

# ART & DESIGN

## CURRICULUM 2020-21

### KEY STAGE 3

In **Year 7**, students follow learning programmes designed to develop fundamental artistic skills and knowledge across a range of themes, media and techniques. Studying schemes of work associated with the elements of art: 'Line, tone and form', 'Shape and pattern' and 'Texture', our students are encouraged to master skills; working with independence, pride and growing independence.

In **Year 8** pupils take inspiration from themselves and the world around us; exploring themes of 'Identity' and 'Architecture', furthering their ability to explore and combine artistic process and develop imaginative and creative outcomes.

In **Year 9** influence comes from more in-depth contextual study as students engage with explorative workshops in fine art, textiles and three-dimensional design. Themes are inspired by society and current affairs and encompass 'Conflict and Freedom', 'Micro and Macro' and 'Urban Decay'.

Students complete a baseline assessment in Art, upon which personalised targets are set and which in turn, links to our system of bronze, silver and gold lesson success criteria. This allows pupils to understand the varied approaches to tasks and work independently to create and refine outcomes that often exceed their own expectations. Art, craft and design skills are formally assessed holistically at the end of each learning programme, as is the retention of theoretical knowledge.

Students that are successful within Art, Craft and Design always demonstrate commitment to the subject, particularly in terms of developing skills outside of lessons. Spending 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 their life, the things they do, and the way they 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 3 students have the opportunity to join our new 'Creative Leader' team. We hope this year our leaders will be able assist with or deliver enrichment opportunities within our local community, as well as in school.

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### 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, photography and three-dimensional design.

Initial studies in Year 10 focus upon the development of skills in order to ensure a high standard of control over a variety of artistic media. Students learn how to develop initial ideas through a range of 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.

GCSE students 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. Pupils must master drawing and written annotation in order to secure the highest grade bands.

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

- **Component 1: Portfolio of work** (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** (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 (approximately 12 weeks), they are then required to create a final unaided response during a 10 hour period of supervised time under exam conditions.

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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 their own time. They should continue with tasks begun in class and conduct further research to help them 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 student's 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.