

Art Curriculum: Statement of Intent

Silvertown Department Vision Statement

“Energetic yet purposeful focus on developing and refining artistic and creative skills”

Purpose of study

The visual arts make a vital contribution to children’s development in many ways both explicitly and implicitly. To understand visual culture is to be able to access the world in which we live. To practice Art presents students with the opportunity to learn and develop creative skills and techniques with different materials and processes discovering confidence and channels of self-expression. We study Art to inspire that personal expression, foster curiosity of the world around us and explore the limitless capabilities of our imagination whilst engaging with different cultures, historical events as well as providing opportunities to question, critique and make decisions. Our Art curriculum enables our young people to work independently, work collaboratively, develop resilience, problem solve, manage time and resources and ask the big questions; encouraging them to become thinkers, researchers, observers, makers and creators.

We value character, competence and community in our curriculum:



Character: Engaging all students in learning about visual culture that develops personal creativity, resilience, the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas: developing a sense of self. Confidently experimenting and exploring ideas and ways of working, being open to asking questions and challenging accepted ideas: developing a sense of wider responsibility. Thoughtfully investigating ideas of equality and diversity: developing a sense of inclusivity

Competence: Developing student’s ability to use accurately and expressively a variety of skills, techniques and materials with confidence. Enabling them to make well-informed, good choices about their work and to understand and formulate connections between their work and the work of others. Being able to create a personal response through practice and understanding context: nurturing creativity

Community: Inspiring students to develop a lifelong love, appreciation and understanding of a wide range of creative styles, traditions and contexts through considering the place of visual communication in their world. Improving health and wellbeing of themselves and others through their practice and through sharing their practice in different ways. Contributing to their futures though actively working sustainably and considerately of and for others: promoting ambition

Core concepts and principles of progression

The Oasis Art curriculum is planned carefully so that core art, craft and design skills, knowledge and understanding are developed over time. Expertise develops through consistent, deliberate practice from a solid foundation and immersion in the rich heritage of artistic and global, cultural traditions and movements.

#1 Artists tell stories:

Works of art, craft, design and architecture consist of formal elements and principles of design (such as line, shape, form, pattern, texture, colour and balance, rhythm, contrast etc.). These elements combine to communicate in many ways, often suggestive of histories and traditions. From ancient times, artists have used these elements in different ways over time to tell their own stories in response to the world in which they are or have been a part. The histories of art - the stories we share about art and artists - are also subject to change across time and space. We learn to tell our own stories through developing our practice with the formal elements as our foundation – what we see and later what we know and what we think and feel

#2 Artists follow (and break) rules:

Artists learn the 'rules' and conventions so they can decide when and how to break them. Some artists work within established traditions and genres; others tease and disrupt these in alternative ways. Definitions of art are always changing. We learn the 'rules' by practicing accuracy, control and fluency in order to experiment and explore with purpose

#3 Artists play with ideas,

materials and failure: Artists take creative journeys exploring materials, ideas and ways of working. Art is a process. Serendipitous outcomes can emerge through purposeful experimentation. Artists take risks and trust their intuition. We learn to be creative by creating. Embracing 'happy accidents' and learning from 'mistakes'. We are 'creative apprentices' learning habits, routines, methods and questioning – understanding our motivations to create our own work with increasing independence and skill

#4 Art has its own language:

Artists learn a vocabulary in the same way that we learn language through imitation, practice and study of structure. Art narrates an experience or documents an event. Art and design use symbols as a short hand and create reference points through physical and implied connections. Art is an international language, which references culture and identity and our ability to interpret and create relies on our understanding of this language. We learn how to decode and encode works through progressive practice in identifying, deciphering and interpreting to enable us to apply, exploit and manipulate this language through our own responses

#5 Art engages – me and you: Art stimulates the mind and body – perception and cognition/conscious and unconscious feeling. Artists use their heads, hands and hearts during the creative process. To engage with a work of art a viewer may form opinion from an aesthetic perspective or might also physically employ their senses. Art can evoke a heightened sense of place and wonder. We can immerse ourselves in the act of creating; art can be physically and mentally restorative. We learn to look at, share and create work of increasing complexity and purpose, processing information and developing a personal response to stimulus

#6 Artists ask questions: Artists challenge ideas of what has gone before by asking questions of themselves and of their audience. By using the see, know, think model with increasing levels of sophistication across the learning pathway, pupils are equipped to investigate aesthetics and meaning in their work and the work of others. We learn to ask questions through mindful practice of looking at (our) art and pushing our artistic boundaries to help inform our practice and form opinions with increasing discrimination

