






Key Stage 3 Curriculum Journey:

The curriculum in Art will enable learners to explore their ideas and experiences in order to produce creative art products in a range of mediums, know about art and artists and the culture in which they created their works

THE YEAR 7 CURRICULUM JOURNEY

24 lessons across the year on rotation – each rotation of 8 lessons moves through one scheme of learning

Topic and learning focus			
	SOL 1- tonal pear, tonal landscape, tonal cupcake	SOL 2- watercolour flowers, circles and lines, watercolour animals	SOL 3- oil pastel landscape
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> How to draw shapes, fruit, landscapes and cupcakes. To create accurate outlines, improving and correcting as the piece develops. Understand how to make basic judgements about their own productions Recognise the influence that drawing has had on art, artists and art styles 	<ul style="list-style-type: none"> How to draw shapes, flowers and animals. To create accurate outlines, improving and correcting as the piece develops. Understand how to make judgements about their own productions Recognise the influence that watercolour has had on art, artists and art styles 	<ul style="list-style-type: none"> How to draw shapes particular to landscapes, hills, trees and sun etc. Understand how to make more developed judgements about their own productions Recognise the influence that oil pastel and ink has had on art, artists and art styles
Core Knowledge and skills	<ul style="list-style-type: none"> Drawing pencil technique- how to use different grades of pencils in different ways to create tones and textures. Know how to make simple evaluations in response to their own work so that production work can be improved Understand the influence that drawing has had on art, artists and art styles 	<ul style="list-style-type: none"> Watercolour technique- how to use watercolour paint in different ways to create different effects. Know how to make straight-forward evaluations in response to their own work so that production work can be improved Understand the influence that watercolour has had on art, artists and art styles 	<ul style="list-style-type: none"> Oil pastel technique- how to use oil pastels in different ways- clean and messy to create different effects and tones. Know how to make more developed evaluations in response to their own work so that production work can be improved Understand the influence that oil pastel has had on art, artists and art styles
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Creating an interesting composition on the page, relating shapes to one another Know how to make considered evaluations of production pieces and the work of others Apply the influence that drawing has had on art, artists and art styles 	<ul style="list-style-type: none"> Creating an interesting composition on the page, relating shapes to one another. Know how to reflect and make considered evaluations of production pieces and the work of others Apply the influence that watercolour has had on art, artists and art styles 	<ul style="list-style-type: none"> Creating an interesting composition on the page, making sure distance and space are considered. Know how to reflect and make more considered evaluations of production pieces and the work of others Apply the influence that oil pastel has had on art, artists and art styles



Complex Knowledge	<ul style="list-style-type: none"> Blending different shades of monochrome greys. Using a tortillion, cotton wool and putty rubber Understand how to make critical evaluations and how this can lead to improvements in production pieces Evaluate how own production pieces have been affected by the contextual influence of drawing on art, artists and art styles 	<ul style="list-style-type: none"> Blending and shading different tones or colours. Understand how to make on-going critical evaluations and how this can lead to improvements in production pieces Evaluate how own production pieces have been affected by the contextual influence of watercolour on art, artists and art styles 	<ul style="list-style-type: none"> Blending multiple colours of oil pastel and making contrasting colours work together. Adding complex silhouette shapes. Understand how to make sustained and detailed critical evaluations and how this can lead to improvements in production pieces Evaluate how own production pieces have been affected by the contextual influence of oil pastel on art, artists and art styles
Links with the National Curriculum	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences increase proficiency in the handling of different materials analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of their work 	<ul style="list-style-type: none"> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work use a range of techniques and media, including painting about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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
Literacy (including reading)	<ul style="list-style-type: none"> reading for meaning and understanding when following detailed written guidance specific vocabulary relating to drawing such as composition and outline write accurately and critically in evaluating own work 	<ul style="list-style-type: none"> reading about watercolour extended writing when evaluating own work vocabulary relating to water colour such as dry-brush, palette and tint write accurately and critically in evaluating own work 	<ul style="list-style-type: none"> specific vocabulary about oil pastels such as blending, outline and layering write accurately and critically in evaluating own work
Cultural Capital	<ul style="list-style-type: none"> appreciate the work of artists whose medium is drawing that have become culturally significant 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists and art works 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists, artworks and objects (including those in used in popular culture)
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Develop confidence of self-expression through the medium of drawing 	<ul style="list-style-type: none"> Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation 	<ul style="list-style-type: none"> Acceptance of the creative process as an individual journey of self-expression and understanding.
Fundamental British Values	<ul style="list-style-type: none"> Recognise, appreciate and respect artistic works made in all forms and mediums 	<ul style="list-style-type: none"> Tolerance and respect for art works from different societies, traditions and cultures 	<ul style="list-style-type: none"> Recognise that artistic production is a medium of free self-expression respect for work they may not understand or like
Assessment	Production of 3 pieces: a tonal pear, a tonal landscape, a tonal cupcake	Production of 3 pieces: a watercolour of flowers, circles and lines, watercolour of animals	Production of 1 piece: oil pastel landscape



