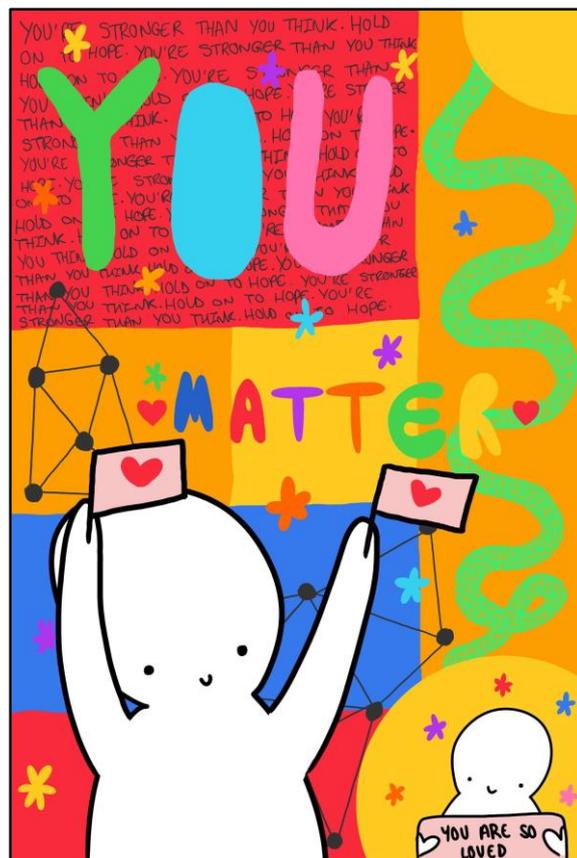


Curriculum Art



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Intent

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
- *Confident
- *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 manual control of materials
- *Communicating 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 historic practitioners. Equipped with this range, students will have plenty to work with when developing their own creative journeys.

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

Art is not purely subjective as some might imagine (“It’s all down to taste!”). A strong Secondary school Art student would be seen as such by all Art teachers across the country, regardless of taste, because all Art Teachers would agree on the quality of *the project*...

A strong Secondary School Art student is able to run their own project, from title to Final Piece, learning skills and making critical decisions along the way. The 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 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 students project. So when we mark student’s 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

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.

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

	6		Adequately								
	5	1	Just								
...minimal ability to...	4		Convincingly								
	3		Clearly								
	2	0	Adequately								
	1		Just								

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:

***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 the Padlets

***Computers and printers** - Management of files and technology in order to research and process images successfully is a key part of their education.

***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 Chrome browser.

***Google Classroom** - students can find schemes and resources digitally on Classroom where a shared folder contains resources and stores work. This includes guidance Docs 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.

Art Club

Each year Art Captains are selected through a formal application process. One of the primary roles of the Art Captains is to run Art Club for the Year 7s and 8s. In Art Club all sorts of fun activities are run, often giving attendees the opportunity to experiment with different approaches and media from those featured in their formal Art curriculum.

KS3 *Year 7 - The Great Outdoors* <https://padlet.com/tvarrall/Yr7greatoutdoors>

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 - complemented by a Geography and Art trip to Burrator in Dartmoor.
- 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* <https://padlet.com/tvarrall/Yr8Materialworld>

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* <https://padlet.com/tvarrall/humannature>

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 3 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 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 number of 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 3 Art disciplines.

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

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

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
- Develop photographs into designs consisting of clean shapes of black and white - posterising
- Carve and print a lino block
- Experiment with their prints

KS4

AQA

The Coursework project is worth 60%.

The ESA (Externally Set Assignment) begins in January in Year 11 until the start of May.

GCSE Coursework Scheme of work

Year 10 - Human Nature

In year 10 we start by providing experiences with key media through 3 further mini-projects:

*Photoshop - using sources from a day trip to Bristol

*Drawing and Acrylic painting - using sources from a day trip to the Eden Project

Once students have completed this program of mini-projects (end of May), they then begin their independent stage of the Coursework project. The process is documented below and results in students creating their own significant outcomes.

KS5 A level Fine Art

*Toolbox of Art - not submitted - Year 12 Sept until May

*Personal Investigation - submitted - Year 12 May until Year 13 Jan

*ESA - submitted - Year 13 Jan until May

Yr 12 - Toolbox of Art

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 given briefs under the overarching title **Change**. They 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%

Students choose their own title from a list, 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.

Yr 13 - ESA - 40%

The ESA starts on the first lesson in February Yr 13 when students receive their title.

Stage 1 - Getting my idea

Respond to your title - first thoughts - start gathering. Choose area/s that interests you in response to your title and dive in - get loads of ideas, take loads of photographs. You can start making art as soon as you like. Find amazing artworks that you love/interest you (that link to the title) and have a go. 2+ studies before decision point.

1 study in school before 15/2.

1+ study over half term. Settle on a concept statement - what I want my artwork to achieve.

Key decision before 25/2/19 - what I am interested in doing in my art project - what I want to achieve

Stage 2 - Moving my art idea forward

4 weeks - This is a linear process: the activity you are doing now leads you on to your next activity. Make every activity valuable in the development of your art. Think about your art critically in order to take it forward. Keep your art idea developing by injecting new ideas/skills/new sources/techniques/ways of working as it progresses.

Constantly re-work and re-think pieces. Try them out in different ways.

Your art idea will develop as you move through your project - use your sketchbook to document your journey and decisions - be clear about what you are doing and how it relates to your art idea.

Key decision before 18/3/19 - what I am going to do in my exam piece

Stage 3 - Preparing for my final exam piece

4 weeks - Selecting sources, practising skills, rehearsing/improving your plan

REMEMBER - you want to make artwork that you love and that satisfies what you set out to do

Art exams 1/2/3 May

Trips and experiences

The A level curriculum is enriched at every opportunity.

We take our students to London - Tate Modern/ Saatchi Gallery/ National Gallery/ National Portrait Gallery each year.

We take our students annually to see the end of Year Degree shows at PCA.

We invite local artists to run workshops within school.

We take our students for workshops (print, photography) in partnership with other organisations.

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
- Communicating and sharing ideas
- 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

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 booklets

The booklets 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 a place where students can peer-assess
- 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:

- Annual lesson observations
- Review of students class work
- Drop-ins
- Student surveys
- Student focus groups

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 - through joint exhibitions and inset days, 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 Alevel 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 – Acrylic Painting AO1/2 Assessment: Formative</i>	<i>Topic(s): Human Nature – Acrylic Painting AO1/2 Assessment: Summative</i>	<i>Topic(s): Human Nature – Photoshop AO1/2 Assessment: Formative</i>	<i>Topic(s): Human Nature – Photoshop AO1/2 Assessment: Summative</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</i>	<i>Topic(s): Exam project – student-led AO1/2 Assessment: Summative</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</i>	<i>Topic(s): MOCK EXAM (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</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