#7 Art has value in unequal measure: The value of art is measured by society in different ways - personal, cultural, social, economic, political, historical. Works of art and artists are not equally valued and attitudes to art change over time. Artists and ideas in art can be marginalised because of prevailing social attitudes. We learn to challenge preconceived notions of art and its documentation of histories by asking questions, considering our own aesthetic perspectives and preferences and developing understanding of the ability of art to illuminate and enrich our experience, building confidence over time to express and articulate our thinking in different ways

#8 Art is not fixed in meaning – context is everything: Artists have intentions when creating work but what the viewer understands may be different. Individual interpretations of art are rarely the same but shaped by knowledge, personal experience, prejudice and time. The same work takes on new meaning if the parameters change; history is rarely fixed - new discoveries and perspectives can radically alter what might have previously seemed secure. Art does not only change the way we look at things, it can influence the way we recall the past and imagine the future. Artworks exist as evidence of purposeful action by an artist within a particular time and place. Awareness of this context - when, where, by whom, and why - can influence the meaning that a viewer draws from the work. How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring...? We learn about works of art across time by experiencing and observing how the use of materials, processes, subject matter and events relate to our work. We consider how global connections, culture and heritage influence, shape and describe our understanding of art 'his'tory and our own creations

#10 Art is contradictory and complex*: the *concept* of art has significantly shifted over its history. New views of art have emerged to challenge the old, complicating though not erasing what has gone before. Artists understand the branches of art practice: traditional, modern and contemporary and the impact that history, heritage and metamorphosis has on aesthetic and meaning. Each idea of art has its distinctive values and characteristics. We learn to deconstruct and reconstruct ideas and methodologies to foster connection and innovation. We develop technical skill enabling us to become adept at personal, creative expression

*See Fig 1.

#9 Art is powerful: Art has the potential to influence human behaviour. It can evoke emotion and provoke action, shaping the world by changing opinions, instilling values and translating experiences. It allows people from different cultures and times to communicate with each other. Art empowers us to notice, question, interact and respond. It is a way of understanding and expressing our existence. Historically a way of demonstrating power and wealth, art can be used to excite and incite. We learn to understand the meaning, purpose and power of works of art and design through time and culture and translate that in to our own work. We move from thinking to doing – learning to make conscious choices and decisions about our work and how we want it to be perceived

A R T C O N C E P T S		
TRADITIONAL	MODERN	CONTEMPORARY
CONVENTION Artists use forms genres, themes and meanings that are passed on from generation to generation	ORIGINALITY An artist is an individual who creates something new and personal without relying on previous work	COLLABORATION Art is a social process in which people work together, sharing ideas and allowing new forms to emerge
CRAFT Art uses skilful techniques that can be taught and which produce reliable, predictable outcomes	MEDIUM Art works through particular mediums like painting, drawing and sculpture. Mediums combine materials and conventions	PRACTICE Art can't be confined to established forms, mediums and materials. Anything can become art. Art and life are blurred
IMITATION Artists copy the work of their predecessors. They copy nature too. The tension here is interesting	EXPERIMENTATION Artists try out unexpected moves and test them directly against experience, finding new standards of success	DECONSTRUCTION Art breaks down familiar boundaries. It raises questions and challenges all established ideas and conventions

*Fig.1

Neil Walton,
 Subject Leader for PGCE Art & Design at Goldsmiths, University of London

Aims/outcomes

Through our carefully sequenced and ambitious curriculum, we intend that our curriculum will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make art, craft and design successfully, being able to:

- Use a wide range of materials, processes and techniques with confidence
- Use a wide range of materials, processes and techniques with skill and accuracy
- Work in 2D
- Work in 3D
- Create their own works of art; devising, developing and executing a personal response
- Understand the process of creating their own work
- Develop and use primary sources for personal work
- Identify, explore and use the elements of art and design within their own work
- Review and refine work independently