ASHLAWN SCHOOL




	Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique.	Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique.	The piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique.
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Key Stage 3 Curriculum Journey:

The curriculum in Art will enable learners to explore their ideas and experiences in order to produce creative art products in a range of mediums, know about art and artists and the culture in which they created their works

THE YEAR 8 CURRICULUM JOURNEY

24 lessons a year on rotation	SOL 1- Mixed media, leaves, shells, architecture and fish	SOL 2- Charcoal skull, tools	SOL 3- Biro bird, insect, music, linear flower
Topic and learning focus			
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> How to draw shapes, fish, leaves, shells and buildings. To create accurate outlines, improving and correcting as the piece develops. Understand how to make basic judgements about their own productions Recognise the influence that mixed media has had on art, artists and art styles 	<ul style="list-style-type: none"> How to draw shapes, skulls, bones and tools. To create accurate outlines, improving and correcting as the piece develops. Understand how to make judgements about their own productions Recognise the influence that charcoal has had on art, artists and art styles 	<ul style="list-style-type: none"> How to draw shapes, birds, insects, flowers and musical items. To create accurate outlines, improving and correcting as the piece develops. Understand how to make more developed judgements about their own productions Recognise the influence that pen and ink has had on art, artists and art styles
Core Knowledge and skills	<ul style="list-style-type: none"> Drawing layering technique- how to use different materials to make them seamless Know how to make simple evaluations in response to their own work so that production work can be improved Understand the influence that mixed media has had on art, artists and art styles 	<ul style="list-style-type: none"> Charcoal layering technique- how to use charcoal in different ways to create different effects and textures Know how to make straight-forward evaluations in response to their own work so that production work can be improved Understand the influence that charcoal has had on art, artists and art styles 	<ul style="list-style-type: none"> Apply pen and ink technique- how to use pen and ink in different ways- clean and messy to create different effects and tones. Know how to make more developed evaluations in response to their own work so that production work can be improved Understand the influence that pen and ink has had on art, artists and art styles
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Creating an interesting composition on the page, relating materials to one another Know how to make considered evaluations of production pieces and the work of others 	<ul style="list-style-type: none"> Creating an interesting composition, considering the background styles and accuracy of the skull or tool Know how to reflect and make considered evaluations of production pieces and the work of others 	<ul style="list-style-type: none"> Creating an interesting composition on the page, making sure space and details are considered. Know how to reflect and make more considered evaluations of production pieces and the work of others



