



Curriculum Guide for Art

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The de Ferrers Trust

1. Curriculum Rationale. ART

Intent

Our curriculum for Art at Granville academy, is designed to **engage, inspire and challenge** students, **equipping** them with the **knowledge and skills** to experiment, **invent and create**.

We aim to provide our students access to a **rich world of possibilities** to be an **independent** and **successful** professional **designer, artist or crafts person**.

It is our intent that our curriculum is a journey exploring and **responding** to the **art formal elements** and **inspiration of the work of others** which underpin all of our lessons and schemes.

We aim to provide an environment in which students **feel happy to take creative risks**, we do this by teaching them to become visually literate so they are able to **read, interpret** and **find meaning in artworks**, exploring and reshaping them in their **own artwork**.

We seek to **inspire and enthuse** students to follow **creative occupations** through stimulating **home learning projects** and **links to careers** within lessons. Our students gain the knowledge, skills and confidence to succeed and aspire to the creative industries.

Implementation

The Art curriculum is designed and structured to incrementally deepen students' understanding and strengthen their confidence in the subject through repetition of the core techniques and skills linked to the formal elements which become a toolkit for them to use when they work on more creative, expressive and personal projects.

Throughout their five year journey, students will develop increased proficiency in execution of ideas and with the **use and application** of **various materials** as projects **increase in levels of challenge**. They will **investigate, analyse, reflect and evaluate**. They will explore and experiment with ideas, the qualities of media and materials, tools and techniques linked to the Art movements/ themes/ Artists studying.

KS3

Our diverse curriculum in KS3 is designed to build upon KS2 and provides a strong foundation for all students regardless of experiences of art in Yr6. In Yr7 we enable students to develop an understanding of the language of art through the systematic introduction of the visual elements (*Granular skills*) - **(line, texture, shape, colour, tone, pattern)** The study of art history and contemporary art is integrated into projects. Students investigate and learn to respect the artwork of others, be open to British and other values and beliefs and to celebrate diversity in artwork. Students learn techniques and processes artists use in order to apply this knowledge to their own work.

GCSE

As our students transition into KS4 we **challenge their independence** by **encouraging** them to make **personal choices when developing ideas**. After developing skills through teacher led instruction, students are then asked to stretch their abilities by creating their own personal responses. First by analysing and copying the work of other artists, then assimilating artist's styles into their own work. Students are assessed on four main areas – artist research and analysis AO1, artistic competency in a variety of media AO3 development and refinement of ideas AO2 and personal responses AO4.

The GCSE schemes build on the complexity of skills and knowledge gained at KS3, while beginning to challenge and **expand on students' abilities** to work independently and identify their own artistic style.

Differentiation of each project is done by task, input or outcome. Staff are able to adjust materials used to suit specific students or groups of students' needs.

Career provision is also taught in each project, students are introduced to current practising artists who work in a variety of different disciplines of art and design industries. Students learn about their processes, inspiration, education and current practice. Students are able to make personal choices about their own art in order to direct or tailor their experiences towards a career, pathway or subject they are interested in.

Impact

Outcomes within the art department are strong. The quality of students' work from all Key-Stages is celebrated in classrooms and around the school. These visual displays reflect the sense of pride that our students have in their own artwork and inspire many of our younger students.

Assessment in art is ongoing, established through questioning, demonstration through skill supported by regular and immediate verbal feedback for action and development. AFL is used in every lesson to identify next steps and pinpoint improvements, developing student independence in assessing own and others work.

Sequencing

KS3- Each project builds on the next developing key skills through a range of materials techniques and processes. The KS3 curriculum is designed to give breadth to the students' experiences and range of skills. Art builds on visual communication and is developed through a range of media and techniques with increasing complexity and allowing the skills to be manipulated and stretched as confidence and experience is gained. Across KS 3 drawing skills are built into each block, to 'practice' along with 2D and 3D practical skills with a variety of approaches. Each project is accessible at many levels and is anticipated to encourage risk taking and decision making. KS4 programs start with workshop sessions to narrow any gaps and give a range of experiences to allow students ownership of later work. Visual language becomes increasingly personal and self-driven and independent.

SEND

Our curriculum is designed to meet the needs of all students so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies, such as the Magnificent 7, where needed.

Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments, where needed to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of individual learning plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students. We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Specifically within art adaptations would include:

- Equipment being provided for Students that are relevant to the tasks being covered
- Alternative tasks that reduce / increase the space to modify the activity that offer an appropriate level of challenge
- Continual verbal support/able to access videos created for project being covered
- Students are encouraged to suppose their peers with visual/verbal/written feedback
- Increased think time to allow for processing and encourage responses
- Chunking of instructions and deliberate recall to ensure understanding
- Deliberate modelling of a skills through demonstration - use of a help table for further modelling - use of help videos
- Using artists work to help build on their own

2. What students will learn in ART

	By the end of Year 9	By the end of Year 11
Core Skills	<ul style="list-style-type: none"> ● Drawing ● Painting ● Printing ● Sculpture ● Digital art ● Planning & designing 	<ul style="list-style-type: none"> ● Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information ● Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements ● Use knowledge and understanding of the work of others to develop and extend thinking and inform own work ● Generate and explore potential lines of enquiry using appropriate media and techniques ● Apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations ● Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.
Core Knowledge and understanding	<ul style="list-style-type: none"> ● To analyse and evaluate their own work and that of others, in order to strengthen the visual impact or applications of their work ● About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to present day 	<ul style="list-style-type: none"> ● relevant materials, processes, technologies and resources ● How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts ● How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts ● Continuity and change in different genres, styles and traditions ● A working vocabulary and specialist terminology.

3. Curriculum Map

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
YR7	Visual Elements Overview of unit: Introductory Skills. Students will develop an understanding of the language of art through the systematic introduction of the visual elements (Line, Tone, Texture, Pattern, Shape, form and Colour) Students will be working towards: <ul style="list-style-type: none"> Basic drawing skills (1 & 2-point perspective, measured/sight drawing, Grid drawing) Colour theory Art History. What is Cubism? Applying knowledge & skills learnt to own artwork 			Architecture Overview of unit: Students will continue their understanding of the language of art through the systematic introduction of the visual elements (Line, Tone, Texture, Pattern, Shape, form and Colour) through the study of Architecture Students will be working towards: <ul style="list-style-type: none"> Develop drawing Skills Experimental drawing- continuous line, biro Exploring printmaking. MonoPrint and collage with experimental drawing techniques Art history – Impressionism (Van Gogh) Contemporary Art – Lucy Jones Environmental. Working to a brief as a Graphic designer Applying knowledge & skills learnt to own artwork to create a magazine front cover for the National Geographic Magazine about their local area - Burton 		
Useful resources	Resources: <ul style="list-style-type: none"> Knowledge organisers Art and Design KS3: Various careers within the visual arts https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks3-what-is-art/zf99xyc What is art? https://www.youtube.com/watch?v=vKjKx6PzajE 			Resources: <ul style="list-style-type: none"> Knowledge organisers Art and Design KS3: Working as a Graphic Designer https://www.bbc.co.uk/bitesize/articles/zbccvk7 How to become an architect https://www.bbc.co.uk/bitesize/articles/z7thd6f 		
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6

Yr8	<p><u>Community Cohesion</u></p> <p><u>Overview of unit: Advanced Skills</u></p> <p>Students will develop their skills and understanding of the visual elements. Students will develop creative and technical skills so that ideas can be investigated and artefacts produced based on the theme of Community Cohesions (Cultural Capital)</p> <p><u>Students will be working towards</u></p> <ul style="list-style-type: none"> ● Gain knowledge & understanding of of different ● skills development in watercolour, through ● planning and developing ideas <p>sculpture based on artist; Gustavo Cruz</p>			<p><u>Portraiture</u></p> <p><u>Overview of unit: Advanced Skills</u></p> <p>Students will continue to develop their skills and understanding of the visual elements. Students will develop their drawing skills in portraiture</p> <p><u>Students will be working towards:</u></p> <ul style="list-style-type: none"> ● Portraiture drawing skills ● Art History – Pop Art ● Contemporary art – Loui Jover ● Describe and analyse artwork – art vocabulary 		
Useful resources	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IPADS ● Knowledge organisers ● How to become a Prop maker https://www.bbc.co.uk/bitesize/articles/zr8fj hv 			<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● How to become a fine artist https://www.myworldofwork.co.uk/my-career-options/job-profiles/fine-artist 		
Yr9	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	<p><u>Childhood Memories</u></p> <p><u>Overview of unit: Foundation Skills</u></p> <p>Students will investigate the deeper meanings behind artists' work in order to gain new insights about their practice. Students respond in a personal and unique way to the theme of Childhood Memories. Students build on skills and knowledge learnt in Yr8, and will develop a firm foundation in preparation for their GCSE course.</p> <p><u>Students will be working towards:</u></p> <ul style="list-style-type: none"> ● Develop various drawing approaches (contour drawing, pointillism, scribble, experimental, pen and wash) ● Secure their tonal drawings skills, using pencil, oil pastel 			<p><u>Metamorphosis</u></p> <p><u>Overview of unit: Foundation Skills</u></p> <p>Students will respond in a personal and unique way to the theme of Metamorphosis. Students build on skills and knowledge learnt, and will develop a firm foundation in preparation for their GCSE course.</p> <p><u>Students will be working towards:</u></p> <ul style="list-style-type: none"> ● Mixed media drawing ● Art History – Surrealism ● PIXLAR to create digital art in response to Humans impact on the environment and artists studied 		

