

Longcroft School Curriculum Overview  
ART



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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#### Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

#### **We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:**

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

#### Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

#### Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

#### Purpose of study

‘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.’ Adapted from National Curriculum, DfE, 2014.

#### Aims

The Longcroft School and Sixth Form curriculum for art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- are prepared to effectively articulate their knowledge and skills in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

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### Subject Curriculum Vision

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

#### Great Heart

To promote a safe, stimulating and supportive environment where students feel comfortable and are tolerant of each other when sharing ideas and opinions in an open and respectful way.  
To build a learning environment where students respect and support each other to take artistic risks.

#### Great Thought

To provide an engaging and challenging art curriculum where students build up resilience to develop their practical art skills using a wide variety of media to equip them with the skills and knowledge required to both appreciate and develop their own practice.

#### Great Vision

To engender a life-long love of art in students. To develop their appreciation of craft-workers, artists and designer both culturally and historically. To promote an ethos where students aspire to be the best that they can be, artistically - to be resilient and aspirational.

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### 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?

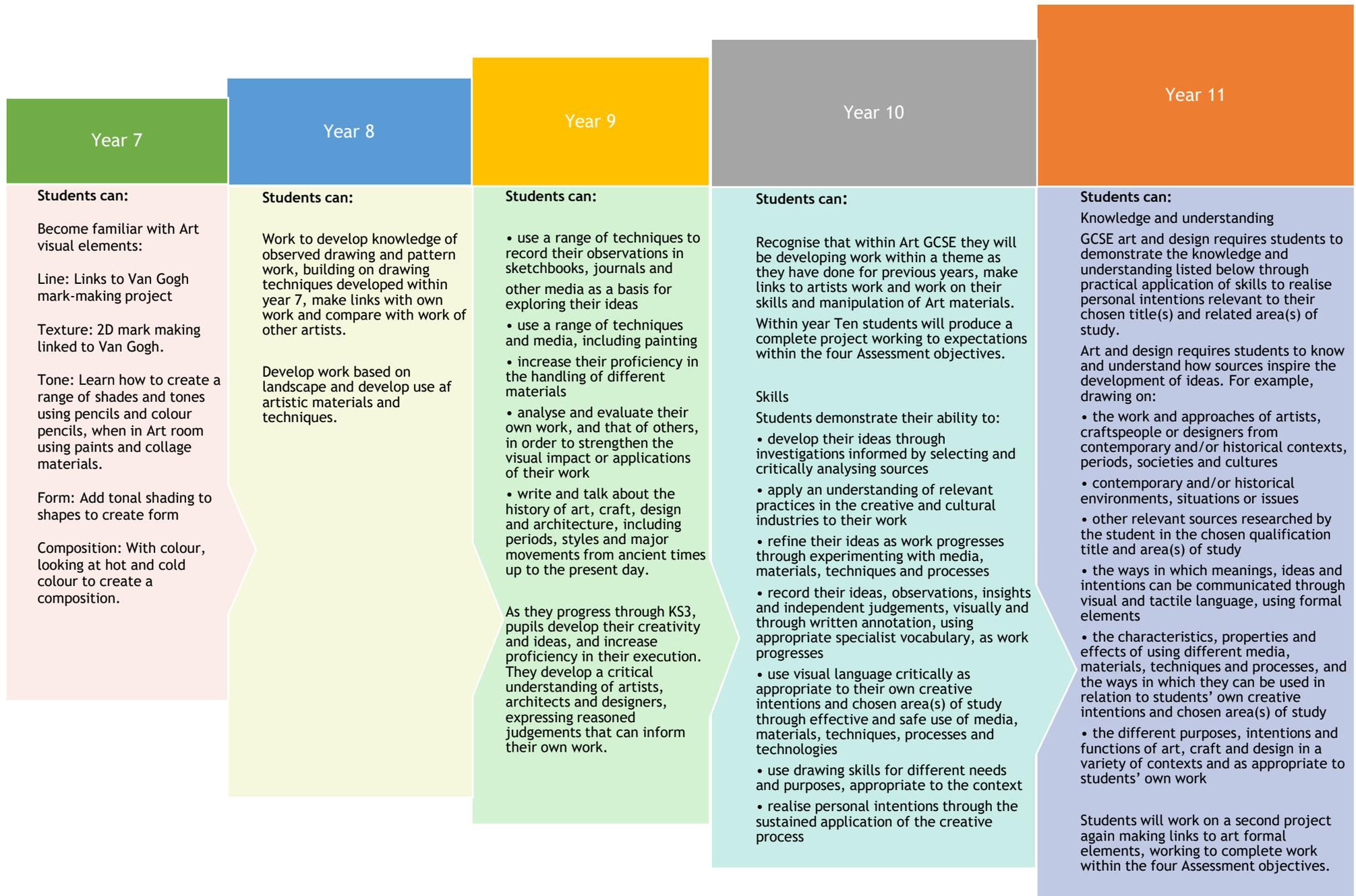
Some students arrive highly advanced with well-developed skills, and a great knowledge of artists and art movements, however, some arrive having never handled art materials and never produced drawing work or having painted, with no knowledge of artists' works or art movements.

