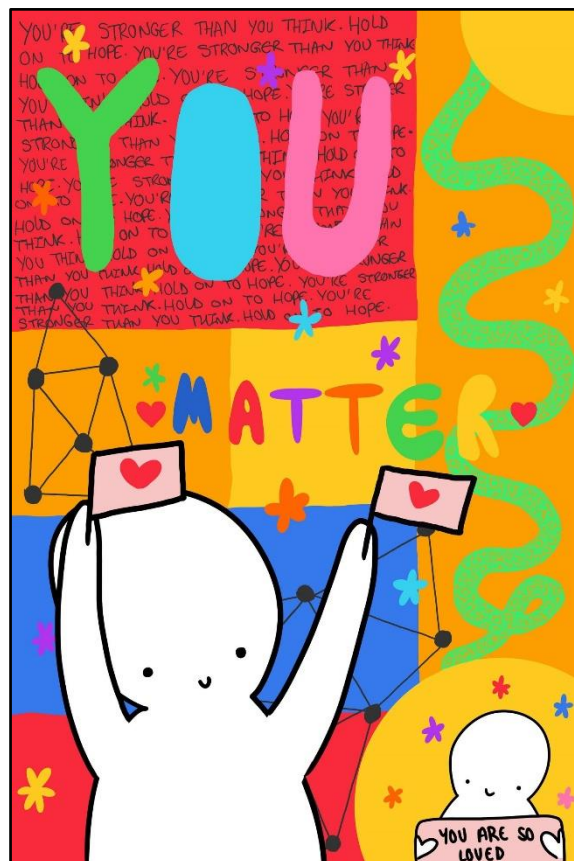


Curriculum

Art



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Intent

Curriculum

Plymouth High School for Girls aims to be an outstanding Grammar School for the 21st century remaining true to the philosophy of the school's motto 'For Life Not School We Learn'.

A school which:

- Promotes a culture of high **aspiration** enabling personal and academic success
- Prepares students to **think confidently and independently**
- Provides an **outstanding education** for all, the key to this being high quality teaching
- Provides **enjoyment, excitement and challenge** for all, stimulating an enthusiasm for lifelong learning
- Prepares students to become **active citizens**, equipped to succeed in a world of rapid change

Art's contribution to the PHSG student

We believe that Art and Design is a fundamental part of creating the PHSG student.

The characteristics of the PHSG student:

- *Active participants in the world
- *Enquiring minds, prepared to question, discuss and debate
- *Risk-taking
- *Independence - thinking critically
- *Confident - thinking independently
- *Determined
- *Kind
- *Cultured
- *Understanding of place in history

Key Aims of our Art curriculum

We intend, through our Art curriculum, to enable our students to:

- *Enjoy making in a wide range of disciplines
- *Develop knowledge of how to manually control materials
- *Use thinking skills to reflect on their work in order to progress
- *Communicate and sharing ideas
- *Provide opportunities to develop their Self (identity)
- *Play with options
- *Appreciate creative processes
- *Provide tools for engaging with Art and History
- *Refine an idea through hard work to a high standard
- *Be confident in the running of their own project
- *To feel a sense of achievement in what they have created

Teacher and Student led approach

We want to give students a wide variety of experiences, techniques, skills and concepts. We introduce them to the ideas and techniques from a wide spectrum of people, places and times, valuing both contemporary and historic practitioners. Equipped with this range, students will have plenty to work with

when developing their own creative journeys. Student voice is constantly monitored through informal dialogue and using questionnaires and informs shifts and developments in curriculum.

Our Art curriculum aims to balance teacher-led imparting of skills and knowledge and the coaching and inspiring of students in individually led projects.

Implementation

A strong Secondary School Art student is able to run their own project effectively, from title to Final Piece, learning skills and making critical decisions along the way. The thinking process that they go through is what enables students both to make amazing Artwork, and to get high grades on their courses. It is the journey, and the documentation of it (often in their sketchbook, on digital “walls” or on mount boards), that Art in Secondary School is all about.

Through a project, students demonstrate skills and abilities that fall under four areas, the **4 Assessment Objectives**, which generally occur chronologically in a student’s project. When we mark students’ work, from Years 7 - 11, we use the **4 Assessment Objectives** which underpin the Art Curriculum at PHSG.