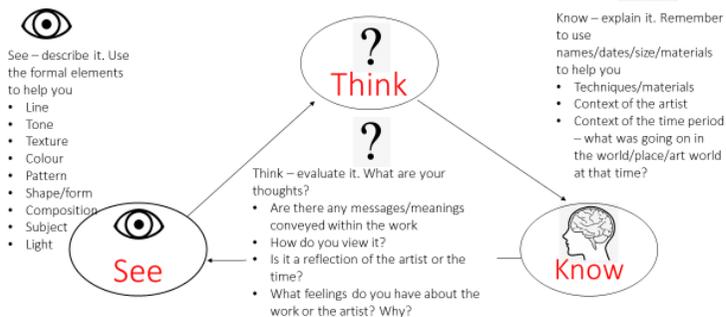
2. To build the foundation for all students to decode and encode visual language, its history and context:

- Understand and use art language both in creating visual work and in thinking and writing about the work of others
- Be able to articulate their reasons for choices and decisions they have made
- Rigorously question, observe, identify, dissect, analyse, evaluate and use ideas from art across the full range of historical periods, genres, cultures and traditions, including the works of architecture, photography, craft and design (*see Fig. 2)
- Broaden and deepen essential world knowledge and use this to create purpose in their work
- Use a wide range of materials, processes and techniques with purpose to convey meaning, realising intentions
- Think in abstract ways from concrete starting points making connections between their work and the work of others
- Work with professionals from a range of disciplines
- Have opportunities to visit galleries and exhibitions and view art in different contexts
- Have opportunities to study art and artists with particular local, contextual significance

3. To enable all students to develop their character, confidence and identity through practising art, evidenced by being able to:

- Resilience to rehearse, improve, create, embrace success and the unplanned, give and take feedback and become reflective practitioners
- Empathy, sensitivity, understanding and openness to others
- Take appropriate risks and demonstrate good decision making skills with materials, resources, ideas and ways of working
- Problem solve with enthusiasm – think creatively around a situation or piece of work
- Demonstrate confidence, collaboration and leadership skills
- Engage in extra-curricular events and enrichment activities that allow them to develop their own interests and means to express themselves
- Take advantage of opportunities such as competitions or community events to demonstrate creative skills
- Understand the role of art in shaping individuals, culture and community for good
- Celebrate diverse backgrounds, values and characteristics in their work
- Develop their own values and sense of identity through their work
- Demonstrate understanding of people with different beliefs and perspectives
- Challenge stereotypes

To investigate contextual, cultural and critical thinking in Art we use this model:



***Fig.2**

A model developed to aid students in decoding a work of art

OCL Art Curriculum: Long Term Plan

Year 7: Experience, observe, understand. **The formal elements** - Developing art language to tell stories

‘Learn the rules like a pro, so you can break them like an artist.’ Pablo Picasso

In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding.

This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2d (and 3d) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.

Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Through studying initially more familiar, then increasingly less familiar and more complex works of art and artists*, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.

*artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages...

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title – the foundations	Line Tone Texture (Shape Form Mark-making) Key concepts: #1 #2	Texture Shape Colour (Proportion Scale) Key concepts: #1 #2	Colour Pattern Composition Key concepts: #1 #2 #3	Colour Pattern Composition Key concepts: #2 #3 Bow Artist workshops & other workshops during enrichment week	Perspective D&T GRAPHICS Cityscapes	Perspective D&T GRAPHICS Cityscapes
Thinking <i>Investigating contextual references/critical thinking</i>	Observe and investigate the use of formal elements in their work and the work of others. Be able to recognise and describe how line, tone and mark making(texture) can be used to express different ideas	Identify and describe the use of formal elements in their work and the work of others. Recognise how artists have used formal elements in different ways throughout art history – genres/traditions – begin to identify periods of time when work was created	Analyse and evaluate the use of formal elements in their work and the work of others. Investigating work from Western or non-western cultures, learning how to read works of art/design and decode intention, purpose and aesthetic	Understand how the use of formal elements in the work of others relates to their own. Describe how artists have used formal elements in different ways throughout art history – genres/traditions – begin to describe periods of time/demonstrate understanding of	Design To learn the characteristics of cityscapes vs landscapes. To understand the difference between cityscapes vs landscapes. To learn key information about famous architecture and artist Antoni Gaudi.	Make To use a range of materials such as collage, pencil, and colour pencils to an expected standard. To be able to use constraints provided to creatively problem solve.

