

Art

Key Stage 3

Intent

Art is an act of communication and therefore the Art Department aims to support the enjoyment of creativity within each student. This enjoyment occurs through having developed the foundations of knowledge needed for the formal elements found in art. This enjoyment also occurs when students have opportunities to express their ideas and skills at increasingly confident challenging levels, as they learn to review and refine their work, as well as take risks.

It is intended that that the Programme of Study at KS3 supports a desire to develop skills. It is designed to be ambitious for the individual students and where necessary learning needs are supported.

Drawing is a key element at GCSE and therefore acquire knowledge about different way of drawings are explored throughout KS3

We intent to offer the students at KS3 a broad experience whereby they have to actively take part in their thinking around their artwork. We have plan to support them to be 'exam ready in year 11 and this starts in year 7.

We intend to nurture resilience, curiosity, and the ability to become an independent learner in all our students.

We value how the history of art has reflected the world around us and see this knowledge as an important means of understanding the human need to create images and artefacts. The learning of artists occurs at various stages of their projects and supports the development of idea.

The Art Department intends to create a nurturing calm, inspiring learning space for young minds to discover new experiences and develop interests and skills.

Implementation

- The Department is made up of specialised Art teachers, who have a broad knowledge base to cover drawing, painting, printmaking, sculpture, textiles, graphic design and computer manipulated imagery.
- The Art Department strongly believe in the value of creating a calm, reflective learning environment, where young minds are encouraged to hear instructions and information accurately. Where they can be encouraged to reflect on their own experience of using art materials in order to create a personal response.; To become self-reliant as their confidence and belief in their ideas and skills evolve over time; to be respectful of the space being a shared learning environment where everyone has the right to learn, to feel relaxed and find their own level of enjoyment in the moment.
- The department is ambitious for each student as they move on their individual path at a positive pace. Teaching about processes and materials are planed through the use of carefully detailed modelling by the teachers. Questioning and revisiting prior-knowledge supports the building blocks of skills required to create art work that meets an assessment criteria. Teachers' regular assessment of individual's understanding is made, and thereby clear and appropriate feedback is given to encourage growth in independence, student knowledge and wellbeing in the subject. Opportunities are regularly made for students to share their knowledge and opinions with others. Teachers make frequent links to how the students' learning and life beyond this age group.
- The process of being an independent learner and being 'exam-ready' in year 11 starts in year 7, and therefore the department places an importance on working between lessons. Homework is referred to as 'drawing seasons'. Each drawing season lasts approximately 4 to 5 weeks, during which students

work on one extended drawing at home. The season starts with a demonstration from the teacher as well as time in lesson to start the drawing. After this, they are then expected to carry on the drawing independently at home. During the season they will bring it back in each lesson for peer/teacher feedback. The drawing gradually builds up over the weeks. This encourages the students to learn the value of working on one drawing over an extended amount of time. These drawings are used for their formal assessments. The students will learn how the work will be finally assessed.

The assessment criteria is in line to the four GCSE Assessment Objectives:

AO1 Responding to a theme

AO2 Refining and developing

AO3 recording

AO4 Making a Personal response.

Year 7

Mark-making

- Students learn how to use a variety of drawing tools. They review what they have learnt about how different tools create different affects, thereby understanding which tool is works best for particular desired outcomes.
- Through questioning they are able to express knowledge and opinions. Students have regular opportunities to write about what they are learning.
- They are taught how to develop their observational skills.

Colour

- In order for the students to create a final painting at the end of year 7 students need to learn about
- Colour theory. They will create a revision mood board to embed pre-learnt and new knowledge as well as understand the process of presenting information.
- The characteristics of different paints. They will have the opportunities of using different paints.
- The process of mixing colours. They will develop skills in understanding how to handle paints and mix desired colours.
- Knowledge about the work of Kandinsky, Hundertwasser and David Hockney. Their own final painting will demonstrate sound response and understanding of the ways that these artist used colour and paints.

Year 8

Illustration and creative thinking

- Students will make their own sketchbook to work in.
- They will opportunities to play with ideas. They will learn to use resources to support their creative thinking and develop a personal response to a given theme, such as urban landscapes. These ideas will be refined and shaped into complex drawings with growing confidence.

- They will learn how to develop detail drawings that illustrates their personal intentions.
- They will be given guidance as to how they can develop a drawing using a limited colour palette.
- They will learn the process of print-making.
- They will learn to handle air-dry clay.
- This project culminates in a final painting, drawing on the various aspects of their sketchbook work.

Students will learn about the work of illustrator Shan Tann; the designs of printmaker Angie Lewin, illustrator Mark Hearld, as well as former Patcham High student illustrator Sanna Annouka..