The 4 Assessment Objectives

| | |
|-----|---|
| AO1 | Develop ideas through investigations, demonstrating critical understanding of sources |
| AO2 | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes |
| AO3 | Record ideas, observations and insights relevant to intentions as work progresses |
| AO4 | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language |

RETRIEVAL AND SALIENT

In Art we use the Accelerated Learning model where students are reconnected to previous lessons learning at the start of a new Art lesson using Think Pair Share questioning techniques and other Retrieval practices. This allows students to have a deep understanding of where this individual lesson fits into the bigger project picture. At the end of lessons we embed key learning points, often using targeted questioning to ensure all students understand what their “Takeaway” from the lesson is.

PACE AND CHALLENGE

In Art, during the main technical activity (this lesson style accounts for approximately 80% of Art lessons) the Teacher will move around the classroom, supporting individuals and helping them to develop their work. At key intervals in the lesson, the Teacher will refocus the students as a class, letting them know how much longer they have on the task in order to keep the pace up, and drip-feed more nuances in the activity to stretch the skills and level of challenge within the activity. This interval may be purely verbal or could be a further demonstration if required to impact the direction or depth of understanding of the learning.

PROGRESSION IN KS3&4: ART

From Years 7 - 11 we work with the following peer/self/teacher Assessment Marksheet which clearly allows students to monitor their own progress in key areas under each of the 4 Assessment Objectives. This Marksheet allows all students and teachers to clearly identify a student's areas of strength and of weakness. This is very powerful as it moves students away from falling into a sweeping generalisation about their ability - instead it allows them to see what area they need to develop. Our job is to then give them the tools and support to help them to improve areas of weakness. By Year 11, students are very skilled at using the 4 AO's and this Marksheet to control the grade of their project.

KS3&4 Marksheet

The table below is an example of the Marksheet that we use with KS3 and KS4 students. It is a visual accompaniment to the project which is filled in as the project develops, allowing students accurate understanding of their ability as demonstrated by their project in each area of the 4 Assessment Objectives. Students find this very useful as they can quickly identify which areas they need to refine. At the end of projects students reflect and target set using this Marksheet, clearly identifying areas to develop in future Art projects.

Art Dept teaching staff use this sheet both formatively and summatively at different points in the curriculum. We identify specific targets for students to work on within each of the Assessment Objectives on the reverse of the sheet. These targets tie in with our reporting system and help students to now "*How*" to improve.

| You have shown at this point in your project... | M A R K | ...meets the description | AO1 (25%) | | AO2 (25%) | | AO3 (25%) | | AO4 (25%) (ART EXAM) |
|---|------------------|--------------------------|---|---|--|--|-------------------------------------|----------------------------|--|
| | | | ...get ideas for your own work, discussing the work of others | ... learn practical skills from other artists: quality of studies | ...experiment with media, refining your skills | ...make clear decisions as you go - clear project flow | ...take and select stunning sources | ...observe through drawing | ...create a skilful outcome that satisfies your intentions |
| ...an exceptional ability to... | 24 | Convincingly | | | | | | | |
| | 23 | Clearly | | | | | | | |
| | 22 | Adequately | | | | | | | |
| | 21 | Just | | | | | | | |
| ...a highly developed ability to... | 20 | Convincingly | | | | | | | |
| | 19 | Clearly | | | | | | | |
| | 18 | Adequately | | | | | | | |
| | 17 | Just | | | | | | | |
| ...a consistent ability to... | 16 | Convincingly | | | | | | | |
| | 15 | Clearly | | | | | | | |
| | 14 | Adequately | | | | | | | |
| | 13 | Just | | | | | | | |
| ...a moderate ability to... | 12 | Convincingly | | | | | | | |
| | 11 | Clearly | | | | | | | |
| | 10 | Adequately | | | | | | | |
| | 9 | Just | | | | | | | |
| ...some ability to... | 8 | Convincingly | | | | | | | |
| | 7 | Clearly | | | | | | | |
| | 6 | Adequately | | | | | | | |
| | 5 | Just | | | | | | | |
| ...minimal ability to... | 4 | Convincingly | | | | | | | |
| | 3 | Clearly | | | | | | | |
| | 2 | Adequately | | | | | | | |
| | 1 | Just | | | | | | | |

*On the “Mark” column you can see where we expect most students to be:

Yr 7 - Yellow/Green zones, exceptional students may get into Blue

Yr 8 – Green/Blue, exceptional students may get into Purple

Yr 9 – Blue/Purple, exceptional students may get into Red

By the end of Year 11 we aim for all GCSE ART students to achieve ‘Highly Developed’.