		through recognition of how formal elements are used		when/where work was created through recognition of how formal elements are used	To understand how Gaudi uses inspiration to create his buildings. To learn the perspective drawing techniques of one-point perspective.	To create a perspective drawing of a cityscape to an expected standard. Evaluate To use annotations throughout the term to reflect and analyse their process and use of materials. To analyse own process and use of materials of their final design through a written evaluation.
Exploring Media/materials/ techniques /processes	Drawing/printing skills: observation/accuracy/control (and expression)/weight of line/how to see, use and understand tone/how to use mark making to convey texture (mood/feeling/qualities and subtleties of making marks) Processes: Basic printing skills: mono-printing/frottage/collage/other mark making materials and tools investigated/enlarge e.g. grid method	Drawing/painting skills: observation/accuracy/texture through mark making Colour theory: how colour works/how to mix and use colour, brushes and other tools Application of colour theory: colour blending/painting/ analogous and contrasting colour Processes: Accuracy and control with painting techniques/colour mixing/colour blending/painting techniques – mark making/mixed media (e.g. using a ground)	Application of colour theory: colour blending, painting/analogous and contrasting colour – significance of colour and its representations Pattern making: use geometry, symmetry, (tessellation) - creating repeat designs from a motif. Experiment with layout (composition) Develop and refine ideas Processes: trace and transfer/printing (e.g. polystyrene)/colour selection/cut/make multiples/refine	Experience different materials and ways of working: develop technical skills Use photography: (viewfinder skills) to identify, capture and use in design work Example of Processes: Use Ipads as a capturing and design tool/create a stencil/use a stencil (2 or more colour to stretch HPA+)/register a print/cut/colour selection/paint/print (potential textile process where possible)		
Recording Recording ideas	Use different tools to record different types of line, tone	Use different tools to record tone (value), texture (mark	Use different tools to record different types of line to	Use different tools to record different motifs representative of intentions.		

	and texture representative of intentions. Describe ideas using subject terminology – ‘what’ – using the language	making), colour representative of intentions. Describe colour and relative intention Describe ideas using subject terminology	create pattern from a motif representative of intentions. Describe ideas using subject terminology – ‘how’	Describe ideas using subject terminology		
Making Personal response/realising intentions	Record ideas and investigations with increasing levels of control and intention Evaluate response	Develop an outcome using techniques and skills practiced with control and accuracy Evaluate response	Develop a series of ideas Select an idea to resolve Develop an outcome using skills and techniques practiced with control and accuracy Evaluate response	Record ideas, investigations and refinements with increasing levels of discernment Devise and make outcomes (multiples) using skills and techniques practiced with control and accuracy Evaluate response		
Oasis 9 habits	Patient – learning new skills Self-controlled – using new skills, techniques and ideas in a controlled way	Patient Self-controlled Considerate - Working sustainably/mindful of waste and sharing resources	Patient Self-controlled Considerate Forgiving (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve	Patient Self-controlled Considerate	Patient Self-controlled Considerate	Self-controlled Humble – recognising and appreciating successes in others outcomes, celebrating others
Links and resources Sustainable Development Goals	Knowledge organiser www.blackhistorymonth.org.uk	Knowledge organiser 	Knowledge organiser 	Knowledge organiser 	Knowledge organiser www.un.org/en/observances/creativity-and-innovation-day	Knowledge organiser
Tracking progression	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points					

Year 8: Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference

‘The thing that's important to know is that you never know. You're always sort of feeling your way.’ Diane Arbus

This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the ‘rules’ of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions.



Students will be able to identify key elements and characteristics in Art from different genres and cultures exploring traditions, processes and meanings, which will allow them to explore ideas in their own work thinking about how differences in culture and heritage can influence the maker and the viewer. Students will learn how to apply the skills they learn to different types of work, to ‘play’ with purpose and consider how to creatively develop independent and personal ideas working in response to similar starting points. Students will investigate their responsibilities around sustainability and environment.

Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title - Identity	Culture Symbols Stories Key concepts: #4 #3 #1	Culture Symbols Stories Key concepts: #6 #4 #3	The world and me Key concepts: #6 #4	The world and me Key concepts: #6 #5 #4 Bow Artist workshops & other workshops during enrichment week	Cultural T-shirts D&T TEXTILES	Cultural T-shirts D&T TEXTILES
Thinking Investigating contextual references/ critical thinking	Investigate work from Western and non-western cultures. Learn how to understand works of art and decipher meaning or cultural significance	Explore and compare work from Western and non-western cultures. Learn how to understand works of art and decipher meaning or cultural significance	Investigate work from traditional, modern and contemporary sources. Learn how to decode works of art and decipher meaning, messages and stories. Consider our place and responsibilities	Explore and compare work from traditional, modern and contemporary sources, learning how to decode works of art and decipher meaning, messages and stories Consider our place and responsibilities	Design To learn what cultural identity is and the components that influence cultural identity. To learn how symbolism is used in art and design through basic examples of colour, plants and flowers. To understand the purpose of portraits through investigating artwork examples used throughout history (including examples that aren't always the traditional mirrored face). To follow the basic GCSE structure by creating a brainstorm and moodboard to start the design process.	Make To use a range of sewing techniques to an expected standard. To use understanding of materials to select the best material to meet the constraints. To use understanding of sewing techniques to select the best stitch to use to meet the constraints. To be able to use constraints provided to creatively problem solve. To design a cushion cover that meets the need of a client outlined in a design

					<p>To use primary and secondary sources to influence your practice.</p> <p>To learn basic hand sewing techniques such as; running stitch, back stitch, and blanket stitch.</p>	<p>brief to an expected standard.</p> <p>Evaluate</p> <p>To learn sewing machine safety.</p> <p>To pass a sewing machine safety test before progressing to the machine.</p> <p>To use annotations throughout the term to reflect and analyse their process and use of materials.</p> <p>To analyse own process and use of materials of their final design through a written evaluation.</p> <p>Technical Knowledge</p> <p>To learn and understand the characteristics of different materials such as calico, felt and cotton.</p>
--	--	--	--	--	--	--

<p>Exploring</p> <p>Media/materials/ techniques/processes</p>	<p>Exploring 2D skills/techniques and drawing skills: use a variety of media and processes formal elements/2D making skills (relief)/exploring use of formal elements /explore mark making to convey texture (mood, feeling, qualities and subtleties of making marks)</p> <p>Processes: Printing skills: mono-printing – collagraph/collage/other mark making materials and tools/photography to collect primary source material/enlarge e.g. grid method</p>	<p>Developing 2D/3D materials/(3D making skills): 2D(3D) making skills: use a variety of materials and processes developing ideas from drawing investigations</p> <p>Processes: Mixed media techniques/ 2D relief building/painting (mix/blend/edges)/trace and transfer/colour selection/cut/refine</p>	<p>Exploring materials and methods and drawing skills: use a variety of media and processes /2D making skills (relief)/explore mark making to convey texture (mood, feeling, qualities and subtleties of making marks/types of line)</p> <p>Processes: printing skills/collage/other mark making materials and tools/enlarge e.g. grid method</p>	<p>Exploring materials and methods and ‘drawing’ skills: use a variety of media and processes/considering colour, pattern/composition/consider positive and negative space, shape and form</p> <p>Processes: Mixed media techniques/print/paint (mix/blend/edges)/register/colour selection/cut/refine</p>		
<p>Recording</p> <p>Recording ideas</p>	<p>Use different tools to record different types of marks representative of intentions. Describe ideas using subject terminology – ‘what’ – using the language Demonstrate understanding of source material</p>	<p>Use different tools to record different types of marks and colour choices representative of intentions. Describe ideas using subject terminology Demonstrate understanding of source material</p>	<p>Use different tools to record ideas representative of intentions. Describe ideas using subject terminology – ‘how’. Demonstrate understanding of source material</p>	<p>Use different tools to record different motifs. representative of intentions Describe ideas using subject terminology. Demonstrate understanding and relevance of source material</p>		
<p>Making</p> <p>Personal response/realising intentions</p>	<p>Record ideas and investigations with increasing levels of competence and intention. Evaluate response</p>	<p>Develop an outcome using techniques and skills practiced with competence and fluency of intention. Evaluate response</p>	<p>Develop a series of ideas. Select an idea to resolve. Develop an outcome using skills and techniques practiced with competence and intention</p>	<p>Record ideas, investigations and refinements with increasing levels of discernment. Devise and make outcomes using skills and techniques practiced with competence and intention</p>		
<p>Oasis 9 habits</p>	<p>Considerate – thinking about heritage, traditions and ideas less familiar</p>	<p>Considerate Joyful</p>	<p>Considerate – thinking about personal and collective responsibilities in our environment</p>	<p>Considerate Humble</p>	<p>Honest Compassionate – thinking about personal and collective responsibilities to</p>	<p>Compassionate Honest</p>

	Joyful – experiencing ‘playing’ with ideas and ways of working		Humble – thinking about others through explorations of ideas	Honest – recognising where we can do more for ourselves and others	ourselves and others’ wellbeing	Hopeful – recognising how our actions can have a positive impact
Links and resources	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers
Sustainable Development Goals	 www.blackhistorymonth.org.uk			 www.wildlifeday.org www.worldaidsday.org www.un.org/en/observances/human-rights-day		 www.worldenvironmentday.global
Tracking progression	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points					

Year 9: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world

‘Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.’ Marcus Aurelius

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.

Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived.

Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title – the big questions	Value in unequal measure Key concepts: #6 #7	Value in unequal measure Key concepts: #6 #7	Context is everything Key concepts: #8 #7 #6	Context is everything Key concepts: #8 #7 #6 Bow Artist workshops & other workshops during enrichment week	A sense of place Sustainable Pet Home D&T PRODUCT DESIGN	A sense of place Sustainable Pet Home D&T PRODUCT DESIGN

<p>Thinking Investigating contextual references/critical thinking</p>	<p>Investigate work from Western and non-western cultures, traditional and modern interpretations. Learn to ask questions of works of art and decipher meaning or cultural significance:</p> <p>What is Art? What makes a work valuable? What is the relationship of Art to society?</p>	<p>Reflect on the qualities of their own work:</p> <p>What do they value about the process of making art? Which of their own pieces do they value most and why? What makes their work valuable? How does their audience value their work?</p>	<p>Investigate how meaning in artwork is subject to change dependent on circumstance through exposure to works from different times, cultures and mediums:</p> <p>Which artworks are immediately familiar? Why? Why might they hold great significance to others?</p>	<p>Reflect on how our society affects how we notice, view and respond to work:</p> <p>How does our 24-hour news culture, the internet, social media etc. influence the way we notice and think about artworks and what they might mean to us? How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring..? How does time and 'fashion' influence our tastes?</p>	<p>Design</p> <p>To learn what product design is.</p> <p>To learn key information about successful products.</p> <p>To understand what makes these products successful.</p> <p>To be able to analyse the use of the elements of art within a product.</p> <p>To follow the basic GCSE structure by creating a brainstorm and moodboard to start the design process.</p> <p>To use primary and secondary sources to influence your practice.</p> <p>To understand what it is like working with 'client' through the use of a design brief.</p> <p>To gain a basic understanding of the purpose of advertising by looking at successful product advertising.</p> <p>To analyse how the elements of art have been used in these advertisements.</p>	<p>Make</p> <p>To use a range of rendering materials and techniques including coloured pencils and markers to an expected standard.</p> <p>To be able to use constraints provided to creatively problem solve.</p> <p>To design a product that meets the need of a client outlined in a design brief to an expected standard. Evaluate</p> <p>To use annotations throughout the term to reflect and analyse their process and use of materials.</p> <p>To analyse own process and use of materials of their final design through a written evaluation.</p> <p>To understand the responsibilities of a design when it comes to designing a product.</p> <p>Technical Knowledge</p> <p>To learn and understand the characteristics of different sustainable materials.</p>
--	--	---	---	---	---	--

					<p>To understand how the 'audience' is used to create a product.</p> <p>To learn, understand and use the technical drawing technique: Isometric drawing.</p> <p>To learn and understand what sustainability is and how it can impact their design process.</p>	
<p>Exploring Media/materials/techniques/processes</p>	<p>Exploring 2D skills/techniques and drawing skills: a variety of media and processes using formal elements/2D making skills collage/exploiting formal elements to suggest/change ways of viewing work/exploring mark making to convey expression (mood, feeling, qualities and subtleties of making marks in story telling)</p> <p>Processes: drawing/photography/collage/other mark making materials and tools/enlarging e.g. grid method</p>	<p>Developing 2D/3D materials: a variety of materials and processes developing ideas from drawing investigations</p> <p>Processes: Mixed media techniques/2D relief building/painting/stencilling/registering/colour selection/cutting/refining</p>	<p>Exploring materials and methods and drawing skills: a variety of media and processes/2D making skills (relief)/exploring compositional elements</p> <p>Processes: printing skills/collage/photography/other mark making materials and tools/enlarging e.g. grid method</p>	<p>Exploring materials and methods drawing skills: a variety of media and processes considering colour, pattern, composition/considering positive and negative space, shape and form</p> <p>Processes: Mixed media techniques/printing/painting/colour selection/cutting/refining</p>		

