

CURRICULUM 2018-19

KEY STAGE 3

Following an intense skill based initial unit of work in Year 7, the Key Stage 3 curriculum aims to expand upon themes of study in curriculum areas across school. Through themes such as 'Sense of Place', 'Identity', and 'Conflict', pupils develop the ability to use a wide range of artistic media and processes drawing inspiration from their environment, historical and contemporary issues.

Pupils will complete a baseline assessment in Art, upon which targets are set and progress will be tracked. Research, experimental work, designs, and personal responses are formally assessed at the end of each learning programme in relation to Art, Craft & Design banded criteria. Action stickers, comments and success criteria will inform your child's progress during their projects.

Students that are successful within Art, Craft and Design always demonstrate commitment to the subject, particularly in terms of developing skills outside of lessons. Spend adequate time on the independent learning tasks they are set and trying to sketch, draw, and design whenever they can is a great way to improve in this area. Students could even keep a visual diary – a sketchbook of collaged items, doodles, and drawings that relate to your life, the things you do, and the way you feel. Students could also try to visit art galleries, museums, and local art exhibitions to widen their experience of artistic styles, themes, and formats. Many galleries, museums, colleges, and even craft shops also offer workshops that they may like to get involved in.

KEY STAGE 4

At Key Stage 4, students have the opportunity to study GCSE Art, Craft & Design. This GCSE course provides the opportunity to develop artwork across a broad range of artistic disciplines, which may include fine art, graphic communication, textile design and three-dimensional design.

In Year 9 the focus lies upon the development of skills in order to ensure a high standard of control over a variety of artistic media. Pupils learn how to develop initial ideas through investigations and contextual studies and will acquire a sound understanding of the processes that must be followed in order to ensure fluid development of ideas from concept to a final personal response. Pupils must master drawing and written annotation in order to secure the highest grade bands. From the beginning of Year 10 the focus lies on the production of work that will be submitted as part of the

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'Portfolio of Work' - 60% of the final grade. Pupils are expected to work with independence as they develop well informed, creative and original responses to broad project themes ensuring that all assessment criteria are met to the highest standard possible.

The GCSE Art, Craft and Design course consists of two NEA components:

Component 1: Portfolio of work (worth 60% of final grade)

Pupils must submit, as a minimum, one sustained project PLUS a selection of further work. They must carefully select the work for submission from that completed in Year 10 and early Year 11, ensuring evidence of all assessment objectives. Drawing and annotation must be evident in all portfolios.

Component 2: Externally set assignment (worth 40% of final grade)

In January of Year 11, pupils will select an area of study from a range of starting points and begin work on a final sustained project. Following a period of preparatory time (approx. 12 weeks), are then required to create a final unaided response during a 10 hour period of supervised time under exam conditions.

Students that achieve the highest grades at GCSE levels demonstrate continued dedication to the subject, develop unique and substantiated ideas and produce an extensive body of high quality work. It is vital that they allocate time each week to progress their studies in your own time. They should continue with tasks begun in class and conduct further research to help you develop ideas. 'Pinterest' is an excellent website that they can access for inspiration in terms of sketchbook layout, techniques and outcomes. They could sign up to the 'studentartguide' on Facebook too! Visiting art galleries, museums, local art exhibitions and university degree shows will also widen their experience of artistic styles, themes and formats. Many galleries, museums, colleges and even craft shops offer workshops that they may like to get involved in. The students' ability to analyse artwork and annotate their own work in written form is an assessed element of the Key Stage 4 curriculum. They should read about artists and their work as much as they can in their spare time to help them develop a wide and varied vocabulary. Students could even use a thesaurus to help improve the level of vocabulary and quality of content in the literacy based tasks that they are set.