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:

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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#### 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, developed to touch on student knowledge of Art formal elements: Line, Tone, texture form and composition</p> <p>Colour theory, colour wheel, mixing colours, investigating tertiary colour, different shades of the same colour, hot and cold colours.</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> <p>Basic references to all four assessment objectives Students will be working on baseline testing in Art to assess the skills they have been taught within KS2</p>	<p>AO1 AO2 AO3 AO4</p>	<p>Links to prior learning</p> <p>Some students will make links to work completed in KS2</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>AO3 To develop observational drawing skills and add significant challenge.</p> <p>AO2 To extend skills base</p> <p>AO1 To extend knowledge of others' work</p> <p>AO4 To challenge presentation and reviewing skills</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>Students look at Van Gogh sheet, 'Farmer wearing a straw hat'. Extension work - Canvas painting work on Shoes and clothing.</p> <p>Student choose colour project, Van Gogh painting or hot and cold trees.</p>	<p>Work marked by teacher to assessment grid, students encouraged to assess their work and that of others.</p>	<p>AO1 AO2 AO3 AO4</p>	<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>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>	<p>Colour theory and continuing exposure to formal elements, looking at colour theory, artists work within this topic and concentrating on Hot/Cold colour and composition and observed drawings of natural forms as part of study of craft makers and designers - and the historical and cultural development of their art forms</p>	<p>Work marked by teacher to marking grid, and students encouraged to assess their own work and work of peers within lesson.</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>	<p>AO1 AO2 AO3 AO4</p>	<p>Links to prior learning</p> <p>Students will utilize skills and knowledge learned within levelling project</p> <p>How does this prepare students for future learning?</p> <p>By the end of year seven students should have a good understanding of the use of pencil, colour pencil painting, simple printing, sculptural techniques, this knowledge and skill set can be utilized within project work in year eight, where it will be developed further.</p>



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<b>8</b>	<p>Within year 8 we start on our first major project: Skateboards. Within this project students develop work based on the work of Andreas Preis, they develop further their skills using tone texture and pattern as part of study of great artists - and the historical and cultural development of their art forms</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 teaching them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact.</p>	<p>AO1 AO2 AO3 AO4</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>Commercial Art, Graphics, Graffiti. Students look at Art for an audience. Bill boards, graffiti, T-shirts Students Design own style of skate board art. The students begin to look at constraints of commercial Art. as part of study of craft makers and designers - and the historical and cultural development of their art forms</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 teaching them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact.</p>	<p>AO1 AO2 AO3 AO4</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>Architecture Project - look at elaborate marketecture. Research Hundertwasser, looking at 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>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 teaching them to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact.</p>	<p>AO1 AO2 AO3 AO4</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>How does this prepare students for future learning?</p> <p><b>AO3</b> To develop independent observational drawing skills and add significant challenge. <b>AO2</b> To extend knowledge with new skills <b>AO1</b> To extend knowledge of others' work <b>AO4</b> To challenge independent presentation and reviewing skills</p>	<p>How does this prepare students for future learning?</p> <p><b>AO3</b> To develop independent observational drawing skills and add significant challenge. <b>AO2</b> To extend knowledge with new skills <b>AO1</b> To extend knowledge of others' work <b>AO4</b> To challenge independent presentation and reviewing skills</p>								
<b>9</b>	<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</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</p>	<p>AO1 AO2 AO3</p>	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge around recording, use of new materials and</p>	<p>Students encouraged to work more independently looking at own projects based on Sea life and Insects. Artist - Scarpace, Amiriaai, Loraine Shemesh, Turner, Escher, Paul</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</p>	<p>AO1 AO2 AO3</p>	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge around recording, use of new materials and</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</p>	<p>AO1 AO2 AO3</p>	<p>Links to prior learning</p> <p>Building on KS3 work but extending challenge around recording, use of new materials and</p>
			<p>How does this prepare students for future learning?</p>	<p>How does this prepare students for future learning?</p>								



