

Further information on the Overview element for curriculum development: ART

Aim KS3:

The 4 R's are embedded in our curriculum at all key stages. Student's Resilience to feedback develops throughout the course of study and their open mindedness to researching different cultures and beliefs through studying artwork, producing a body of work improves problem solving skills and the ability to work independently. They have opportunity to work in well facilitated classrooms, Respecting their environment and the space and time they are given. They are encouraged to be proud and share ideas, offering Responsible feedback for their peers. We have an open door policy after school to enable students to revisit work or contribute further to their projects to enable them to be Ready to learn and continue their studies with confidence.

- To be able to produce an observational drawing exploring the formal elements of drawing, focussing on proportion and tonal variation in pencil
- To be able to create texture using mark making skills
- To develop application skills in a variety of different media including paint and watercolour
- To be able to use basic hand stitching skills
- To develop an understanding of creating a 3D object from fabrics.
- To be able to experiment with a wide range of media and materials focussing on 2D and 3D outcomes.
- To be able to analyse contextual research on the work of artists and be able to present this research
- To be able to develop design ideas inspired by contextual sources
- To be able to develop a final idea informed by contextual research, producing 2D, 3D and textile final outcomes

Sequencing KS3:

Pupils will complete a variety of tasks within the schemes of learning across the three years developing their skills in using a variety of media, they develop skills through investigating the work of artists and designers. The projects delivered in year 7 and 8 give opportunity to learn skills in fine art and textile design. Skills such as drawing are revisited to give opportunity for these to be recapped and developed. In art and textiles they will look at the work of contemporary and historical artists to give them an understanding of how art has impacted society and the creative industries. In textiles in year 7 they will learn how pattern pieces can be used to construct a product, in year 8 this skills is called upon again and stretched further with pupils creating their own pattern pieces to construct, calling upon basic knowledge learned in year 7. In year 9 the 2 projects focus solely on art, having chance to explore painting in acrylic and other media over an extended period to encourage the production of work the highest quality. They will have time to learn about the proportions of the face and then put these skills in to action by producing a self-portrait inspired by the work of contemporary artists, again emphasis is place on the quality of outcomes, in year 9 less tasks are completed, with more time being spent on individual pieces. Textiles is taught in technology lessons to allow for more specialist skills and techniques to be explored.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS3									
Year 7	Book week illustration	Gargoyles project. Students	Gargoyles project 3D clay	In the Allotment Art - textiles.	In the Allotment Art - textiles.	In the Allotment Art - textiles.			

	<p>project and Gargoyles project. Students produce work for the book week exhibition and produce observational studies of gargoyles focussing on the formal elements of drawing.</p>	<p>study the Alien design by HR Giger and produce a range of ideas for their own gargoyle head.</p>	<p>outcome. Students produce a final design which they then produce using air-dry clay.</p>	<p>Students learn about fibre construction and re-visit drawing skills producing observational studies of vegetables.</p>	<p>Student study the work of Jessica Dance</p>	<p>Students design their outcome. They learn how to use a pattern piece and basic hand stitching construction techniques to create their textile outcome.</p>			
Year 8	<p>Children's Book Illustration Pupils will have opportunity to explore children's book illustration and experiment with a wide range of media and materials, producing 2D outcomes. They will also be encouraged to analyse ideas and meanings in the work of others and understand the themes used by relevant artists and external influences</p>	<p>Children's Book Illustration Pupils will focus on creating an Artist Resource board and perfect presentation and research skills with relevant follow up tasks. Pupils will be introduced to 1 & 2 point perspective which may assist with final piece planning for certain sections within the rhyme. Introduction of character designs within their chosen section of the rhyme</p>	<p>Children's Book Illustration Pupils will continue to design their characters for their chosen section of the rhyme. Following this they will produce a detailed A4 plan of their page layout including characters and scene relevant to the text they have chosen, complete with colour and</p>	<p>Upcycled Creatures To be able to produce a 3d creature using recycled and reclaimed materials; exploring fabrics, shapes and specialist techniques. Introduction to upcycling and designer research with follow up tasks. Design ideas to be produced for upcycled creature. Final Design of creature to be produced with relevant follow</p>	<p>Upcycled Creatures continuation with embroidery skills with follow up tasks. Skills in pattern cutting, facial decoration and embellish techniques</p>	<p>Upcycled Creatures Final Piece creature construction. Mock Exam. Continuation of Final piece follow up tasks to improve creature and complete. Project evaluation.</p>			

