



# Art & Design

## Academic Overview 2018-19

| Art & Design |   |   |   |                                       |                       |                       |
|--------------|---|---|---|---------------------------------------|-----------------------|-----------------------|
|              | Term 1.1  | Term 1.2  | Term 2.1  | Term 2.2                              | Term 3.1              | Term 3.1              |
| Year 7       | Natural forms part 1<br><br>Basic skills related to drawing practices.        | Natural forms part 2<br><br>Skills related to experimenting with media. | Insects 1   | Insects 2                             | Cubism still life     | Cubism portraits      |
| Year 8       | Landscapes<br><br>(photography)   | Culture 2- Native America/<br>Aboriginal/dream catchers                 | Culture 2- Native America/<br>Aboriginal/dream catchers | Expressionism- linked to Kandinsky    | Creatures 1<br><br>2d | Creatures 2<br><br>3d |
| Year 9       | The Fairground<br><br>(A03- Record practise<br>A01- Artist response practice) | The Fairground  | Land and Sea-<br>Sculpture/3d project                   | Land and Sea-<br>Sculpture/3d project | Old and New           | Old and New           |
| Year 10      |   | Old and New   | (main coursework body)                                  |                                       |                       |                       |



|                |   |   |   |  |  |   |
|----------------|---|---|---|--|--|---|
|                | Old and New   | Complete compositions and refinements.<br><br>Start final piece.  | Disguise/detail/surroundings<br><br>Experimental drawing<br><br>(Recording AO3) | Disguise/detail/surroundings<br><br>Complete Recording-context boards and artist 1 & 2 | Disguise/detail/surroundings<br><br>Artist comparisons and 3 <sup>rd</sup> artist, Ideas | Disguise/detail/surroundings<br><br>Ideas, refinements and compositions |
| <b>Year 11</b> | Fragment/decay/identity<br><br>Completing artists<br><br>Starting Ideas, compositions and refinements. Start final piece. | Fragment/decay/identity<br><br>Complete final piece.<br><br>Improve both coursework projects.<br>Hand in 15 <sup>th</sup> December. | Exam paper given out.   | Exam Prep  | Final piece in exam.   | n/a   |



# Year 11 Curriculum Content Overview 2018-19

| Art – Year 11  |   |   |  |   |
|--|---|---|--|---|
| Knowledge and Skills<br>Students will be taught to....   | Reading, Oracy, Literacy and Numeracy   | Formative Assessment  | Summative Assessment   | Link to reformed GCSE Content   |
| <ul style="list-style-type: none"> <li>You can research a set theme/topic and produce a series of observations in annotation form and drawing.</li> <li>You create your own recordings by using a camera.</li> <li>You can create your own recordings by using annotation.</li> <li>You can create your own recordings through drawing techniques and/or painting, sculpture, construction etc.</li> <li>You can formulate wider context to your theme by thinking around your topic and making a personal connection.</li> <li>You can present work effectively in line with Assessment objectives.</li> <li>You can respond to chosen artists by adopting their styles and formulating your own ideas.</li> <li>You can present a clear understanding of sources/artists by annotating, presenting and recording.</li> </ul> | <p>Reading</p> <ul style="list-style-type: none"> <li>Skimming, scanning and extracting relevant information (Artists A01)</li> <li>Success criteria on task sheets</li> <li>Success Criteria on academy template every lesson- Each Assessment objective.</li> <li>Guidance for techniques and media processes.</li> <li>Feedback from teacher and peers.</li> <li>Annotation guides for guiding students when annotating their work.</li> <li>Context guides to help students to develop further context in their projects</li> </ul> | <p>Questioning in lessons (Super challenge question every lesson. Higher level questioning strategies used regularly)</p> <p>Individual medal and missions provided on a regular basis allowing students to respond, improve and reflect on feedback given.</p> | <p>3 assessments throughout the academic year</p> <p>Summative marks for skills topics and assessment objectives awarded twice throughout a half term.</p> | <p>Skills element of the GCSE:</p> <p>Being able to...</p> <p>1. develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. (A03)</p> |



