



Curriculum Guide for Art

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1. Curriculum Rationale

Art



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- The aims of the art curriculum in school are many. Students will learn how to design and create through links to others work, building on skills, experimentation and use of various media's and techniques. Confidence and social skills are developed through the creative process, skills that are hard to measure but are of tremendous value for individuals and society as a whole. Through the study of others.... artists, designers and craft persons students build up a knowledge of potential, and an awareness of cultural and historical art. Students literacy skills are developed through annotations ...analysing techniques, media's and others work. Students vocabulary is extended through the use of correct art vocabulary.
- From the start of year 7 students are introduced to the formal elements in art...the basis of all knowledge of art, through a series of lessons which introduce key words, new techniques and an element of fun! Students during this time will be required to do a baseline test drawing set under test conditions. There are two main projects in year 7, a Buildings project which introduces students to a printing technique, a Landscape project with a fantasy design element. In both projects students will research through homework tasks, use link artists work to help develop and create their own ideas, use new techniques and produce a final outcome/s. The elements needed for future work will be covered at a basic level which will be revisited and built upon throughout year 8 and 9. This means that work in year 8 and 9 requires the use of knowledge and skills already learnt, this acts as a revision tool and then takes their learning to a deeper level.
- In year 8, students skills and learning from year 7 are built on with further new skills, techniques and a cultural aspect introduced. Projects have more of a three dimensional aspect to them, students study Mexican sugar skulls which includes design work and the introduction of a new printing technique and relief work. Students look at the art of the Aboriginal people and use their technique to create their own painting work, learning about colour mixing and the style and the aboriginal technique. This project finishes with a decorative three dimensional piece.
- In year 9, students are introduced to a larger scale of working using paper rather than being confined to books. In one project they work in more of a "fine art "style using mixed media's, they also add another printing technique to their skills bank. In the Urban project they learn how to make stencils to create graffiti style work inspired by their choice of graffiti artist. In their last project they choose their own artist from any creative field to do a contextual project which is more closely linked to KS4 style of working. They finish their year with a metamorphosis project which encourages their use of imagination and drawing skills. They will be encouraged to recall skills already learnt.
- Assessment is ongoing in art lessons with continual verbal feedback and discussion and the use of "whole class reflection sheets". Formal assessment is carried out at the end of project work. The themes for assessment are the same in all three years of KS3. KS4 have on ongoing verbal/discussion feedback and written feedback/next

steps during their project work. Coursework is 60% of their total marks and the final exam project 40%.

- Art lessons are inclusive experiences and all students are encouraged to respond at their own level and be stretched according to the starting point. Most able students are identified and then encouraged to help the less able through the use of a “buddy” system to support others. All students are required to research, in KS3 this is through homework tasks and KS4 research independently as required.



	By the end of year 9	By the end of year 11
Knowledge	<p>Students will have knowledge of:</p> <ul style="list-style-type: none"> The formal elements in art Different link artists and their styles Three different printing techniques How to use different media’s and apply them Cultural art 3D skills and basic technique Contextual studies Art vocabulary 	<p>Students will have knowledge of:</p> <ul style="list-style-type: none"> A variety of artists, designers and craft persons within the 2D and 3D creative industry Analysing the work of others and their own A wide variety of media’s and their application through experimentation The process of project work A wide understanding of art vocabulary
Skills	<p>Students will have:</p> <ul style="list-style-type: none"> The ability to recognise and use some art vocabulary Know the properties of some media’s Research skills - looking at and using others work for reference Ability to recognise art from other cultures and movements Some design skills - able to plan and use ideas for relevant project work 	<p>Students will have:</p> <ul style="list-style-type: none"> A knowledge and understanding of a wide variety of art vocabulary. An ability to understand the properties of a wide selection of media’s and how to apply them Select appropriate resources through research and investigation 2D and 3D design skills Advanced printing skills

Understanding	<p>Students will have:</p> <p>A clear understanding of the creative pathway through researching others, developing ideas through investigation and media's.</p> <p>How to use skills towards a final outcome</p>	<p>Students will have:</p> <p>A bank of understanding of various creative processes</p> <p>Will understand how to use the work of others in their own</p> <p>Understand the properties of a wide variety of media's/ processes/techniques and how to apply through experimentation</p>



2. Curriculum Map



	Yr 7	Yr 8	Yr 9
Term 1	<p>Formal elements -</p> <p>Colour</p> <p>Texture</p> <p>Tone</p> <p>Pattern</p> <p>Shape</p> <p>Line</p> <p>An introduction to the key elements in art</p>	<p>Cultural, keywords</p> <p>Detail and Pattern</p> <p>Topic-Sugar Skulls.</p> <p>Links - origins of.</p> <p>Researching, designing, introducing mono printing - building on print skills from yr 7</p>	<p>Keywords-fine art, Impressionism</p> <p>Topic- Fish.</p> <p>Link Artist-Vincent Scarpace.</p> <p>Mixed media, backgrounds introducing an impressionist technique and collagraph printing.</p>