	<ul style="list-style-type: none"> Apply the influence that mixed media has had on art, artists and art styles 	<ul style="list-style-type: none"> Apply the influence that charcoal has had on art, artists and art styles 	<ul style="list-style-type: none"> Apply the influence that pen and ink has had on art, artists and art styles
Complex Knowledge	<ul style="list-style-type: none"> Blending different types of materials understanding how one another affect each other Understand how to make critical evaluations and how this can lead to improvements in production pieces Evaluate how own production pieces have been affected by the contextual influence of mixed media on art, artists and art styles 	<ul style="list-style-type: none"> Blending and shading different tones of charcoal that relates to artists using charcoal in different ways. Understand how to make on-going critical evaluations and how this can lead to improvements in production pieces Evaluate how own production pieces have been affected by the contextual influence of charcoal on art, artists and art styles 	<ul style="list-style-type: none"> exploiting the pen and ink in different ways to produce loose and tonal varieties Understand how to make sustained and detailed critical evaluations and how this can lead to improvements in production pieces Evaluate how own production pieces have been affected by the contextual influence of pen and ink on art, artists and art styles
Links with the National Curriculum	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Literacy (including reading)	<ul style="list-style-type: none"> know about the vocabulary of mixed media art such as collage and blending 	<ul style="list-style-type: none"> topic specific vocabulary such as charcoal, texture, contrast and skull or read instructions on how to create specific effects and techniques 	<ul style="list-style-type: none"> write accurately when evaluating own production pieces read instructions on how to create specific effects and techniques
Cultural Capital	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists such as Ian Murphy 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists and art works 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists, artworks and objects (including those in used in popular culture)
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> How different artists present their work and express opinions. Students interaction understanding their artistic way and what people might see or believe 	<ul style="list-style-type: none"> How different artists present their work and express opinions. Students interaction understanding their artistic way and what people might see or believe 	<ul style="list-style-type: none"> How different artists present their work and express opinions. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as an individual journey.
Fundamental British Values	<ul style="list-style-type: none"> recognise and accept art from a range of different mediums and contexts 	<ul style="list-style-type: none"> recognise and accept art made by all types respect of different art forms, styles and traditions 	<ul style="list-style-type: none"> tolerance of different societies, art and cultures equality in terms of respecting individual artistic choices respect for work they may not understand or like
Assessment	<p>Production of 3 pieces: Mixed media, leaves, shells, architecture and fish</p> <p>Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique. The number relates to GCSE grading for context</p>	<p>Production of 2 pieces Charcoal skull, tools</p> <p>Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique. The number relates to GCSE grading for context</p>	<p>Production of 4 pieces Biro bird, insect, music, linear flower</p> <p>Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique. The number relates to GCSE grading for context</p>






Key Stage 3 Curriculum Journey:

The curriculum in Art will enable learners to explore their ideas and experiences in order to produce creative art products in a range of mediums, know about art and artists and the culture in which they created their works

THE YEAR 9 CURRICULUM JOURNEY

24 lessons a year on rotation – each rotation moves through one scheme of learning