Developing my Art Skills in PHSG

Use this sheet to help identify what you need to improve for specific Assessment objectives

| AO | Art Skill | How to Improve | |
|----|--|----------------|---|
| 1 | Get ideas for your own work, discussing the work of others | a | Clearly state the purpose of your research - identify why you have chosen to look at this artist - how will it develop/impact your visual idea. |
| | | b | Present a good selection of high-quality images when researching an artist - notice how your artist uses the Formal Elements of Art and how they handle their medium (eg paint) - identify things you like or could use in your work. |
| | | c | Use information you can find out about artists to give you a deeper understanding of their process, their world and their motivation - compare their process to what you are about to go through. |
| | Learn practical skills from other artists: quality of studies | d | Be ambitious with your artist studies and strive for them to be excellent in order to refine your skills further - work on a similar scale to your artist. |
| | | e | Be eager to respond and try out artists' skills in relevant media. "Have a go" mentality is key. |
| | | f | Learn skills for your visual idea from studying key artworks. Picture how your artist handles their medium and try to replicate it - pay close attention to their colours/gestures/marks. Approach with a calmness and be precise. |
| | | g | Go through similar processes in making your art as you imagine your studied Artists would have done. |
| 2 | Experiment with media, refining your skills | a | Be more ambitious with your experiments - significant experiments allow you to push the potential of your medium/media and push your skills - unambitious experiments don't develop your skills or visual idea. |
| | | b | Don't rush your experiments - with more effort and patience you give your experiments a higher chance of success - keep going don't stop - refine. |
| | | c | Always think how you can push an experiment on - either by going again in a different way or media, by working into your experiment (refining) or by taking what you have created forward into a new format. |
| | Make clear decisions as you go - clear project flow | d | Explain what you are doing and why at the start of every page. |
| | | e | Reflect and review in your sketchbook after each activity/piece - what have you achieved? - what is useful? What needs to be improved? Clearly decide in your sketchbook on your next steps. |
| | | f | Develop a clear "flow" (or narrative) through your project so that it makes sense as your idea develops. Always relate what you are doing to your interpretation of the project title. |
| 3 | Take and select stunning sources | a | Take stunning sources - high quality photos that are in focus and create drama by using the full tonal range. |
| | | b | Use your photoshoots to see where you can take your visual idea - don't just take one photo. Experiment and try out lots of visual ideas. Explain your thinking when selecting the best source to move forward with. |
| | | c | Edit your photographs to see what you can make with them - show both your original photograph and your edits in your sketchbook. When editing, always think of the intended mood or feeling you want to capture. Show off your photography by presenting effectively. |
| | | d | Make strong decisions on which sources to work with - the visual strength of your sources determines the strength of resulting Artwork - a poor source decision limits resulting artwork. |
| | Observe through drawing | e | Be ambitious with your drawings - make them pieces of Art in their own right. Strive to make your drawings your best - give them the time and focus needed. |
| | | f | Sketch out your composition loosely first to get your arrangement right before zoning in and going into detail. |
| | | g | Use the full tonal range to create maximum drama and high impact in your drawings - plan the tonal balance of your piece before you start. |
| | | h | Use appropriate drawing media, scale and approach to communicate emotion through your drawing. Push the way you use marks and gestures in your Drawings. Use the PHSG Drawing Padlet for ideas. https://padlet.com/tvarrall/drawingtechniques . |
| 4 | Create a skilful outcome that satisfies your intentions | a | Check that your work does what you set out to do - that it satisfies your Aims for your project as stated in your sketchbook. |
| | | b | Use the skills that you have developed through your earlier learning and experimenting in the project to enable you to create a piece that you are proud of. |
| | | c | Prepare better - surround yourself with your photographic sources, your prep drawings, your successful experiments and images of stunning Artworks by those that have inspired you in your project. |
| | | d | Sketch out your composition loosely first to get your arrangement right before zoning in and going into detail. |
| | | e | Do not rush to finish - once you feel you are finished, take a break then come back and re-evaluate it and work back into it - refine, push the details. |

