

Longcroft School Departmental Curriculum Overview **ART**

Key subject skills:

AO1	AO2	AO3	AO4
Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to their intentions in visual and or other forms.	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, when appropriate making connections between visual, written, oral or other elements.

Building on prior learning: - What can students do by the end of KS2?

The majority of students leaving KS2 have basic drawing skills, have experimented with tone, texture and proportion within their drawings and have the ability to identify detail within images. Some students understand basic colour theory and colour mixing, have experimented with collage and basic sculptural techniques using basic materials such as cardboard clay.

All students are generally familiar with use of tools such as scissors, rulers, glue etc. and are able to work with paper and glue to create simple images. Some students have knowledge of a variety of artistic movements and artists.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

What are the skills gaps?

Some students arrive highly advanced with well-developed skills, and a great knowledge of artists and art movements, however, some arrive having never handled art materials and never produced drawing work or having painted, with no knowledge of artists' works or art movements.

Students arrive to KS3 having had a very varied exposure to Art as a subject. Most have had exposure to the formal elements within Art: Line, Tone, Texture, Colour and Composition and can manipulate some art equipment and materials. On arrival into KS3 some students are very competent when using materials, but many are not.

Baseline expectations:

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We have found that on arrival to KS3 students are at such a wide range of abilities and have had such differing experience of art as taught within primary school, baseline expectations are rarely met. Our first project in year seven is based on manipulation of the formal elements within this work we are able to identify how advanced the student's skills are and plug some of the gaps identified.

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Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students can:</p> <p>Become familiar with Art visual elements:</p> <p>Line: Links to Van Gogh mark-making project</p> <p>Texture: 2D mark making linked to Van Gogh.</p> <p>Tone: Learn how to create a range of shades and tones using pencils and colour pencils, when in Art room using paints and collage materials.</p> <p>Form: Add tonal shading to shapes to create form</p> <p>Composition: With colour, looking at hot and cold colour to create a composition.</p>	<p>Students can:</p> <p>Work to develop knowledge of observed drawing and pattern work, building on drawing techniques developed within year 7, make links with own work and compare with work of other artists.</p> <p>Develop work based on landscape and develop use of artistic materials and techniques.</p>	<p>Students can:</p> <ul style="list-style-type: none"> • use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • use a range of techniques and media, including painting • increase their proficiency in the handling of different materials • analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • write and talk about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. <p>As they progress through KS3, pupils develop their creativity and ideas, and increase proficiency in their execution. They develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p>	<p>Students can:</p> <p>Skills</p> <p>Students demonstrate their ability to:</p> <ul style="list-style-type: none"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media, materials, techniques, processes and technologies • use drawing skills for different needs and purposes, appropriate to the context • realise personal intentions through the sustained application of the creative process 	<p>Students can:</p> <p>Knowledge and understanding</p> <p>GCSE art and design requires students to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Art and design requires students to know and understand how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work

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Subject aims and learning outcomes