Topic and learning focus			
	SOL 1- Acrylic paint, skies, ice cream, moon	SOL 2- Oil Paint cherry, skies	SOL 3 - Watercolour mushroom, watery bird, monochrome landscape
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> How to draw shapes of foods and imaginary landscapes. To create accurate outlines, improving and correcting as the piece develops. Understand how to make basic judgements about their own productions Recognise the influence that acrylic paint has had on art, artists and art styles 	<ul style="list-style-type: none"> How to draw shapes, fruits. To create accurate outlines, improving and correcting as the piece develops. To imagine how to paint a sky without an outline. Understand how to make judgements about their own productions Recognise the influence that oil paint has had on art, artists and art styles 	<ul style="list-style-type: none"> How to draw shapes, mushrooms and birds. To create accurate outlines, improving and correcting as the piece develops. To create landscapes that are gradual and show depth Understand how to make more developed judgements about their own productions Recognise the influence that watercolour has had on art, artists and art styles
Core Knowledge and skills	<ul style="list-style-type: none"> Paint layering technique- how to use different paints to blend and create textures with acrylic paint Know how to make simple evaluations in response to their own work so that production work can be improved Understand the influence that acrylic paint has had on art, artists and art styles 	<ul style="list-style-type: none"> Paint layering technique- how to use oil paint in different ways to create different effects and textures Know how to make straight-forward evaluations in response to their own work so that production work can be improved Understand the influence that oil paint has had on art, artists and art styles 	<ul style="list-style-type: none"> Apply watercolour technique- how to use watercolour in different ways to create different effects and tones. Know how to make more developed evaluations in response to their own work so that production work can be improved Understand the influence that watercolour has had on art, artists and art styles
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Creating an interesting composition on the page, with realistic representation Know how to make considered evaluations of production pieces and the work of others Apply the influence that acrylic paint has had on art, artists and art styles 	<ul style="list-style-type: none"> Creating an interesting composition, considering the background styles and accuracy of the cherry, compared to an imaginary landscape. Know how to reflect and make considered evaluations of production pieces and the work of others 	<ul style="list-style-type: none"> Creating an interesting composition on the page, making sure outlines are accurate and control of the watercolour and tones. Know how to reflect and make more considered evaluations of production pieces and the work of others



		<ul style="list-style-type: none"> ● Apply the influence that oil paint has had on art, artists and art styles 	<ul style="list-style-type: none"> ● Apply the influence that watercolour has had on art, artists and art styles
Complex Knowledge	<ul style="list-style-type: none"> ● Blending different colours of acrylic, understanding how colours layer on the page and relate to one another. ● Understand how to make critical evaluations and how this can lead to improvements in production pieces ● Evaluate how own production pieces have been affected by the contextual influence of acrylic paint on art, artists and art styles 	<ul style="list-style-type: none"> ● Blending and shading the different tone of oil paint and understanding its constraints and benefits ● Understand how to make on-going critical evaluations and how this can lead to improvements in production pieces ● Evaluate how own production pieces have been affected by the contextual influence of oil paint on art, artists and art styles 	<ul style="list-style-type: none"> ● Exploiting the watercolour in different ways to produce loose and tonal varieties that show depth ● Understand how to make sustained and detailed critical evaluations and how this can lead to improvements in production pieces ● Evaluate how own production pieces have been affected by the contextual influence of watercolour on art, artists and art styles
Links with the National Curriculum	<ul style="list-style-type: none"> ● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms ● increase proficiency in the handling of different materials 	<ul style="list-style-type: none"> ● produce creative work, exploring their ideas and recording their experiences ● analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	<ul style="list-style-type: none"> ● know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day ● continue to develop their proficiency in the handling of different materials
Literacy (including reading)	<ul style="list-style-type: none"> ● understand become confident in the use of terminology relating to acrylic art: primary colour, saturation and shade 	<ul style="list-style-type: none"> ● read about oil paint techniques and production ● learn vocabulary of oil paint such as blending, brush, pigment and tone 	<ul style="list-style-type: none"> ● write accurately in evaluating own production work ● develop understanding of vocabulary associated with watercolour painting such as blotting, flooding and dry layering
Cultural Capital	<ul style="list-style-type: none"> ● recognising and responding to a range of culturally significant artists ● understand the value of art as a form of individual and cultural self-expression 	<ul style="list-style-type: none"> ● know that oil paintings are associated with traditional forms of artistic expression and carry cultural value 	<ul style="list-style-type: none"> ● recognising and responding to a range of culturally significant artists, artworks and objects (including those in used in popular culture)
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> ● Appreciation of how different artists present their work and express opinions ● Continue to develop self-confidence in using art as a medium for creative self-expression 	<ul style="list-style-type: none"> ● Exploration of how different artists present their work and express opinions. ● Develop emotion sensitivity when reflecting on own artistic production and the artwork of others 	<ul style="list-style-type: none"> ● Recognition of the creative process as in individual journey of self-expression ● Understand how art can bring people together
Fundamental British Values	<ul style="list-style-type: none"> ● Appreciate that art can take any subject or context as its focus ● Democracy and freedom – art as a form of free self-expression 	<ul style="list-style-type: none"> ● tolerance and respect of different societies, traditions and cultures ● Tolerance of different art forms and styles 	<ul style="list-style-type: none"> ● Respect for individual artistic choices ● Respect for work they may not understand or like