Supporting Resources

In all of our projects we aim to support students by providing resources to enrich their experiences and to provide them with guidance. We strive to make dynamic and useful displays, both in Art and around school. We also create Padlet pages where exemplar, materials, website links etc are stored. The padlet pages are linked to on this document.

The resources we use in the classroom and beyond:

***Project PowerPoints** – separate lesson PowerPoints that all teachers of a Year group use – each using key elements of the PHSG Respect agenda to improve learning progress and pace of learning.

***Sketchbooks** - students often rely on the learning and imagery in their sketchbooks when they move onto significant and Final pieces. Content is printed and stuck into sketchbooks for referencing when working on a larger scale. Students also do much of their preliminary and significant experiments in their sketchbook.

***Project Handouts** with guidance Marksheets - the links to all of the PHSG Padlet pages can be found [here](#)

***Computers and printers** - Management of files and technology in order to research and process images successfully is a key part of their education. Students use OneDrive to move files between their devices and the school computers.

***Padlet pages** that accompany the projects as they progress. They are a website where we order images, information and links to key documents and websites. Students can access these resources from anywhere and are all to be found on a root Padlet that students bookmark on their school browser.

***Teams**- students can find schemes and resources digitally on Teams where a shared folder contains resources and stores work. This includes guidance Documents and Slideshows that are used in lessons. Extra opportunities and school holiday challenges can also be found here.

***Laminated prints of Artworks** - while tech is amazing for Artists, good quality laminates in front of students supporting their work cannot be undervalued.

***Cameras and Photoshop** - PHSG Art Dept is fortunate to have SLR cameras available for students in KS4 and 5 to use and we pride ourselves on the photographs our students make using these cameras and the high level Adobe Photoshop skills that we teach them.

KS3 *Year 7 - The Great Outdoors*

In the first project we introduce students to all aspects of secondary Art and Design education, from how to behave in an Art room and where the equipment lives to what stages and skills make up a successful Art project. We aim to begin to embed the skills required for success at GCSE Art and Design, so have structured this project (and the projects that follow) using the four GCSE Assessment Objectives.

Students begin by responding to the title and gathering ideas/inspiration. Students then experiment with a number of approaches to land/seascape in a range of media, learning to deconstruct artworks in order to learn effectively from them. Students then reflect on their successes, select a personal natural place in the Southwest on which to base their work and begin a personal journey to their final outcome, which could be created in one or more of the media explored earlier on in the project. We feel that this format allows us to teach specific skills and knowledge, whilst beginning to allow students to make decisions and refine skills leading to a personal outcome. We reflect at the end of the project on which of the equally weighted four Assessment Objectives are strengths and weaknesses in order to focus on what they need to develop next year.

We have chosen 'The Great Outdoors' title, our land/seascape project that last throughout Year 7, for a number of reasons, it:

- Allows us to introduce students to working with a wide range of 2D media - pencil, charcoal, ink, pastels, paint.
- Introduces students to a key area of Art History in the 20th Century - the move from Realism to Expressionism.
- Encourages students to appreciate the amazing natural environment that surrounds them in the Southwest of England.
- Introduces colour theory.

By the end of Year 7 students will know:

- Basic colour theory
- Art History: Concepts of representational and expressive and how Art Movements pushed these ideas in Europe in the history of Modern Art
- The GCSE grading system
- The 4 Assessment Objectives used in Art

By the end of Year 7 students will be able to:

- Work safely and successfully in an Art room
- Control a range of 2D media - b+w media (pencil/charcoal/inks/pens) and colour media (oil and chalk pastels/powder paint/coloured pencils)
- Research into artists to get inspiration and skills
- Develop photographs into valuable sources
- Critically evaluate and discuss their own work and that of others in order to progress their idea
- Make critical decisions in order to refine their final outcome to a strong standard for the individual
- Record ideas, reflect on experiments and document their intentions in their sketchbooks

KS3 *Year 8 - Material World*

The second project is structured similarly to the first. We encourage students to compare their mark sheet from Year 8 as it progresses, to their marksheet from Year 7, to allow them to understand their own progress in the four overarching areas Assessment Objectives. Students should therefore be in control of their learning and gain a strong understanding of not just what the four Objectives are, but how well they are working and making progress with each.