Impact

- Students are 'exam ready' at the end of year 11 with detailed knowledge and experience in order that they are able to reach their maximum potential in each of the Assessment Objectives.
- Students understand and value the requirement of working independently and manage their time in order to invest in their development and refinement of their skills between lessons.
- Consistent and fair expectations of all our students culminates in well above the national average results. Students discover the satisfaction of self-empowerment and are determined to discover how good they can become. They show commitment, taking pride in the quality of what they create, demonstrating resilience in order to be ready to present a significant body of art outcomes.
- The art produced in the department is diverse and personal to the each individual student.

Key Stage 4

Intent

The Department supports the development and journey of each student who opts for GCSE Fine Art. By the end of year 11 we would like to witness each student select how they wish to work, which artists inspire their thinking and what process they feel they can develop ideas most creatively in. We hold the belief that the processes in year 11 are student led, and we the adults are coaching them through their personal plan.

It is intended that that the Programme of Study at KS4 supports a desire to embed and extend developing skills. It is designed to be ambitious for the individual students and where necessary learning needs are supported.

We intend to nurture resilience, curiosity, and the ability to become an independent learner in all our students.

We value how the history of art has reflected the world around us and see this knowledge as an important means of understanding the human need to create images and artefacts. The learning of artists occurs at various stages of their projects is essential and supports the development of idea.

The Art Department intends to create a nurturing calm, inspiring learning space for young minds to discover new experiences and develop interests and skills.

Implementation

- The Art Department strongly believe in the value of creating a calm, reflective learning environment, where young minds are encouraged to hear instructions and information accurately. Where they can be encouraged to reflect on their own experience of using art materials in order to create a personal response.; To become self-reliant as their confidence and belief in their ideas and skills evolve over time;

to be respectful of the space being a shared learning environment where everyone has the right to learn, to feel relaxed and find their own level of enjoyment in the moment.

- The department is ambitious for each student as they move on their individual path at a positive pace. Teaching about processes and materials are planned through the use of carefully detailed modelling by the teachers. Questioning and revisiting prior-knowledge supports the building blocks of skills required to create art work that meets an assessment criteria. Teachers' regular assessment of individual's understanding is made, and thereby clear and appropriate feedback is given to encourage growth in independence, student knowledge and wellbeing in the subject. Opportunities are regularly made for students to share their knowledge and opinions with others. Teachers make frequent links to how the students' learning and life beyond this age group.
- The GCSE is made up of coursework (60%) and exam (40%). The Department has devised a set of projects, which over the two year course supports how the growth of knowledge and skills ensuring that when they select a theme from the exam paper, they are in fact 'exam ready'. They understand how to develop ideas having responded to their selected theme. They know how to experiment with materials and processes, and how to refine their ideas over time. They are confident about recording their ideas through words and imagery. And to finally present a very personalised journey.
- At every stage of each new project the teacher revisits the four Assessment Objectives.

AO1 Responding to a theme

AO2 Refining and developing

AO3 recording

AO4 Making a Personal response.

- At the start of each project the teacher shares with the students 'the big picture', what they will have learnt by the end of the project and what they will be able to do.
- During the two year course they will have learnt to
 - Draw on a variety of scale.
 - Paint using acrylics and watercolours.
 - Understand how to create a collage and developed presentation skills.
 - Develop technical skills in handling air-dried-clay.
 - Refine their research skills.
 - Make annotations of their ideas, artists work, and processes.
 - Critically look at what inspires their thinking and how to develop personal responses to a theme.
 - We will also encourage any personal interests a students has that is not directly taught as a technique in class eg film making and photography.
- Building on the good practise at KS3 of working at home through the use of the Drawing Seasons in year 10 these become more challenging, more rigours, and more personal and at a greater pace of development. The season starts with a demonstration from the teacher and each students has 1:1

feedback at each stage of the development of the drawing. These drawings nurture a growing desire to reach an ever higher level of outcome as they see the effects of following the teacher's suggestions. They also learn to plan when to accommodate a time consuming subject into life out of school, which art is.

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- When relevant and appropriate teachers are able to guide choices to further study the arts beyond this level of education.

Impact

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- Students are 'exam ready' at the end of year 11 with detailed knowledge and experience in order that they are able to reach their maximum potential in each of the Assessment Objectives.
- Students understand and value the requirement of working independently and manage their time in order to invest in their development and refinement of their skills between lessons.
- Consistent and fair expectations of all our students culminates in well above the national average results for GCSE.
- Students discover the satisfaction of self-empowerment and are determined to discover how good they can become. They show commitment, taking pride in the quality of what they create, demonstrating resilience in order to be ready to present a significant body of art outcomes.
- The art produced in the department is diverse and personal to the each individual student.
- Students take with them as they leave education at this level as sense of self-achievement, an understanding of the impact art has had on the world around them. A value of the human ability to create and show resilience.