ASHLAWN SCHOOL






Assessment	<p>Production of 3 pieces in acrylic paint: skies, ice cream, moon</p> <p>Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique. The number relates to GCSE grading for context.</p>	<p>Production of 2 pieces in oil paint: cherries and skies</p> <p>Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique. The number relates to GCSE grading for context.</p>	<p>Production of 3 pieces in watercolour: mushroom, watery bird, and monochrome landscape</p> <p>Each piece of work is assessed according to the technique being used. A mark out of 21 is given in terms of level of skill in execution of the technique. The number relates to GCSE grading for context.</p>
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Key Stage 4 Curriculum Journey:

The curriculum in Art will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, know about art and artists and the culture in which they created their works

THE YEAR 10 and 11 CURRICULUM JOURNEY - ART

	Year 10 term 1	Year 10 term 2	Year 10 term 3	Year 11 term 1	Year 11 term 2 and 3
Topic and learning focus					
	Tonal pencil (Abstract) Leaf Watercolour Oil painting Acrylic painting Printmaking Loose face Charcoal David Fullarton Jasper Johns	Sunglasses Oil Pastel Architecture Loose drawing (eye) Lino Picasso Loui Jover Ruby May Weir	Standalone Individual Project	Portfolio construction	NEA
Foundational Knowledge	<ul style="list-style-type: none"> understand each technique and relate it to artists working in the same way 	<ul style="list-style-type: none"> understand each technique and relate it to artists working in the same way 	<ul style="list-style-type: none"> plan a project with and introduction, art pieces, art history, and final piece 	<ul style="list-style-type: none"> understand how to present their work and explain their journey through art GCSE 	<ul style="list-style-type: none"> plan a project with and introduction, art pieces, art history, and final piece
Core Knowledge and skills	<ul style="list-style-type: none"> execute the skills accurately and in an individual way 	<ul style="list-style-type: none"> execute the skills accurately and in an individual way 	<ul style="list-style-type: none"> demonstrate they can select the technique that they can demonstrate a high 	<ul style="list-style-type: none"> Improve the impact of their work through mounting and analysing work as 	<ul style="list-style-type: none"> demonstrate they can select the technique that they can demonstrate a high level of skill in all parts of the plan



			level of skill in all parts of the plan	they build the portfolio.	
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Exploit their understanding of the technique and show a high level of skill in producing their individual piece. 	<ul style="list-style-type: none"> Exploit their understanding of the technique and show a high level of skill in producing their individual piece. 	<ul style="list-style-type: none"> Connect all parts of the plan to artists working in that way and with that theme. Analyse work and annotate the project as it develops and use this analysis to improve intentions. 	<ul style="list-style-type: none"> Add to the basic portfolio by adding a complex commentary of their work and connecting it to artists throughout 	<ul style="list-style-type: none"> Connect all parts of the plan to artists working in that way and with that theme. Analyse work and annotate the project as it develops and use this analysis to improve intentions.
Complex Knowledge	<ul style="list-style-type: none"> produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance show detailed influence of the work of others 	<ul style="list-style-type: none"> produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance show detailed influence of the work of others 	<ul style="list-style-type: none"> Understand their own abilities with skills and techniques and increase the standard of it. underpin the art work with reference to artists, crafts people and designers 	<ul style="list-style-type: none"> Critically evaluate their work and understand the context 	<ul style="list-style-type: none"> Understand their own abilities with skills and techniques and increase the standard of it. Underpin the art work with reference to artists, crafts people and designers
Links with the National Curriculum	<ul style="list-style-type: none"> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences increase their proficiency in the handling of different materials 	<ul style="list-style-type: none"> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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 the present day