We have chosen the 'Material World' title because it:

- Introduces students to the role of Art as a vehicle for communicating ideas and opinions.
- Allows students to realise that culture and history can be examined through Art.
- Allows students to consider historical shifts that have led to our consumerist culture.
- Encourages students to question the world they are moving into, to consider environmental impact and developments.
- Teaches students the basic rules of proportion and perspective.
- Introduces students to a wide range of media - graphite, chalk/charcoal, pen and wash, watercolours, photoshop, photomontage, stencilling.

By the end of Year 8 students will know:

- The process needed to create an accurate representational drawing - stages for success
- Objects can be used to symbolise or represent meanings and that artists can use these for a range of purposes in their Artworks
- Art can be valued for both its aesthetics and its ability to discuss ideas
- Art History: changing relationships with objects - comparison of Europe in Vanitas and Pop eras
- The 4 Assessment Objectives

By the end of Year 8 students will be able to:

- Draw cylinders and cuboids from observation
- Use construction lines to support their drawings
- Use shading and other visual techniques to create the illusion of Form and Depth
- Use a range of media and methods of application to render textures
- Set up a composition to convey a meaning/mood
- Take and edit great sources

KS3 Year 9 - Human:Nature

In Year 9 we begin the transition from KS3 to KS4. Year 9 students are given the title of the GCSE CW Project - Human:Nature - and in three very different mini-projects, begin to see how other Artists, Designers and Craftspeople have engaged with the title in their own practices.

We have chosen the 'Human:Nature' title because:

- It is a very open-ended title allowing students to be taught specific skills, but then to take their work in many different directions in the student-led stages of their project. This approach builds on the procedure established in KS3.
- The human, built environment and the natural world contain contrasting visual qualities which allow students to either focus on a particular visual area that they are drawn to, or to find ways of juxtaposing or combining these two very different visual environments.
- Allows students who lean towards conceptually-driven projects to engage in many different contemporary debates.

Year 9 - 3 Mini-projects

The first stages of the GCSE CW project covered in Year 9 can be seen as an opportunity to experiment with and gain proficiency in a three major Art disciplines, all working within the same title:

Mini-project 1: Graphic Design - drawing to Photoshop

Mini-project 2: Clay Sculpture

Mini-project 3: Lino Print-making

Students who then decide to pursue Art at GCSE have a wide bank of experiences, relevant to their title, from which to pursue or reference as the personally led stage of their CW project develops in Spring in Year 10. Those who do not continue with their Art will have an experience, appreciation and understanding of processes and visual language within these three Fine Art disciplines.

Year 9 Mini-project 1: Graphic Design - drawing to Photoshop

By the end of Mini-project 1 students will know:

- Designers and Artists today often use both physical and digital media in their work
- The visual strength of symmetry
- Art History: The role of Art in observing nature - Biological drawing

By the end of Mini-project 1 students will be able to:

- Draw controlled line drawings using stippling for shading in the style of Katie Scott
- Construct a visually stunning composition of separate elements
- Use Photoshop to colour and shade physically drawn lines
- Create a harmonious colour scheme

Year 9 Mini-project 2: Clay Sculpture

By the end of Mini-project 2 students will know:

- Art History: basic History of Sculpture
- Differences in approach between working in 2D and 3D

By the end of Mini-project 2 students will be able to:

- Conceive and design a 3D form that supports itself
- Draw inspiration from sculptors relevant to their intentions
- Work “in the round” from all angles
- Follow three stages of sculpting - forming initial shape; refining through process of addition and subtraction; texture and colour
- Refine a maquette into a final piece through effective reflecting
- Finish a 3D piece to a high level of refinement and paint it appropriately

Year 9 Mini-project 3: Lino Printmaking

By the end of Mini-project 3 students will know:

- Art History: Printmaking in Art - German Expressionism

By the end of Mini-project 3 students will be able to:

- Take strong photographs considering composition of tone and shapes and exploring pattern
- Develop photographs into designs consisting of clean shapes of black and white – posterising
- Carve and print a lino block
- Experiment with their prints

KS4 GCSE

At PSHG we have a two-year GCSE course and our exam board is AQA.

