

## **Art Department Curriculum Vision**

### **Intent**

The core experience in Art is about providing opportunities for students to develop their creativity by means of the following:

- Developing their skills and confidence in a wide range of media; allowing them to experiment and take risks but also teaching them how to control and refine
- Developing their recording skills in drawing, photography and annotation using a range of sources
- Developing their knowledge and contextual understanding about numerous artists' works, both historical and contemporary
- Enabling students to develop their own ideas, inspired by the work of others, to lead to a successful, creative and personal outcome

We are committed to delivering a curriculum accessible to all; scaffolding tasks throughout the year as well as throughout the course in order that all students are supported in a variety of ways. It is our desire that our students become confident and creative learners who can work independently and develop their own personal responses. Our curriculum ensures that students develop their skills using a range of techniques and processes and that they can increasingly select which skills they wish to further as they move through to Year 10, 11, 12 and 13. We provide a curriculum that allows for personal choice in terms of themes/titles throughout Key stage 4 and 5; therefore offering a curriculum that is tailored to individuals' interests and needs. During each year group all students will become familiar with the artistic process; developing their projects in a variety of ways in order to reach successful conclusions and visual outcomes. We believe that our curriculum develops competencies such as decision making, independent working, project development and creative thinking; all of which are highly valuable assets to employers and higher institutions. The level of personal choice in our curriculum offer also enables our students to develop meaning and message in their work which provides students with a creative outlet to explore a variety of social and personal issues; therefore affecting and enhancing their understanding not only others but of themselves.

### **Implementation**

The Art department have established a safe learning environment for every year group which is conducive to learning; where students feel supported and secure. The curriculum for each year group aims to scaffold students' learning; it is interconnected and consistently builds upon previous learning. Elements of skills and of knowledge are re-visited in a variety of contexts in order for students to gain further confidence. Session 3 is used to enhance and enrich the curriculum provided in order to stretch our top students and give extra support to any students who are not making required progress. The weekly planning of the curriculum is shared and then tailored for each class by their teacher. Literacy is a focus throughout the curriculum; from key words and vocabulary in year 7 moving to written analysis and interpretation at GCSE and an extended essay in Year 12.

#### **Year 7 - National Curriculum and preparation for Year 8**

During year 7 students develop a solid foundation of skills in both Art and Technology on which to build. Their experience in Art incorporates working in a range of media (drawing, painting and printmaking) as well as introducing students to the work of a range of artists and developing their knowledge and understanding of the formal elements of art and design. The curriculum aims to cater for the wide range of previous experiences that students will have had at primary level as well as providing stretch and challenge for those most able and knowledgeable through the use of more complex and challenging resources.

#### **Year 8 - preparation for GCSE**

The curriculum in Year 8, in a rotation with Technology, aims to expand students' experiences further in terms of media, techniques, processes and knowledge. The three main modules 'Celebrity Portraits', 'Fast Food' and 'Patterned Pumpkins' incorporate painting, drawing, gridding, ceramics, mixed media work and presentation skills.

### **Year 9, 10 and 11 – GCSE**

The curriculum in these years is designed to meet the requirements of the OCR GCSE (Art, Craft and Design) syllabus; the production of a body of work from which the 'Portfolio' can be selected and also in Year 11 the 'OCR set task' examination project. At the beginning of Year 9 time is spent re-visiting and extending students' skills in painted media as well as introducing and exploring the artwork of a number of contemporary artists. Students then select their chosen overarching theme for their coursework portfolio; producing research and photography work in order to initiate their explorations in drawing media as well as in printmaking and cyanotype. At the end of Year 9 and during the next 2 years students are strongly supported throughout with one to one tutorials and portfolio reviews in order to plan and refine each element of their portfolio. For instance, in Year 10 students will focus heavily upon artist reference and analysis but will all study the work of different artists according to their theme and also their skills and how they wish to take their project forward. This level of support enables students the freedom to develop their own personal project and to be selective in terms of their use of media and in the artists they choose to analyse; leading to highly personal, mature and sophisticated outcomes.

### **Years 12 and 13 – A level**

The curriculum for A level Art is designed to meet the requirements of the OCR A level syllabus (Fine Art); the 'Personal Investigation' (practical portfolio work), the 'Related Study' (extended essay) and the 'Set Task' (examination project). Our approach once again enables students to select their own working title or theme for each of these projects. Each session is then tailored to suit their needs, interests and skills through one to one tutorials and reviews which aim to plan each element of their work. This level of support enables creative freedom as well as constant dialogue, discussion and feedback regarding project and idea development; students feel secure in every aspect of their work and are set tasks and targets that are personal to them and their project throughout the course.

**Assessment** – Students' work is assessed in a wide variety of ways throughout their time with us. Students receive constant feedback and advice throughout their session times as a piece of work progresses; they also take part in peer assessment reviews as well as using success checklists and making assessments of their own work against given criteria or exemplar work. More formal assessments are made for each piece of work throughout the year and these give clear targets for improvement and time allowed before students respond re-marks are made. During the GCSE and A level courses the focus is more upon preliminary marks for each assessment objective as well as individual pieces of work being graded

### **Impact**

Outcomes within the Art department are among the best in the school and are among the best in the school, and are sig+ against national averages in terms of both attainment and progress for SEND/DISADV students and non SEND/DISADV students stand out against national comparison in terms of both attainment and progress. The uptake for A level Art is good and each year we see a large percentage of our students move on to related subjects at degree level (architecture, illustration, graphic design, fashion and fine art). The department is proud to have contributed to the artistic direction of numerous successful ex students whose careers span a diverse range from architects, painters, sculptors, illustrators, graphic designers and teachers to name but a few.