

ART DEPARTMENT CURRICULUM STATEMENT

INTENT:

To open our students imagination to produce art work at an inspirational level. Students will be passionate about the small and large pieces they produce when working in sketch books and creating large final pieces. Students will be successful in building a wide knowledge of art including, portraiture, still life, print making, modelling, painting, digital art and drawing. Students will be able to reflect on their own work as well as exploring the work of both modern and traditional artists. The main elements; line, colour, shape, form, texture, value and space will become the foundation of their knowledge. The world around will become an observational tool to explore, discover and inspire for a life beyond the classroom.

Key Stage 3

Our Key Stage 3 provision follows the requirements of the National Curriculum. It is varied in its use of medias and materials to excite and ensure each pupil are able to make progress. The lesson form mini workshops to teach new skills or help the progress of an old skill in addition to pupils working on their own pieces over a number of lessons.

We aim also to prepare students for success at GCSE and beyond. As such, students are challenged to analyse their own work and that of traditional, non-traditional and cultural artists; be independent when working within in a set topic and show progression from a primary source to final piece. Pupils will become competent in presentation and learn to use their sketchbook as they would at GCSE by produce pages of high quality work both through annotation and examples of work.

In addition, the Art department is committed to supporting whole school Enterprise Skills. We have planned into our schemes of learning explicit teaching of 'Skillsbuilder' focussing on Teamwork, Creativity and Presenting

Key Stage 4

Students follow the AQA Fine Art GCSE specification during key stage 4. Our aim is to find an area of interest within the topic that creates excitement, intrigue & expression through their art & creations.

Students will produce two coursework projects which will enable the students to develop their skills & techniques using a variety of materials & processes including clay ceramics, 3D sculpture, printmaking, painting, drawing, collage, mixed media, photography & digital processes.

The students are marked on 4 areas at GCSE:

Assessment objective 1 A01 Development of Ideas & Contextual Studies

Assessment objective 2 A02 Experimentation with materials, processes, ideas, techniques, colour & scale.

Assessment objective 3 A03 Recording through the use of photography, mind maps, drawing, painting.

Assessment objective 4 A04 Personal Response. The final piece/s & written evaluation to the project.

Each assessment objective is worth 25% of the final grade.

Key Stage 5

Studies at KS5 are through the AQA Fine Art A Level.

Students should produce practical and critical contextual work in one or more areas of study for example, drawing, painting, mixed- media, sculpture, ceramics and printmaking. We will introduce them to a variety of experiences that employ a range of traditional and new medias, processes and techniques appropriate to the areas of study identified; workshop-based lessons will take place to secure these.

Students will be taught to develop skills to;

- Record experiences and observations in a variety of ways
- Explore relevant resources

- Use knowledge and understanding of others work to extend their own work
- Generate lines of enquiry
- Organise, select and communicate ideas, solutions and responses, and present the in a range of visual, tactile and/or sensory forms

It is incredibly important to us that we are setting students up in the best way possible for their future post sixth form. We will encourage students to complete voluntary apprenticeships, go on trips, have artists & guest speakers in from arts roles & businesses & visit universities to help with portfolio building to show them what their options look like.

IMPLEMENTATION:

ADT feedback Policy

In order to ensure that students make the best progress possible, homework is set as appropriate, at least 3 times a half term via MS Teams and teacher feedback is given. Class work should show clear feedback either peer-assessed/self-assessed or teacher assessed.

There should be clear evidence of DIRT in students' books in purple pen. Students should record feedback on sheets created by staff at the start of each term that is stuck in their book. Students will be expected to record the feedback given and where the piece of work is located.

Schemes of Learning

Our schemes of learning include:

Long term overviews:

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y7 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

Please see links to the right to our medium-term schemes of learning.

These schemes are designed to outline what we teach to ensure the intent of our curriculum is delivered across each key stage.

MEDIUM TERM

Click on the links below:

[Year 7](#)

[Year 8](#)

[Year 9](#)

[Year 10](#)

[Year 12](#)

[Year 13](#)

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and the Art Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

INTERNAL EXAMINATION RESULTS

Students undertake three key assessments each year 7-9. These assessments are through final pieces and specific technique testing. At KS4 and 5, assessments are termly. On each occasion, teaching staff evaluate the impact of the curriculum by assessing student progress against stated learning objectives. Formal exams are conducted at the end of each year, offering a further opportunity to assess student progress and make judgements about

EXTERNAL EXAMINATION RESULTS

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

ENTERPRISE SKILLS

In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

IMPACT**WORK REVIEWS**

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

STUDENT SURVEYS

The Art department survey's students in all year groups annually, seeking student feedback on the effectiveness of the taught units form a learner point of view and harvesting student voice to ensure the curriculum is kept lively, engaging and relative.

MODERATION

Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible (and appropriate) opportunities for external moderation with other high performing schools are sought.

DESTINATIONS

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.

Read the department annual Curriculum Impact Report for more information