The GCSE is made up of two major parts (this is the same for all accredited Exam Boards):

- 1) The Coursework (CW) project is worth 60% of the final grade
- 2) The ESA (Externally Set Assignment) - otherwise known as the Exam project - is worth 40% of the final grade

GCSE CW - Human:Nature - 60%

Balance between teacher-led and student-led

We want to get the right balance between teaching skills and knowledge, while giving students the structured opportunity to develop and run their own projects - a skill they will need during the more independent ESA project.

In order to achieve this balance, we have split the CW project into the following stages:

Teacher-led Stage

| | |
|------------------------------------|---|
| Stage 1: Skills Development | Learn skills and ideas from a series of artists working in different media with clear links to Human:Nature title - Begin to understand where your strengths and interests lie - Make first decisions |
|------------------------------------|---|

At the start of Year 10 we begin with **three mini-projects** that push the new GCSE student's foundation Art skills and that build on the mini-projects experienced during the Year 9 transition year.

- 1) Urban Sketching - drawing from the built environment (using sources taken on a trip to Bristol)
- 2) Digital drawing - using Photoshop to create rather than edit (using sources taken on a trip to Bristol)
- 3) Acrylic Painting - painting inspired by the Natural world (using sources taken on a trip to Eden Project) - see the Scheme [here](#)

These three mini-projects are completed by the end of the Spring Term in Year 10.

Student-led Stages

In the Summer Term in Year 10, students begin the independent stage of their Coursework project. The process is documented below and results in students creating their own significant outcomes.

| | |
|---------------------------------------|--|
| Stage 2: Developing your Idea | Narrow your area of focus - Take good photos to base your work on - Select sources from lots of photographic ideas to a handful of stunning sources - Experiment through drawing in diff media - Learn your selected sources through focused drawing - First piece |
| Stage 3: Refining your Artwork | Building on your first piece - Refine your skills through studying more artists - Make your second piece - Refine your skills through Drawing - Make third and final piece |

GCSE Externally Set Assignment (ESA) - 40%

- In their ESA students work through a teacher-set time frame, but all working on completely different projects.
- AQA will send the Exam paper to PHSG on 2/1 and then we will give out to students on their first Art lesson after the Christmas break.
- On the Exam paper there will be a number of different titles and students select the one they feel is most exciting or strategically sound for their project.
- Students respond to their title, exploring where it might take them before settling on a visual idea that they want to communicate.
- Students then strive to create an outcome that communicates their visual idea, aided by experiments with the media, techniques and ideas used by inspirational others.

The ESA is the last project that the students undertake at GCSE so often showcases their learning over the last five years in Secondary school and is often a proud moment when students can reflect on all they have accomplished.

KS5 A level Fine Art

At PSHG we have a two-year GCSE course and our exam board is AQA.

The A level is made up of two major parts (this is the same for all accredited Exam Boards):

Component 1: Personal Investigation (Coursework) - worth 60% of final grade

1. Supporting studies
2. Practical work
3. Minimum 1000 word essay - Personal Study

Component 2: Externally Set Assignment (exam project) - worth 40% of final grade - 15hr final exam

1. Supporting studies
2. Practical work
3. Final outcome completed in the 15hour exam

| | |
|--|--------------------|
| CW - Toolbox | 0% of final grade |
| CW - Personal Investigation | 60% of final grade |
| ESA - Externally Set Assignment (Exam) | 40% of Final Grade |

Yr 12 - Toolbox

Year 12 Sept until May

The Toolbox aims to give students a wide experience with a great number of techniques/media and approaches including:

- *Photography
- *Drawing - realistic and expressive
- *Photo-montage
- *Painting - acrylic and oil
- *Print-making - lino and drypoint
- *Textiles
- *Sculpture

Students are encouraged to respond to each brief or challenge creatively, then to share their response with their peers in order to highlight the different creative ways that the challenge can be approached. This celebrates ways of thinking and allows students the freedom to develop work under each heading that they are excited and passionate about.