Studying art and design must encourage students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	<p>Levelling project, looking at mark making, working on 'ART' mark making sheet.</p> <p>Students look at Van Gogh sheet, 'Farmer wearing a straw hat'. Extension work - Canvas painting work on Shoes and clothing.</p> <p>Colour theory, colour wheel, mixing colours, investigating tertiary colour, different shades of the same colour, hot and cold colours.</p> <p>Student choose colour project, Van Gogh painting or hot and cold trees.</p>	<p>Student work will be assessed by teacher based on assessment criteria for this age group.</p> <p>Students will also be encouraged to assess their own work and that of others.</p>	AO1	<p>Links to prior learning</p> <p>How does this prepare students for future learning?</p> <p>Students should be familiar with Art visual elements, and able to utilize them in future work.</p>	<p>Extended project - continue to develop work on marking making, Van Gogh, hot and cold trees, and introduce mosaics. Applying skills learnt in first term. Students beginning to work independently on own projects.</p>	<p>Work marked by teacher to assessment grid, students encouraged to assess their work and that of others.</p>	AO1	<p>Links to prior learning</p> <p>Students will utilize skills and knowledge learned within levelling project and colour theory work and apply them in future work.</p>	<p>Multi-cultural, Egyptian art and aborigine. Use skills from first term on facial work, mummies bandaging, jewellery, Egyptian gods, painting on distressed surfaces, Egyptian Head-dresses or Aboriginal mask, based on opposite colours. Taking skills learnt Students also have opportunities to explore sculpturing.</p>	<p>Work marked by teacher to marking grid, and students encouraged to assess their own work and work of peers within lesson.</p>	AO1	<p>Links to prior learning</p>
			AO2				AO2				AO2	
			AO3				AO3			AO3		
			AO4				AO4	<p>How does this prepare students for future learning?</p> <p>The more students practice use of the visual elements the better their skills will be.</p>		AO4	<p>How does this prepare students for future learning?</p> <p>By the end of year 7 students should have a good understanding of visual elements within art, should be able to relate their work to other artists and will have started to develop their artistic skills.</p>	
8	<p>Develop Mark Making work from year 7, looking at Andreas Preis, commercial art project, Artist looks at skate boards,</p>	<p>Work Marked by teacher to marking grid and students encouraged to assess their own work and work of peers within lesson</p>	AO1	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge</p>	<p>Commercial Art, Graphics, Graffiti. Students look at Art for an audience. Bill boards, graffiti, T-shirts Students Design own style of</p>	<p>Work Marked by teacher to marking grid and students encouraged to assess their own work and work of peers within lesson</p>	AO1	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge</p>	<p>Architecture Project - look at elaborate marketecture. Research Hundertwasser, looking at</p>	<p>Work Marked by teacher to marking grid and students encouraged to assess their own work and work of peers within lesson</p>	AO1	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge</p>
			AO2				AO2				AO2	
			AO3				AO3			AO3		



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	<p>surf boards etc.. Student first look at current Artist. Students look at animal based pictures and how to partician following style of Andreas.</p> <p>Photo real work, looking at tone and texture, shading. Developing own patterns based on Andreas.</p> <p>Animals real work, looking at tone and texture, shading. Developing own patterns based on Andreas. Start to look at colour, students begin to develop independent research looking at chosen animal.</p>	<p>with the aim of teaching them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact.</p>	<p>around recording, use of new materials and independent work</p>	<p>skate board art. The students begin to look at constraints of commercial Art.</p> <p>Students create own designs on Skateboards. (Some bring own skateboards to work on)</p>	<p>with the aim of teaching them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact.</p>	<p>around recording, use of new materials and independent work</p>	<p>architecture being bold and colourful, pleasing to the eye, joyful. Students use style of Hundertwasser to transform basic architectural building into joyful building.</p>	<p>with the aim of teaching them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact.</p>	<p>around recording, use of new materials and independent work</p>			
			AO4	How does this prepare students for future learning?		AO4	How does this prepare students for future learning?		AO4	How does this prepare students for future learning?		
9	<p>Natural Forms - Sea life or insects. Look at different material, toning, research, and build up own sketch book - mock GCSE project to encourage use of skills and possible continuation into GCSE.</p> <p>Collection of Artists - Perfect independent working and detail and the use of materials. Drawing skills, developing current skills, combining different</p>	<p>Work Marked by teacher to marking grid and students encouraged to assess their own work and work of peers within lesson with the aim of prompting them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge around recording, use of new materials and independent work</p>	<p>Students encouraged to work more independently looking at own projects based on Sea life and Insects. Artist - Scarpace, Amiria Gale, Hokusai, Loraine Shemesh, Turner, Escher, Paul Beckman, Shadow Chen and Jessica Palmer. Working with different material, string, bubble wrap, to create textures and imagination. Jelly fish, Beetles, dragon flies, shells, star fish looking at Oil paints.</p>	<p>Work Marked by teacher to marking grid and students encouraged to assess their own work and work of peers within lesson with the aim of prompting them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge around recording, use of new materials and independent work</p>	<p>Personal study - all students work independently on chosen project, looking at work from sketch book and Artist using skills and applying theory.</p>	<p>Work Marked by teacher to marking grid and students encouraged to assess their own work and work of peers within lesson with the aim of prompting them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge around recording, use of new materials and independent work</p>
			AO4	How does this prepare students for future learning?		AO4	How does this prepare students for future learning?		AO4	How does this prepare students for future learning?		
				Introducing more drawing techniques and materials			Introducing more drawing techniques and materials to develop			Introducing more drawing techniques and materials to		