			<p>fine liner application. Pupils will then produce a large A3 Final piece page of their chosen section of the rhyme complete with follow up task and evaluation of project.</p>	<p>up tasks. Embroidery skills.</p>					
Year 9	<p>Natural Forms project: Pupils will develop their skills in observation. Working in a variety of medias and techniques around the project theme of Natural Forms. Students are introduced to the work of Georgia O'Keefe and gain knowledge and understanding of her work along with forming a personal opinion on her paintings and</p>	<p>Natural Forms project Further development of observational skills and introduction to the art media of Acrylic paint and how to successfully use this in a painting.</p>	<p>Natural Forms project Production of final outcome based on knowledge gained during Autumn term of observational skills and the use of different art medias.</p>	<p>Portraits project Introduction of facial proportions and how to effectively produce a portrait in both tonal pencil and Biro.</p>	<p>Portraits project Students are introduced to the work of Hattie Steward and gain knowledge and understanding of her work along with forming a personal opinion on her doodle bombing and how she may influence their own work.</p>	<p>Portraits project Production of final outcome based on knowledge gained during the project on portrait, proportions, biro application and Hattie Stewards doodle bombing.</p>			

how she may influence their own work.									
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Aim KS4:

- Improve skills in observational drawing working from primary and secondary sources using a range of skills and mark making techniques.
- Develop skills in a variety of media including acrylic paint and watercolour
- Develop an understanding of presentation skills appropriate to personal responses
- Be able to develop ideas through contextual source investigations
- Be able to record ideas and explore appropriate media, relevant to intentions
- To be able to reflect on ideas and processes as work progresses
- To be able to work independently
- To present a personal response that realises project intentions

Sequencing: KS4 Fine art

Pupils build on skills from the key stage 3 curriculum by using a range of analytical skills to inform their ideas. They complete a short project during the first half term of the year, focussing on skills in observation and recording in a variety of different media and developing a range of skills including presenting a GCSE portfolio and a developing understanding of assessment objectives. After the initial project students are introduced to an extended project which will form a major part of their coursework portfolio. During this project pupil’s show progression with their artist’s research by analysing artist/designers and companies in more depth, giving more complex opinions about the work investigated and how this can influence their own ideas. Pupils create a variety of reproductions to investigate a broad range of media choices working in the style of the artist/designer and as a result of this produce responses to contribute to the development of their own ideas. Pupils will develop on a range of strategies to improve their drawings skills, this supports the development of their design ideas ready for a final outcome. The departments approach to the coursework will then equip the pupils to approach the Externally Set Assignment upon its release in the January of year 11, approaching it using the same structure that was embedded during the extended coursework portfolio project.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS4									
Year 10	Observational skills. Students work from primary sources	Main coursework portfolio project.	Main coursework portfolio. Students	Main coursework portfolio. Students continue	Main coursework portfolio. Students continue research, producing	Main coursework portfolio. Students develop an idea for a larger scale		https://filestore.aqa.org.uk/resources/art-and-design/specifica	