Literacy (including reading)	<ul style="list-style-type: none"> reading about tonal pencil and abstract art production 	<ul style="list-style-type: none"> write accurately in evaluating own work and the influences of significant artists 	<ul style="list-style-type: none"> reading research write notes and ideas in order to create a stimulus 	<ul style="list-style-type: none"> researching into individual influences making notes and annotations as part of the planning process 	<ul style="list-style-type: none"> write accurately and evaluatively when reflecting on own work and the work of others
Cultural Capital	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists such as David Fullarton and Jasper Johns 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists and art works such as Picasso, Loui Jover and Ruby May Weir 	<ul style="list-style-type: none"> tolerance of others and acceptance of different ways of producing art and its meanings and interpretation 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists and artworks 	<ul style="list-style-type: none"> responding to and interpreting a range of culturally significant artists, artworks and objects (including those in used in popular culture)
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Develop own confidence in communicating meanings through the art form 	<ul style="list-style-type: none"> Understanding of different art forms, styles and abilities 	<ul style="list-style-type: none"> How different artists present their work and express opinions. Appreciation of different art forms, styles and abilities 	<ul style="list-style-type: none"> Explain how different artists present their work and express opinions. Appreciation of different art forms, styles and abilities 	<ul style="list-style-type: none"> Evaluate and justify how different artists present their work and communicate meanings Acceptance of the creative process as in individual journey.
Fundamental British Values	<ul style="list-style-type: none"> recognise and respect the work of significant artists and understand why it has cultural and artistic value 	<ul style="list-style-type: none"> tolerance of different societies, art and cultures 	<ul style="list-style-type: none"> recognise and respect individual artistic choices 	<ul style="list-style-type: none"> respect for work they may not understand or like 	<ul style="list-style-type: none"> recognise and accept art drawing on a variety of forms and mediums understanding and appreciation of different societies, art and cultures tolerance of individual artistic choices
Assessment	<p>Assessment has the following focus areas and is marked out of 24 for each area:</p> <ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses. 				<p>The NEA is an individual response to a prescribed theme set by the examination board, and is assessed in the same way as the previous work to date. Individually and then added to</p>



	<ul style="list-style-type: none">Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			create one mark for the whole unit, worth 50% of the final grade
	<p>Production of individual pieces covering the range of mediums, specifically tonal pencil drawing, watercolour, oil painting acrylic painting print-making and charcoal</p> <p>Individual production responses to the works of David Fullarton and Jasper Johns</p>	<p>Production of individual pieces covering the range of mediums, specifically oil pastel, loose drawing, lino and architecture.</p> <p>Individual production responses to the works of Picasso, Loui Jover and Ruby May Weir</p> <p>The objectives are the final assessment at the end of the course. The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive 'quality' grades to guide them. Every piece is assessed so students can see the higher level of skill in each task they complete.</p>	<p>Production of an individual project piece from conception, through design, research and production. The project and NEA are assessed as units and work inside is individually-assessed focusing on quality.</p> <p>Feedback folders are used to give students targets and practical advice about how to improve. This is formative, developmental and motivational.</p> <p>They also give students an opportunity to understand how the work fits the objectives.</p> <p>The standalone unit and all work is added to the portfolio to create one large body of work. All individual assessments are added to give one mark for the portfolio at that point (50% of the overall and final grade.)</p>	



Key Stage 5 Curriculum Journey:

The curriculum in Art will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, study art and artists and the culture and context in which they created their works