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	skills and styles of different artists.			to develop knowledge and independent working (AO2/AO3) Developing critical and self-reviews and specialist vocabulary (AO1).	Students look at the different Artists and create work in the different styles.			knowledge and independent working (AO2/AO3) Developing critical and self-reviews and specialist vocabulary (AO1).			develop knowledge and independent working (AO2/AO3) Developing critical and self-reviews and specialist vocabulary (AO1). Working on an independent, researched project.			
10	<p>"Project 1 of course work Section (60% of overall GCSE)</p> <p>THEME = REFLECTIONS</p> <p>GCSE art is one continuing project throughout year 10, student work independently, guided by teachers to develop their own skills and artistry through, work may differ slightly dependent on students' skills and interests.</p> <p>Start investigating ideas within the given theme and experiment with ideas and material, students will be investigating Artists"</p>	<p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources (Artist and related themes) (Ide pendant research)</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	AO1	Links to prior learning	<p>"Project 1 of course work Section (60% of overall GCSE)</p> <p>THEME = REFLECTIONS</p> <p>GCSE art is one continuing project throughout year 10, student work independently, guided by teachers to develop their own skills and artistry through, work may differ slightly dependent on students' skills and interests.</p> <p>Start investigating ideas within the given theme and experiment with ideas and material, students will be investigating Artists"</p>	AO1	Links to prior learning	<p>"Project 1 of course work Section (60% of overall GCSE)</p> <p>THEME = REFLECTIONS</p> <p>GCSE art is one continuing project throughout year 10, student work independently, guided by teachers to develop their own skills and artistry through, work may differ slightly dependent on students' skills and interests.</p> <p>Start investigating ideas within the given theme and experiment with ideas and material, students will be investigating Artists"</p>	AO1	Links to prior learning	AO1	Links to prior learning		
			AO2			AO2			AO2		AO2			
			AO3			AO3			AO3		AO3		AO3	
			AO4	How does this prepare students for future learning?		AO4	How does this prepare students for future learning?		AO4	How does this prepare students for future learning?	AO4	How does this prepare students for future learning?	AO4	How does this prepare students for future learning?



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11	<p>"Project 2 of course work Section (60% of overall GCSE)</p> <p>THEME = ARCHITECTURE</p> <p>Year 11 students work independently, guided by teachers to develop their own skills and artistry through, work may differ slightly dependent on students' skills and interests.</p> <p>Start investigating ideas within the given theme and experiment with ideas and material, students will be investigating Artists"</p>	<p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources (Artist and related themes) (Independent research)</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	AO1	Links to prior learning	External Set exam preparation	(Research covers 75% of exam grade, 25% approx. final piece)	AO1	Links to prior learning	External Set exam preparation	(Research covers 75% of exam grade, 25% approx. final piece)	AO1	Links to prior learning	
			AO2				AO2				AO2		
			AO3	How does this prepare students for future learning?			AO3	How does this prepare students for future learning?			AO3	How does this prepare students for future learning?	AO3
			AO4				AO4				AO4		
			EXAM Preparation			(40% of overall GCSE)		EXAM Preparation		(40% of overall GCSE)		EXAM Preparation	