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	continuation into GCSE.  Collection of Artists - Perfect independent working and detail and the use of materials. Drawing skills, developing current skills, combining different skills and styles of different artists.	work, and that of others, in order to strengthen the visual impact or applications of their work.		independent work  AO4 How does this prepare students for future learning?  Introducing more drawing techniques and materials to develop knowledge and independent working (AO2/AO3) Developing critical and self-reviews and specialist vocabulary (AO1).	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. Students look at the different Artists and create work in the different styles.	work, and that of others, in order to strengthen the visual impact or applications of their work.		independent work  AO4 How does this prepare students for future learning?  Introducing more drawing techniques and materials to develop knowledge and independent working (AO2/AO3) Developing critical and self-reviews and specialist vocabulary (AO1).		work, and that of others, in order to strengthen the visual impact or applications of their work.		independent work  AO4 How does this prepare students for future learning?  Introducing more drawing techniques and materials to develop knowledge and independent working (AO2/AO3) Developing critical and self-reviews and specialist vocabulary (AO1). Working on an independent, researched project.
10	"Project 1 of course work Section (60% of overall GCSE)  THEME = REFLECTIONS  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.  Start investigating ideas within the given theme and	AO1 - Develop ideas through investigations, demonstrating critical understanding of sources (Artist and related themes) (Ide pendant research)  AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3 - Record ideas, observations and insights relevant to intentions as work progresses	AO1 AO2 AO3 AO4	Links to prior learning  Students can utilize all skills and knowledge gained within KS3, throughout the GCSE course we will be demonstrating specialist targeted skills and use of materials this will be in groups or individually as required  How does this prepare students for future learning?	"Project 1 of course work Section (60% of overall GCSE)  THEME = REFLECTIONS  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.  Start investigating ideas within the given theme and	AO1 - Develop ideas through investigations, demonstrating critical understanding of sources (Artist and related themes) (Ide pendant research)  AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3 - Record ideas, observations and insights relevant to intentions as work progresses	AO1 AO2 AO3 AO4	Links to prior learning  Students can utilize all skills and knowledge gained within KS3, throughout the GCSE course we will be demonstrating specialist targeted skills and use of materials this will be in groups or individually as required  How does this prepare students for future learning?	"Project 1 of course work Section (60% of overall GCSE)  THEME = REFLECTIONS  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.  Start investigating ideas within the given theme and	AO1 - Develop ideas through investigations, demonstrating critical understanding of sources (Artist and related themes) (Ide pendant research)  AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3 - Record ideas, observations and insights relevant to intentions as work progresses	AO1 AO2 AO3 AO4	Links to prior learning  Students can utilize all skills and knowledge gained within KS3, throughout the GCSE course we will be demonstrating specialist targeted skills and use of materials this will be in groups or individually as required  How does this prepare students for future learning?



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	experiment with ideas and material, students will be investigating Artists"	AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		All skills learned can be utilized within the course, skills and techniques need to be refined and developed individually	experiment with ideas and material, students will be investigating Artists"	AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		All skills learned can be utilized within the course, skills and techniques need to be refined and developed individually	experiment with ideas and material, students will be investigating Artists"	AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		All skills learned can be utilized within the course, skills and techniques need to be refined and developed individually
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	<p>External Set exam preparation</p> <p>EXAM Preparation</p> <p>In February students will be given GCSE Exam section of Art and design GCSE</p> <p>We do not receive the title until 1<sup>st</sup> January</p>	(Research covers 75% of exam grade, 25% approx. final piece)	AO1	Links to prior learning	<p>External Set exam preparation</p> <p>EXAM Preparation</p>	(Research covers 75% of exam grade, 25% approx. final piece)	AO1	Links to prior learning
			AO2			AO2						
			AO3	How does this prepare students for future learning?		AO3	How does this prepare students for future learning?	AO3				
			AO4							AO4	AO4	How does this prepare students for future learning?

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Enrichment Opportunities

Key stage	
KS3	<ul style="list-style-type: none"><li>• Lunch time club run by 6th form student</li><li>• Art competitions in Ferens Art Gallery</li><li>• Promote the Royal Academy Summer Junior Exhibition</li></ul>
KS4	<ul style="list-style-type: none"><li>• Every lunch – staff available for drop-in sessions for GCSE Art coursework</li><li>• Period 6 Art Sessions provided for year 11 students</li><li>• Art competitions in Ferens Art Gallery</li></ul>
KS5	