <p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation and innovation to develop and refine work. Record and use clear observations to influence ideas based on artists' research.</p> <p>Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>  |
| 5 <sup>th</sup>  | <p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation and innovation to develop and refine work. Record and use clear observations to influence ideas.</p> <p>Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>   |
| 4 <sup>th</sup>  | <p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation to develop and refine work.</p> <p>Record and use clear observations to influence ideas.</p> <p>Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>   |
| 3 <sup>rd</sup>  | <p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills and some experimentation to develop and refine work.</p> <p>Record and use clear observations to influence ideas.</p> <p>Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>   |
| 2 <sup>nd</sup>  | <p>Demonstrate limited critical investigation and understanding of sources to develop ideas</p> <p>Apply some creative and technical skills and some experimentation to develop and refine work.</p> <p>Record and use clear observations to influence ideas.</p> <p>Limited use of visual language, technique, media and contexts to realise personal ideas.</p>  |
| 1 <sup>st</sup>  | <p>Demonstrate limited critical investigation and understanding of sources to develop ideas</p> <p>Apply some creative and technical skills and some experimentation to develop and refine work.</p> <p>Record and use simple observations to influence ideas.</p> <p>Limited use of visual language, technique, media and contexts to realise personal ideas.</p>   |

## **Assessment Principles**

### **Year 7 and Year 8**

Students are assessed in Year 7 on their baseline task. Students in Year 7 and 8 are assessed 4 times each project focusing on the assessment objectives of

A01- Research    A02- Experiment    A03 Record    and    A04 Present.

Students will also be assessed in line with the 12 steps progression scale and whether they are above, meeting or below their target.

### **Year 9 – Year 11**

Students are assessed in line with the GCSE grading criteria. They will be assessed 4 times for each project focusing on the assessment objectives of

A01- Research    A02- Experiment    A03 Record    and    A04 Present.

## **Enrichment and Extra-Curricular**

The Art department offers weekly enrichment during P6 and other activities and trips/visits as they arise from external providers. Ideally Art trips will hopefully be able to happen in the near future.

Art offer

- Art Club for Year 7 to encourage a love of Art and develop basic skills.
- Year 11 Intervention after-school on Thursdays.