THE YEAR 12 CURRICULUM JOURNEY - ART

	Term 1	Term 2	Term 3
Topic and learning focus PORTFOLIO UNIT 1 of 2 units in the course			
	Introduction to skills and techniques drawing, painting, pastel, clay, combined media, printing, best bits, ways forward, art history	Sustained body of work and sketchbook support	Developed body of work and sketchbook support (start)
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> explore the 9 phases completing research, artist pages, media tests and pieces. 	<ul style="list-style-type: none"> understand the most successful technique to explore produce pieces that link to artists 	<ul style="list-style-type: none"> understand how the journey and theme narrows and it develops and be able to explain and justify this in the support pages for the pieces.
Core Knowledge and skills	<ul style="list-style-type: none"> understand and connect pieces to a context and influence from the artists research pages 	<ul style="list-style-type: none"> link each piece to an artist to help develop contextual understanding 	<ul style="list-style-type: none"> link each piece to an artists to help develop contextual understanding
Developmental Knowledge and Skills	<ul style="list-style-type: none"> exploit each media and technique to produce a high level of skill in execution- linking work to the work of artists 	<ul style="list-style-type: none"> explore each piece with support of sketching around the theme and studies from relevant artists 	<ul style="list-style-type: none"> explore each piece with support of sketching around the theme and studies from relevant artists
Complex Knowledge	<ul style="list-style-type: none"> manipulate the techniques to create innovative pieces that go beyond the basic of the techniques 	<ul style="list-style-type: none"> pieces are highly executed and support is thorough and relevant to the theme and artists studied have a clear influence on the work produced 	<ul style="list-style-type: none"> pieces are highly executed and support is thorough and relevant to the theme and artists studied have a clear influence on the work produced



Literacy (including reading)	<ul style="list-style-type: none"> reading critically for meaning and understanding when reading about different art techniques, forms and processes reading for research 	<ul style="list-style-type: none"> write accurately and critically in evaluating own production work make notes and annotations in order to assist in the individual planning and reflecting process as part of the standalone project 	<ul style="list-style-type: none"> reading critically for meaning and for inspiration write accurately and critically in evaluating own work
Cultural Capital	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists; understanding the context on which they produced their work and how this may have influenced or shaped their pieces 	<ul style="list-style-type: none"> recognising the context and influence of other culturally significant artists or products when developing their own ideas. 	<ul style="list-style-type: none"> recognising and responding to a range of culturally significant artists, artworks and objects (including those in used in popular culture)
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Understand and appreciate how different artists present their work and express their feelings and opinions. Develop in own emotional maturity in thinking about own work as an expression of self 	<ul style="list-style-type: none"> Appreciation of how different artists present their work and express their feelings, emotions and opinions. Promotes ability to enquire and communicate their ideas, meanings and feelings 	<ul style="list-style-type: none"> Appreciation of the creative process as in individual journey. independent thinking is encouraged so that it will enable learners to develop their ideas and intentions and express these in an appropriate way
Fundamental British Values	<ul style="list-style-type: none"> tolerance of others and acceptance of different ways of producing art and its meanings and interpretation recognise and accept art made by all types tolerance of different societies, art and cultures 	<ul style="list-style-type: none"> tolerance of different art forms, styles and abilities art provide many opportunities for learners to make choices and express personal preferences students are frequently able to work together, supporting each other forming ideas and working towards a common outcome. They listen to others' ideas and are able to cooperate and share expertise and influences 	<ul style="list-style-type: none"> tolerance of different societies, art and cultures individual artistic choices respect for work they may not understand or like students are taught to use materials and tools with care to ensure the safety of others
Assessment	<p>Students have begun making a sketchbook that contains all the skills and techniques required in fine art. There are 7 chapters of the book and each is assessed for the content and quality. This is a google doc that is shared with them and has feedback and grades within it.</p> <p>The exams and non-exam assessment will measure how students have achieved the following assessment areas:</p> <ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. 	<p>Students narrow down a theme and begin to produce a body of work to suit the theme. Each piece is assessed for quality and added to the feedback sheet shared with the student. There are a maximum of 9 and a minimum of 4.</p> <p>The objectives are the final assessment at the end of the course.</p> <p>The higher the skill level the higher the coverage of the 4 objectives. Therefore students receive 'quality'</p>	<p>Students develop their theme and complete the production of a body of work to suit the theme. Each piece is assessed for quality and added to the feedback sheet shared with the student. There are a maximum of 9 and a minimum of 4.</p> <p>Feedback documents are used to give students targets and practical advice about how to improve. This is informative and motivational.</p>