	developing their skills in observation and media experimentation.	Students select a theme from a range of starting points to base their project on. They produce observational studies linked to this.	begin research, producing reproductions and responses linked to their chosen theme.	research, producing reproductions and responses linked to their chosen theme.	reproductions and responses linked to their chosen theme.	outcome, showing links to their research. This is produced in the mock exam 5 hour time and is development towards a final outcome.		tions/AQA-ART-GCSE-SP-2016.PDF https://www.aqa.org.uk/subjects/art-and-design/gcse	
Year 11	Main coursework portfolio. Students have opportunity to improve elements of coursework and then move on to developing their final idea informed by their research and experimentation.	Final outcome production. This is produced in lessons and completed in the 5 hour mock exam time and the main coursework project is handed in when student leave for the Christmas break.	Externally set task. Exam board release a selection of starting points. Students select one and begin research.	Externally set task project. Students continue research, producing reproductions and responses investigating the work of artists and linked to their chosen theme.	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.	Re-visit main coursework project to ensure ready for moderation process.		https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF https://www.aqa.org.uk/subjects/art-and-design/gcse	

Aim KS5:

- To develop observational skills working in a variety of different media including an improved knowledge of basic camera use
- Develop use of photoshop editing and digital manipulation
- To be able to present a sketchbook and review and reflect on ideas as they progress
- Develop an understanding of presentation skills appropriate to personal responses
- Be able to develop ideas through contextual source investigations
- Be able to record ideas and explore appropriate media, relevant to intentions
- To be able to reflect on ideas and processes as work progresses

- To be able to select work for portfolio presentation
- To be able to work independently and lead a personal investigation in to an ideas / concept.
- To present a personal response that realises project intentions

Sequencing: KS5 Fine art

Pupils build on skills from the key stage 4 curriculum by using a range of analytical skills to inform their ideas. Students begin a sketchbook of work that will accompany their personal investigation (coursework project), allowing the opportunity to further develop and explore their ideas. They complete a short project during the first half term in the form of workshops to ensure a range of different medias are explored, revisiting skills in observation and developing a range of techniques including presenting work suitable for exhibition. After the initial term of workshops students are introduced to an extended project which will form the basis of the personal investigation unit. During this project pupil's investigate the work of artists relevant to intentions, their lessons are structured to allow an extended period of time on single pieces to ensure quality outcomes are produced. The personal investigation unit is broken up by the introduction of the mock exam project. This is to ensure there is a project produced from start to finish within year 12, this also gives the students opportunity to reflect on a body of work and their ideas so far. The mock exam project becomes the main contributor to their personal investigation unit. The delivery of the coursework unit will then equip the pupils to approach the Externally Set Assignment upon its release in the February of year 13, approaching it using the same structure that was embedded during the extended coursework portfolio project.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS5									
Year 12	Students complete a series of workshops in lessons to re-visit key skills. Sketchbook of research of ideas and observations is introduced.	Students begin "Personal Investigation" project. They work from a starting point, for this they produce research and a range of outcomes in appropriate media. All work completed so	"Mock exam" theme introduced to students. They decide on project direction and begin to investigate contextual sources and experiment with ideas.	"Mock exam" continues, students continue to develop ideas informed by their investigations.	"Mock exam", final development of ideas. Final outcome is produced in lessons and completed in 5 hour exam conditions during the mock exam period.	Personal investigation project continued. Students to evaluate ALL work produced so far and decide how to move project forward. Artist investigations and exploration of ideas continue to contribute to personal investigation.		https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-SP-2015.PDF	

		far handed in for assessment at the end of term.							
Year 13	Personal investigation research and development continued	Personal investigation. Final development of ideas leads to the production of final outcome. Written study introduced as homework.	Personal investigation. Final outcome completed, 5 hours of year 13 mock used to support this. Written study completed. Work is selected by students to be assessed for personal investigation project.	Externally set task project. Paper released by exam board. Students select one starting point. Students begin research, producing reproductions and responses linked to this and their chosen theme.	Externally set task project. Students develop final idea linked to contextual research.	Externally set task project. 15 hour controlled time to produce final outcome		https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-SP-2015.PDF https://www.pinterest.co.uk/Aldridgeart/	