	<ul style="list-style-type: none"> Describe, explain & analyse the work of Van Gogh, Seurat & Powell) Create final still life piece applying techniques from artists studied 					
Useful resources	Resources: <ul style="list-style-type: none"> IPADS knowledge organiser 			Resources: <ul style="list-style-type: none"> IPADS knowledge organiser How to become a web designer https://www.bbc.co.uk/bitesize/articles/zm2rvk7 Jobs in the arts sector https://www.bbc.co.uk/bitesize/tags/zkjinwty/jobs-that-use-art-and-design/1 		
Yr10	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Natural Forms Overview of unit: Applying practitioner skills Students apply familiar processes & techniques to new situations so that they develop new insights. Develop students' capacity for imagination and original thought and experimentation Students respond in a personal and unique way to the theme 'The natural world' Students will be working towards: <ul style="list-style-type: none"> Exploring drawing/painting/printing/mixed media techniques (introductory workshops, based on natural forms) How to annotate/evaluate and refine and develop work as it progresses Teacher led, students analyse the work of an artist and create a personal response Students are encouraged to choose own artists (from a selected list) to develop ideas towards a personal outcome 			Portraits Overview of unit: Applying practitioner skills Students develop and build upon skills and knowledge learnt to be able to independently and confidently apply to their portraiture project. Students will be working towards: <ul style="list-style-type: none"> Portraiture drawing skills Teacher led, students analyse the work of an artist and create a personal response Students are encouraged to choose their own artists (from a selected list) to develop ideas towards a personal outcome 		
Useful resources	Resources: <ul style="list-style-type: none"> IPADS knowledge organiser Pinterest YouTube (video demos) 			Resources: <ul style="list-style-type: none"> IPADS knowledge organiser Pinterest YouTube (video demos) 		

	Half term 1	Half term 2	Half term 4	Half term 5
Yr11	<u>Mock exam</u> <u>Overview of unit:</u> Students will choose one or combine both Yr10 projects to develop further as a Mock exam. Students will choose their own artists and refine the skills and knowledge learnt to be able to independently and confidently present a portfolio of work. This will be the completion of their coursework worth 60% of overall grade. <u>Students will be working towards:</u> Students will be completing work that meets the 4 assessment objectives		<u>Exam preparation & Exam</u> <u>Overview of unit:</u> Students devise a portfolio of work, independently, based on chosen theme (set by OCR) (Preparatory work for exam 75% of exam) The completion of AO1,2,3 will be completed between Jan and April. At the end of April Students will complete a 10hr exam (Final piece, based on preparatory work) Their exam project will be worth 40% of overall grade. <u>Students will be working towards:</u> Students will be completing work that meets the 4 assessment objectives	
Useful resources	<u>Resources:</u> <ul style="list-style-type: none"> ● IPADS ● knowledge organiser ● Pinterest ● YouTube (video demos) 		<u>Resources:</u> <ul style="list-style-type: none"> ● IPADS ● knowledge organiser ● Pinterest ● YouTube (video demos) 	