|   |   |  |  |  |
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| <ul style="list-style-type: none"> <li>You can formulate ideas that are influenced by other sources but that continue to be personal to you and your theme.</li> <li>You can refine an idea through media choices and composition changes.</li> <li>You can formulate an outcome that is reflective of your project and is personal and meaningful.</li> </ul> <p>Students will formulate work within the remit of <b>Art, Craft and Design:</b></p> <p><b>Art</b> based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.</p> <p><b>Craft</b> based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills.</p> <p><b>Design</b> based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.</p> <p>Students will engage in completing and improving coursework projects throughout year 11 and will be given their exam paper in January. Their exam will be in April-</p> | <p>Numeracy</p> <ul style="list-style-type: none"> <li>Measuring appropriate layouts.</li> <li>Using grids to break down an image into manageable chunks and record it accurately</li> <li>scaling up an image using maths to create larger scale work</li> </ul> | <p>Whole class feedback during lessons</p> <p>Peer and self-assessment will be used throughout each project.</p> |  | <p>2. to work in an array of medium or combination of media. (A02)</p> <p>3. demonstrate knowledge and understanding of sources that inform their creative intentions. (A03)</p> <p>4. Formulate their own ideas. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. (A01)</p> <p>4. develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas,</p> |
|   | <p>Oracy and Literacy (including key words for practical subjects)</p> <ul style="list-style-type: none"> <li>Language for learning-key terminology i.e. visual elements</li> <li>Student discussion and feedback</li> <li>Responses to questions.</li> </ul>     |  |  |  |



|  |  |  |  |   |
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| <p>May accounting for 40% of their final GCSE grade for Art, Craft and Design.</p> |  |  |  | <p>meanings and responses. (A01)</p> <p>5. over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions. (A04)</p> |
|--|--|--|--|---|

## Assessment Skills, Knowledge and Concepts Map

| Art– Year 11   |                           |   |
|--|---------------------------|---|
| Key Learning Questions   | Assessment 1 (a03 record) | Reading   |
| <ul style="list-style-type: none"> <li>• What does recording mean?</li> <li>• What methods can you use to record?</li> </ul> |                           | <ul style="list-style-type: none"> <li>• Skimming, scanning and extracting relevant information (Artists A01)</li> <li>• Success criteria on task sheets</li> </ul> |



- How would you contextualise recording?
- How can recordings be executed successfully in art? (application)

Objectives: students will learn...

- To create recordings from a variety of sources including photography, still life drawing and sketches.
- To record their starting points and progression of work using coherent written content and appropriate annotation.
- To record with skill in a number of different medias.
- To be able to record in a variety of ways being inspired by artists and ideas and formulating responses.

Skills Gained and Assessment of skills

**Observing and recording using research and photography skills to collate appropriate information and sources relevant to your theme.**

You can collect images and record using different media.

You can select some appropriate images that relate to your project.

You can make good choices about image selection, ensuring there is a range of research.

You demonstrate an ability to select appropriate and original images relevant to your project.

**Observing and recording using practical skills and varied media appropriate to your theme.**

You show a generally consistent ability to skilfully record ideas, observations and insights in relation to the project.

- Success Criteria on academy template every lesson.
- Guidance for techniques and media processes.
- Feedback from teacher and peers.



|   | <p>You show a consistent ability to skilfully record ideas, observations and insights in relation to the project.</p> <p>You have the ability to record ideas, observations and insights in relation to the project.</p> <p>Your work shows good command of materials.</p> <p>Your work shows you have used the visual elements effectively in recording ideas, observations and insights in relation to the project.</p> <p>Your work shows confident command of materials.</p>   |   |
|---|--|---|
| Key Learning Questions  | Assessment 2 (A01 Artists)   | Oracy and Literacy  |
| <ul style="list-style-type: none"> <li>● How can artists influence your progression?</li> <li>● How can you adopt an artist's style?</li> <li>● How do you demonstrate your understanding of an artist?</li> <li>● why is artist analysis important?</li> <li>● What do you need to do to create an idea?</li> <li>● How are your ideas influenced by other sources?</li> </ul> | <p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> <li>- Demonstrating artist understanding</li> <li>- Demonstrating an ability to research</li> <li>- Showing an ability to respond to an artist's style.</li> <li>- To use appropriate media skilfully.</li> <li>- To formulate opinions on artist's styles.</li> <li>- to formulate your own responses to artists.</li> <li>- to develop your own ideas from artist research and additional context.</li> </ul> <p><u>Skills Gained and Assessment of skills:</u></p> <p><b>Learn about different artists and their practices and create visual and practical responses.</b></p> <p>You have used colour and imagery to create your idea and have used a few of the visual elements.</p> | <ul style="list-style-type: none"> <li>● Language for learning- key terminology i.e. visual elements</li> <li>● Form</li> <li>● Line</li> <li>● Tone</li> <li>● Texture</li> <li>● Accuracy</li> <li>● Proportion</li> <li>● Pattern</li> <li>● Shape</li> <li>● Perspective</li> <li>● Colour</li> <li>● Space</li> <li>● Depth</li> <li>● negative space</li> <li>● positive space</li> <li>● subject</li> <li>● drawing from life</li> <li>● recording</li> <li>● analysing</li> <li>● annotating</li> </ul> |