	<ul style="list-style-type: none">● Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.● Record ideas, observations and insights relevant to intentions as work progresses.● Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>grades to guide them. Every piece is assessed so students can see the higher level of skill in each task they complete.</p> <p>Grades for each piece are combined and a final score is given for the entire unit- bodies of work and sketchbook. This equals 50% of the course</p>	
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Key Stage 5 Curriculum Journey:

The curriculum in Art will enable learners to deepen their ideas and experiences in order to produce creative art products in a range of mediums, study art and artists and the culture and context in which they created their works

THE YEAR 13 CURRICULUM JOURNEY - ART

	Term 1	Term 2 and 3
Topic and learning focus Complete PORTFOLIO UNIT and Unit 2 NEA		
	Complete developed body of work and sketchbook support (start)	NEA unit- issued by AQA with titles from which to choose
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> understand how the journey and theme narrows and it develops and be able to explain and justify this in the support pages for the pieces. 	<ul style="list-style-type: none"> explore the themes completing research, artist pages, media tests and pieces.
Core Knowledge and skills	<ul style="list-style-type: none"> link each piece to an artist to help develop contextual understanding 	<ul style="list-style-type: none"> understand and connect pieces to a context and influence from the artists research pages
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Explore each piece with support of sketching around the theme and studies from relevant artists 	<ul style="list-style-type: none"> exploit each piece to produce a high level of skill in execution- linking work to the work of artists
Complex Knowledge	<ul style="list-style-type: none"> pieces are highly executed and support is thorough and relevant to the theme and artists studied have a clear influence on the work produced 	<ul style="list-style-type: none"> manipulate the techniques to create innovative pieces that go beyond the basic of the techniques
Literacy (including reading)	<ul style="list-style-type: none"> reading for research – examining the influence of artists and works on own production pieces 	<ul style="list-style-type: none"> extended writing in evaluation own production work use of specific vocabulary associated with the chosen form and medium



	<ul style="list-style-type: none">● extended writing when explaining and justifying choices and decisions	
Cultural Capital	<ul style="list-style-type: none">● tolerance of others and acceptance of different ways of producing art and its meanings and interpretation	<ul style="list-style-type: none">● appreciation that art carries meanings, both individual, ideologically and culturally
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none">● Appreciate how different artists present their work and express opinions● Develop self-confidence and skills in reflection and communication	<ul style="list-style-type: none">● recognition that art is a journey of self-expression, which encompasses the moral, spiritual, ideological and the emotional
Fundamental British Values	<ul style="list-style-type: none">● respect and tolerance for work they may not understand, or for work from different contexts	<ul style="list-style-type: none">● recognise and accept art made from a variety of different influences, traditions and periods● understanding and appreciation of different societies, art and cultures● respect and appreciation of individual artistic choices
Assessment	<p>Students develop their theme and complete the production of a body of work to suit the theme. Each piece is assessed for quality and added to the feedback sheet shared with the student. There are a maximum of 9 and a minimum of 4.</p> <p>1 month to complete sketchbook work and final piece- all graded for quality</p> <p>Feedback documents are used to give students targets and practical advice about how to improve. This is informative and motivational.</p>	<p>Begin the production of the NEA piece determined by the examination board.</p> <p>The exams and non-exam assessment will measure how students have achieved the following assessment areas:</p> <ul style="list-style-type: none">● Develop ideas through investigations, demonstrating critical understanding of sources.● Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.● Record ideas, observations and insights relevant to intentions as work progresses.● Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.