4. Assessment Plan

	Year 7	Year 8	Year 9
Term 1	<ul style="list-style-type: none"> ● Baseline test-drawing Sharpener. Trust moderated. ● Sharpener (teacher led) ● Can drawing. Trust moderated 	<ul style="list-style-type: none"> ● Cultural pattern Trust moderated 	<ul style="list-style-type: none"> ● Balloon animal pastel drawing ● Still life tonal drawing. Trust moderated
Term 2	<ul style="list-style-type: none"> ● Cubism final piece 	<ul style="list-style-type: none"> ● Designs for sculpture ● Sculpture 	<ul style="list-style-type: none"> ● Mixed media final still life piece
Term 3	<ul style="list-style-type: none"> ● Architectural drawing. Trust moderated 	<ul style="list-style-type: none"> ● Tonal portrait. Trust moderated 	<ul style="list-style-type: none"> ● Mixed media metamorphosis. Trust moderated

KS3 assessments at Granville. Assessments in RED are to be moderated across all three schools. All classes have continual verbal feedback.

5. Specialist Vocabulary

	Year 7	Year 8	Year 9	Year 10	Year 11
1	formal elements (Tone, texture pattern, colour, space, form, shape, line)	formal elements (Tone, texture pattern, colour, space, form, shape, line)	fine art	layout	planning
2	secondary	detail	collage	research	outcome
3	Primary	pattern	texture	develop	structure
4	wash	Aboriginal	impressionism	Analyse	refine
5	one point perspective	pointillism	collagraph	annotation	Juxtaposition
6	Vanishing point	3Dimensional	Etching	acrylic	Context
7	vertical	papier-mâché	stencil	mixed media	Narrative
10	horizontal	pop art	layers	Emphasis	Contrast
11	design	flat colour	Focal point	Alignment	Manipulate
12	blending	mono print	Balance	Harmonious/hue	expression
13	Media	Sculptor/ sculpture	Composition	Contemporary	Assemblage
14	printing	Portraiture	Surrealism	Rhythm	Proportion
15	Complementary	Inspiration	Abstract	Typography	Photorealistic

6. Cultural Capital

KS3- Each assignment has a historical Art movement and contemporary Artist/ Designer where the context of the Artist and designers and how it/ they impacted and reflected society at their time will be taught. Students will be introduced to not only how artists work but why and be asked to relate this to their work. Immersing students in our artistic cultural Heritage will aim to close gaps and inspire curiosity.

Life skills underpin each project and are raised each lesson, Art is taught not only to develop technical and subject specific skills but to provide students with transferable skills such as motor control, spatial awareness, thinking outside the box, risk taking, visual communication, critical reflection, aesthetic awareness, concentration.

Projects will have a social, economic, cultural, environmental, social connection that will build student knowledge and deepen understanding of the world around them.

Students will work in different contexts e.g.: as a Fine Artist would, As a designer/ craft worker would. Students will be challenged to relate work to real life and local contexts where possible to make them see the relevance of the Arts in today's society.

KS4 - Students will be encouraged to pinpoint meaning and messages that Artists portray and have meanings within the social, economic, political, environmental arena to their work, stating their viewpoints on the world around them. They will be asked to work in different contexts depending on the course, e.g.: as a Fine Artist or as a designer working to a brief. At times this will be defined by the exam content but will have their opinion and point of view defined by themselves. This is a high priority as students develop as artists and members of society, encouraging thought and place in their society.

	Experiences that students experience in your subject that enrich their learning?
Year 7	an introduction to art that encompasses other artist work, knowledge of new techniques, the opportunity for expressions
Year 8	a wider look at art from other cultures, recognising their unique style and how to apply. An introduction to three dimensional art techniques
Year 9	students are still learning new skills/techniques and begin to take more ownership of their learning, choosing artists to study
Year 10	a wider variety of media and specialist techniques are added to their knowledge which allows students to progress and find their individuality and creative style
Year 11	students become independent creative thinkers, individually finding their own style using independent research to aid their vision

7. Homework and Independent Learning

Homework is set as research tasks in KS3. Students make individual choices about their homework imagery selection. They are encouraged not to print information straight from the internet but to re-write in understandable text. Students use their research to help with their own classroom tasks. All homework sets are relevant to the project students are working on. Some independent homework is encouraged.

At GCSE level in year ten students are set relevant tasks but are actively encouraged to take responsibility for independent learning, by year eleven students set their own agenda for independent learning.

It is made clear to students from the beginning that successful completion of the art GCSE cannot be achieved without independent learning and motivation.