Your design is mainly based on your research images but incorporates the use of some of the visual elements.

Your design is based on your research and also shows observations and insights that are generally relevant to the project.

Your design(s) show that you have taken creative risks and used a range of media. Your work is original and imaginative.

**Learn about different artists and their practices and demonstrate your understanding of wider context.**

Your work shows a connection and understanding of the artist(s) work.

You have shown a clear understanding of the wider context within which the artist(s) make their work.

Your work shows a clear connection and understanding of the artist(s) work with some independence in thought demonstrated.

**Learn about different artists and their practices and critique and comment on their work forming your own opinion.**

You can write facts on/about the artist's work.

You can write facts about an artist and include at least one point from your own opinion.

Your research is detailed and selective and clearly delivers your opinions of the artist's work.

**Learn about different artists and their practices showing an ability to be influenced and inspired to create your own ideas.**

- contrast
- contemporary
- modern
- classical
- traditional
- experimental
- abstract
- expressionistic
- impressionistic

Oracy

- Student discussion and feedback
- Responses to questions.





|   | <p>Your work shows a loose connection to the artist(s) work.</p> <p>Your work shows a connection and understanding of the artist(s) work.</p> <p>You have some ability to develop ideas based on your investigations and research.</p> <p>You show a consistent ability to effectively develop and explore ideas through investigations informed by contextual and other sources.</p>   |   |
|---|---|---|
| Key Learning Questions  | Assessment 3 (A02 refinement and A04 personal response)   | Numeracy  |
| <ul style="list-style-type: none"> <li>● How can you refine an idea? use different media?</li> <li>● How can you tell if a media is successful?</li> <li>● Why is it important to try different techniques and media?</li> <li>● How can exploring different techniques and media help you in your work?</li> </ul> | <p><u>Objectives students will learn...</u></p> <ul style="list-style-type: none"> <li>- The ability to take inspiration from other artists and formulate an idea.</li> <li>- To deduce successful outcomes from a series of purposeful experiments.</li> <li>- To refine a concept/media/composition to create a personal and meaningful outcome.</li> <li>- Using appropriate media skilfully</li> <li>- Using visual elements with awareness</li> <li>- Creating a final response that connects to understanding of visual elements.</li> </ul> <p><u>Skills gained and Assessment of skills:</u></p> <p><b>Creating a final piece that relates to your theme and past explorations and learning.</b></p> <p>You can realise a final piece that is based on your project.</p> <p>You can realise a final piece that is based on your project.</p> <p>You can produce responses that are generally consistent in being personal and informed.</p> <p>You can produce developed responses that are imaginative, personal and informed.</p> | <ul style="list-style-type: none"> <li>● Measuring appropriate layouts.</li> <li>● Using grids to determine accurate outlines.</li> <li>● Gridding methods. Upsizing grids using calculations to create enlarged outlines that are accurate.</li> </ul> |



**Investigating different areas of study and forming an insightful and skilful response.**

You have used some knowledge and investigations to inform your final piece.

You are able to draw upon the investigations made in the project and your progress and formulate a clear end result that shows good skill.

You demonstrate an understanding of your progress throughout the project and are able to make decisions based on previous investigations in order to produce a good quality result.