Term2	<p>Keywords-wash, inks, printing</p> <p>Topic-Buildings. Link artist Bernard Buffet. Researching, drawing, printing. An introduction into drawing skills - one point perspective, using wet media's and a basic printing technique using press print</p>	<p>Cultural, working together. Keywords-pointillism and three dimensional</p> <p>Topic-Aboriginal Art. Links - habitat, origins. Researching, team work, development, painting, 3Dpiece-exploring style/technique and introducing 3D making skills and painting style.</p>	<p>Keywords - graffiti, stencil, layered</p> <p>Topic - urban art. Link artists-Banksy, Stinkfish, 45.RPM, Haring, NoeTwo - (challenge)</p> <p>Students chose one artist to follow and use to influence their own work. They will learn how to make a two layered stencil. How to apply paint to give a "spray paint "effect</p>
Term 3	<p>Understanding and planning.</p> <p>Keywords-fantasy, design,</p> <p>Topic- Fantasy Landscape. Researching, planning, designing, imagination. An introduction to project work, requirements and layout and painting techniques.</p>	<p>cultural icons. Art movement</p> <p>Topic - Pop Art (portraits). Link artists - Andy Warhol, Roy Lichtenstein,</p>	<p>metamorphosis</p> <p>TBC</p>



3. Assessment Plan



	Yr 7	Yr 8	Yr 9
Term 1	Baseline test-drawing skills, subject a coke can- moderated. Pattern & shape peer assessed Formal elements- WCM*	Sugar skulls - mono printing- WCM	Fish- self-evaluation, WCM
Term2	Buildings-self-evaluation, artist page- class feedback perspective-WCM	Aboriginal art- Painting techniques-peer assessed, WCM	Urban art TAG design- peer assessed, artist piece-painting skills. WCM
<u>Term 3</u>	Fantasy Landscape Artist page- class feedback WCM	Pop Art Portrait-moderated WCM	Metamorphosis TBC

KS3 assessments at Granville

*Whole Class Mark sheet

Assessments in **RED** are to be moderated across all three schools

All classes have continual verbal feedback



4. Specialist Vocabulary



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	Yr 7	Yr8	Yr9	Yr10	Yr11
1	primary	mono print	fine art	layout	planning
2	secondary	detail	collage	research	outcome
3	formal elements	pattern	texture	develop	structure
4	wash	Aboriginal	impressionism	medias	exam

5	one point perspective	pointillism	collagraph	annotation	
6	sketchy	3Dimensional	TAG	acrylic	
7	vertical	papier-mâché	stencil	mixed media	
10	horizontal	pop art	layers		
11	design	flat colour			
12	blending	outline			
13	medias	primary			
14	printing				
15					



5.Cultural Capital



	Experiences that students experience in your subject that enrich their learning?
Year 7	an introduction to art that encompasses other artist work, knowledge of new techniques, the opportunity for expressions
Year 8	a wider look at art from other cultures, recognising their unique style and how to apply. An introduction to three dimensional art techniques
Year 9	students are still learning new skills/techniques and begin to take more ownership of their learning, choosing artists to study
Year 10	a wider variety of media and specialist techniques are added to their knowledge which allows students to progress and find their individuality and creative style
Year 11	students become independent creative thinkers, individually finding their own style using independent research to aid their vision

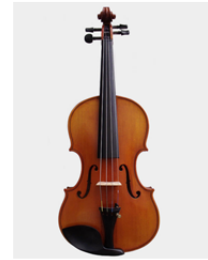
Cultural Capital

The skills, knowledge and attitudes associated with the dominant culture, e.g. the established middle class

Cultural Capital is passed down to middle class children through:

- Reading non-fiction and classical literature rather than pop lit
- Watching documentaries rather than soap operas
- Learning to play classical instruments (e.g. the violin)
- Going on educational visits – to museums and art galleries
- Going on holidays abroad (to 'broaden horizons').

This gives them a 'head start' and more confidence in school



Applications

- Cultural capital helps explain why MC children do better in education
- MC parents are skilled choosers, so got more choice following marketisation
- It's a Marxist concept: it explains inequality by looking at MC advantage.

Criticisms

- Criticised by cultural deprivation theory' and for being difficult to measure



6. Homework and independent learning



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Homework is set as research tasks in KS3. Students make individual choices about their homework imagery selection. They are encouraged not to print information straight from the internet but to re write in understandable text. Students use their research to help their own classroom tasks. All homework set is relevant to the project students are working on. Some independent home work is encouraged (eg one-point perspective drawings)

At GCSE level in year ten students are set relevant tasks but are actively encouraged to take responsibility for independent learning....by year eleven students work and set their own agenda for independent learning.

It is made clear to students from the beginning that successful completion of the art GCSE cannot be achieved without independent learning and motivation