<p>Recording</p> <p>Recording ideas</p>	<p>Use different tools to record different types of marks representative of intentions. Describe ideas using subject terminology – ‘what’ – using the language. Demonstrate understanding of source material</p>	<p>Use different tools to record different types of marks and colour choices. representative of intentions Describe ideas using subject terminology. Demonstrate understanding of source material</p>	<p>Use different tools to record ideas representative of intentions. Describe ideas using subject terminology – ‘how’. Demonstrate understanding of source material</p>	<p>Use different tools to record different motifs, symbols and ideas. representative of intentions Describe ideas using subject terminology. Demonstrate understanding and relevance of source material</p>		
<p>Making</p> <p>Personal response/realising intentions</p>	<p>Record ideas and investigations with increasing levels of competence and intention. Evaluate response</p>	<p>Develop an outcome using techniques and skills practiced with competence and fluency of intention. Evaluate response</p>	<p>Develop a series of ideas Select an idea to resolve. Develop an outcome using skills and techniques practiced with competence and intention</p>	<p>Record ideas, investigations and refinements with increasing levels of discernment. Devise and make outcomes using skills and techniques practiced with competence and intention</p>		
<p>Oasis 9 habits</p>	<p>Considerate Honest Self-controlled</p>	<p>Considerate Honest Self-controlled</p>	<p>Honest Forgiving</p>	<p>Honest Forgiving</p>	<p>Compassionate Joyful</p>	<p>Compassionate Joyful</p>
<p>Links and resources</p> <p>Sustainable Development Goals</p>	<p>Knowledge Organisers</p>  <p>www.blackhistorymonth.org.uk</p> <p>www.mentalhealth.org.uk/campaigns/world-mental-health-day</p>	<p>Knowledge Organisers</p>  <p>www.un.org/en/observances/tolerance-day</p>	<p>Knowledge Organisers</p>  <p>www.un.org/en/observances/social-justice-day</p> <p>www.hmd.org.uk</p>	<p>Knowledge Organisers</p>  <p>www.wildlifeday.org</p> <p>www.worldaidsday.org</p> <p>www.un.org/en/observances/human-rights-day</p>	<p>Knowledge Organisers</p>  <p>www.un.org/en/observances/creativity-and-innovation-day</p>	<p>Knowledge Organisers</p>  <p>www.worldenvironmentdayglobal</p>
<p>Tracking progression</p>	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>					

Year 10: Cogitate, create, communicate. **Humans and the Environment** – interconnected relationships

‘That's what I'm interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.’

Julie Mehretu



The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language.

Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working over time, considering purpose and intention.

Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience.

Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time.

The work will be relevant to the title selected in the academy ([Art, craft and design](#) [Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title – Humans and the Environment	Investigating Key concepts: #1 #10	Exploring Key concepts: #4 #3 #2	Connecting Key concepts: #5 #6 #7 Bow Artist workshop & Trip to Art Gallery	Developing Key concepts: #8 #9	Refining Key concepts: #1 #10	Resolving Key concepts: #4 #3 #2
Investigating contextual references/ critical thinking	Develop ideas through investigations, demonstrating critical understanding of sources	Refine ideas through investigations, demonstrating critical understanding of sources	Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources	Develop ideas through investigations, demonstrating critical understanding of sources	Refine ideas through investigations, demonstrating critical understanding of sources	Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources

Media/materials/techniques/processes	Develop: explore ideas, experiment with appropriate media, materials, techniques and processes	Explore ideas: select and experiment with appropriate media, materials, techniques make connections with sources	Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and develop personal ways of working	Develop: explore ideas, experiment with appropriate media, materials, techniques and processes.	Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and develop personal ways of working	Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and demonstrate personal ways of working
Recording ideas	Record ideas, observations and insights relevant to intentions as work progresses	Record ideas, observations and insights relevant to intentions as work progresses	Record ideas, observations and insights relevant to intentions as work progresses	Record ideas, observations and insights relevant to intentions as work progresses	Record ideas, observations and insights relevant to intentions as work progresses	Record ideas, observations and insights relevant to intentions as work progresses
Personal response/realising intentions	Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language
Oasis 9 habits	Patient/Honest/Hopeful	Forgiving/Honest/Hopeful	Considerate/Honest/Hopeful	Patient/Honest/Hopeful	Patient/Honest/Hopeful	Joyful/Honest/Hopeful
Links and resources Sustainable Development Goals	Knowledge organisers www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 	Knowledge organisers 	Knowledge organisers 	Knowledge organisers 	Knowledge organisers 	Knowledge organisers
Tracking progression	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Students will sit a 5hr practice exam in exam conditions and will select with guidance how best they will use this time. Portfolio will be marked in accordance with AQA GCSE criteria and shared with students. Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions

Year 11: Reflect, refine, resolve. **The Cusp** – an individual perspective

'I saw the angel in the marble and I carved until I set him free.' Michelangelo

Students will be able to demonstrate a level of mastery in understanding of contextual references and critical thinking skills to enable access to assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople relevant to their starting points and personal journey.

Students will be able to show independence in using technical skills with a variety of processes and materials to access assessment objective 2 through selecting appropriate tools and processes from a range of 2D and 3D disciplines relevant to their personal response.

Students will be able to demonstrate fluency, control and mastery in drawing and recording skills for assessment objective 3 through presenting ideas in a sketchbook or other relevant mediums, evaluating and refining methods and considering audience and intention.

Students will be able to produce relevant outcomes to access assessment objective 4 building a personal and reasoned response.

Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).

The work will be relevant to the title selected in the academy ([Art, craft and design](#) [Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission and externally set assignment.

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title –	Consolidation of coursework elements – drawing, painting, printmaking Key concepts: #5 #6 #7	Consolidation of coursework elements – making, analysis and evaluation Key concepts: #8 #9	Externally set assignment (exam) paper - investigating and recording Key concepts: #1 #4 #3 Bow Artist workshop & Trip to Art Gallery	Externally set assignment (exam) paper – developing and recording Key concepts: #6 #9	Externally set assignment exam sessions held	
Investigating contextual references/critical thinking	Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of	Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the	Students will respond to their selected theme from the externally set assignment (exam paper). Students will select one theme on which they will select and analyse the work of artists/designers/craftspeople.	Students will respond to their selected theme from the externally set assignment (exam paper). Students will expand independently on the work done in Spring 1 to enable them to develop ideas for the personal response	Exam preparation – ensuring that all ideas, materials and resources are ready and prepared for the 10hr session	

	the work of others in their own	relevance and role of the work of others in their own		that they will produce in the 10 hr session		
Media/materials/ techniques /processes	Students will select materials and processes relevant to their portfolio journey	Students will use and explore materials and processes relevant to their portfolio journey	Students will select materials and processes relevant to their chosen area of study from the externally set assignment. Students will experiment with a variety of appropriate materials and processes to explore their intentions researching their chosen ESA theme making links to their selected artists and ways of working	Students will select, explore and develop ideas from primary sources materials and processes relevant to their chosen area of study from the externally set assignment	Students will select and practice with materials and processes relevant to their chosen area of study in preparation for the 10hr exam	
Recording ideas	Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others	Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others	Students will complete drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others researching their chosen ESA theme	Students will refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas	Students will continue to refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas	
Personal response/realising intentions	Complete personal responses in portfolio	Complete personal responses in portfolio. Refine elements of work in preparation for submission	Explore ideas, materials and way of working in response to chosen theme	Prepare to create 'personal response'	Complete a 'personal response' in exam conditions	
Oasis 9 habits	Self-controlled/Patient/Hopeful/Humble	Self-controlled/Patient/Hopeful	Self-controlled/Patient/Hopeful	Self-controlled/Patient/Hopeful	Self-controlled/Patient/Hopeful/Joyful!	
Links and resources	www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206		www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206			
Sustainable Development Goals						
Tracking progression	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1/2/3/4, Component 1	Students will sit a 5hr practice exam in exam conditions and will select for themselves how best they will use this time. Portfolio will be given a revised mark in accordance	Students will have their externally set assignment assessed in accordance with AQA GCSE criteria	Students will have their externally set assignment assessed in accordance with AQA GCSE criteria using assessment Objectives 1/2/3, Component 2. They will use these to prepare for a personal response	Students will sit a 10hr exam (normally over a two-day period) in to which they will be able to take all of their exam preparation materials. Students will work in	



		with AQA GCSE criteria and shared with students. Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions		(AO4) which they complete in the 10hr exam	exam conditions and will be entirely independent	
--	--	---	--	--	--	--

Key:

Schemes which include teaching and use of ICT

Content that relates to careers teaching

Encounter with an Arts employer or professional