Work produced in the Toolbox section, if relevant, can be included in the later, submitted, Personal Investigation.

Yr 12/13 - Personal Investigation - 60%

Year 12 May until Year 13 Jan

*Students choose their own title, then begin to develop their own Concept statement (setting their own aims).

*Students learn from artists, experiment, record and refine using the 4 Assessment Objectives. This is an exciting project where students put the learned skills and experiences from the Toolbox stage of the CW into practice in their own individual project.

Yr 13 - ESA - 40%

ESA - submitted - Year 13 Jan until May

*Students respond to a selection of titles from which they create their own project.

*Students learn from artists, experiment, record and refine using the 4 Assessment Objectives.

*This is a faster paced project and requires students to be very focused and effective.

Impact

Attempting to measure impact and allowing students to reflect

Curricular impact is difficult to fully quantify. We must look to a range of student attributes and abilities, some of which are easily measured, others less so.

Examples of indications that our curriculum has successfully impacted our students' progress include,

When students:

- Enjoy making in a wide range of disciplines
- Develop manual control of materials
- Are keen to communicate and share their ideas
- Play with options, using critical thinking skills to make decisions on how to refine their own work
- Appreciate creative processes
- Provide tools for engaging with Art and History
- Refine an idea through hard work to a high standard
- Be confident in the running of their own project, using thinking skills/reflection to make decisions
- To feel a sense of achievement in what they have created, or if a student is not happy with their outcomes, to be aware of how to improve in order to be proud of their next project.

Informal Assessment

Day-to-day informal assessment is one way to review impact and comes in many forms, including: questioning, discussion, as well as looking at class work and homework. Informal feedback and discussions are integral in Art teaching - we as Art teachers are constantly engaging, discussing, coaching and advising our students verbally.

Marking sheets

The sheets we give out at the start of projects have many roles, they:

- Introduce key concepts within the project
- Contain the URL for the Padlet page (a digital resource that supports the project that includes links to images, videos, documents and websites)
- Contain Success Criteria to support students in evaluating their own successes
- Provide summative feedback (grading) from the teaching
- Provide a structure for high quality reflection

Dept moderation at key feedback points

In order to give timely, accurate and valuable feedback to exam groups, at key points in KS4 and KS5, significant pieces and sketchbooks are marked by both members of teaching staff in the Department. Together we discuss and give joint feedback. It can be particularly valuable at KS4 as it allows a teacher to get the critical opinions of someone who is not personally invested in a particular project. It is particularly valuable as it allows both teachers who share the class to plan advice together so that we are giving consistent advice.

Summative grades

Summative grades are given at the end of each project for each of the four AO's.

Reviewing the impact of our curriculum

Annually we review our curriculum to ensure that our intentions continue to be realised. In the summer term, the sequencing of knowledge and our assessment scheme are both discussed and where necessary modified to more closely align to our intent.

Quality assurance is also used to measure the visibility of our intentions and ensure that they are being implemented in the way we hoped. Quality assurance includes:

- Using the same project materials between Teachers – PowerPoints/hand-outs
- Annual lesson observations
- Review of students' class work
- Drop-ins
- Informal discussions with students

Where we find our intentions are not being implemented, we will seek to refine our practice, or where necessary look again to our intentions and assess their suitability.

Feedback

We believe that other indicators of our impact are very valuable:

- High take up in options courses - approx. 40+ for KS4 and 15 at KS5.
- Reputation around the city - from feedback from other local schools and colleges, we believe that PHSG Art Dept is very well thought of. This opinion is strengthened anecdotally by parents and students visiting for Year 6 and Year 12 Open Days, where we receive much praise when they are comparing us to other Art Departments they have seen on tours. This year we have four students joining us from other schools in our A level Art cohort, our Art Dept playing a significant factor in their decision making.
- Creative futures - many of our A level students pursue careers working in the Creative industries.
- Internally, in PHSG our Art Dept is always seen as a forward-thinking Department.



CURRICULUM & ASSESSMENT OVERVIEW: KS 3 – 5 Art

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|--|
| KEY STAGE 3 | | | | | | |
| Year 7 | <i>Topic(s): The Great Outdoors AO1 Assessment: Formative</i> | <i>Topic(s): The Great Outdoors AO2 Assessment: Formative</i> | <i>Topic(s): The Great Outdoors AO2 Assessment: Formative</i> | <i>Topic(s): The Great Outdoors AO2 Assessment: Formative</i> | <i>Topic(s): The Great Outdoors AO3 Assessment: Formative</i> | <i>Topic(s): The Great Outdoors AO4 Assessment: Summative</i> |
| Year 8 | <i>Topic(s): Material World AO1 Assessment: Formative</i> | <i>Topic(s): Material World AO2 Assessment: Formative</i> | <i>Topic(s): Material World AO2 Assessment: Formative</i> | <i>Topic(s): Material World AO2 Assessment: Formative</i> | <i>Topic(s): Material World AO3 Assessment: Formative</i> | <i>Topic(s): Material World AO4 Assessment: Summative</i> |
| Year 9 | <i>Topic(s): Human Nature – Graphic Design AO1/2 Assessment: Formative</i> | <i>Topic(s): Human Nature – Graphic Design AO1/2 Assessment: Summative</i> | <i>Topic(s): Human Nature – Sculpture AO1/2 Assessment: Formative</i> | <i>Topic(s): Human Nature – Sculpture AO1/2 Assessment: Summative</i> | <i>Topic(s): Human Nature – Lino AO1/2 Assessment: Formative</i> | <i>Topic(s): Human Nature – Lino AO1/2 Assessment: Summative</i> |
| KEY STAGE 4 – Exam Board: Edexcel | | | | | | |
| Year 10 | <i>Topic(s): Human Nature AO1- Developing ideas in response to title Assessment: Formative</i> | <i>Topic(s): Human Nature – Sketching /Photoshop from the Urban Landscape AO1/2 Assessment: Formative</i> | <i>Topic(s): Human Nature – Acrylic Painting AO1/2 Assessment: Formative</i> | <i>Topic(s): Human Nature – Acrylic Painting AO1/2 Assessment: Formative</i> | <i>Topic(s): Human Nature – student-led AO2/3</i> | <i>Topic(s): Human Nature – student-led AO2/3 MOCK EXAM</i> |
| Year 11 | <i>Topic(s): Human Nature – student-led AO3/AO4 Assessment: Formative</i> | <i>Topic(s): Human Nature – student-led AO4 Assessment: Summative MOCK EXAM</i> | <i>Topic(s): Exam project – student-led AO1/2 Assessment: Formative</i> | <i>Topic(s): Exam project – student-led AO2/3 Assessment: Formative</i> | <i>Topic(s): Exam project – student-led AO3/4 Assessment: Summative</i> | GCSE EXAMS |
| KEY STAGE 5– Exam Board: Edexcel | | | | | | |
| Year 12 | <i>Topic(s): Toolbox Teacher-led experiments AO2 Assessment: Formative</i> | <i>Topic(s): Toolbox Teacher-led experiments AO2 Assessment: Formative</i> | <i>Topic(s): CW student-led AO1 Assessment: Formative</i> | <i>Topic(s): CW student-led AO1/AO2 Assessment: Formative</i> | <i>Topic(s): CW student-led AO1/AO2/AO3 Essay Assessment: Formative MOCK EXAM</i> | <i>Topic(s): (OR Exemplar Assessments)</i> |
| Year 13 | <i>Topic(s): CW student-led AO1/AO2/AO3 Essay Assessment: Formative</i> | <i>Topic(s): CW student-led AO1/AO2/AO3 Essay Assessment: Formative</i> | <i>Topic(s): Exam project – student-led AO1/2 Assessment: Summative MOCK EXAM</i> | <i>Topic(s): Exam project – student-led AO2/3 Assessment: Formative</i> | <i>Topic(s): Exam project – student-led AO3/4 Assessment: Summative</i> | AL EXAMS |