

St. Sampson High School
Subject Curriculum Overview

Department	Art	HoD	D Birch
Intent	<p>Art Education is a broad experience conducive to the practical, sensory, intellectual and personal development and well being of an individual.</p> <p>The aim of teaching art is not exclusively to train specialists but one of a group by which the student shapes their personality and which helps them make more sense of their experience, develops initiative, self-discipline and an enquiring mind. Art is a subject that demands active participation and helps fulfill individual potential.</p> <p>Art and Design offers the opportunity to communicate, to investigate, to experiment and to express ideas and feelings in visual and tactile form. It comprises a language which complements those of numeracy, literacy, scientific and factually-based subjects. It is concerned with the development and exploration of the complexities of visual perception and aesthetic experience. It also allows the development of strategies to solve design problems, to discriminate and make informed and considered judgements.</p> <p>Art and Design are separate, but essentially inter-related, activities with many overlaps. Problem-solving is common to both. Art and Design foster practical, technical, observational, analytical and manipulative skills, as well as being a vehicle for personal expression and imagination, perception and sensitivity, conceptual thinking. Theoretical, spiritual, philosophical and aesthetic consideration and decision-making are based upon direct experience.</p>		

<p>Big Ideas</p>	<ul style="list-style-type: none">→ Ensure Creative ideas can be realised in response to different stimuli/research→ Art for Art's sake and Art for purpose (design)→ Develop the understanding that creating/developing Art and Design require patience, discipline and control→ To develop an understanding of Art over time and from different cultures.→ To develop an understanding that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed.	<p>Key tier 2 and 3 vocabulary</p>	<p>ceramics, drawing, line, tonal value, texture, colour, depth, perspective, painting, sculpture, printmaking, design, crafts, photography, video, film-making, architecture, portrait, brush stroke, canvas, landscape, still-life picture, palette, impressionism, expressionism, sketch, museum, gallery, exhibition</p>
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Enrichment or Opportunities for out of class learning	Art rooms open most lunch times and twice a week after school for catch up, further work and free drawing/artwork.					
Links to Rights Respecting School	articles 12,3,12,13,14,24,30,31					
The key aspects of pupil achievement	Knowledge	<i>What should students know?</i>	Understanding		Skills	
By age 11 students should	Knowledge	The basics of the Elements of Art Know that there are different styles of Art through history and culturally .	Understanding	To use a variety of approaches to explore the formal elements and to experiment with different techniques and processes. How to interpret Artists styles in their own work. To discuss what they have done and compare what they feel about their own and others' work. To describe how they would develop their own and others' work. To start to adapt and improve work	Skills	record with some detail images, artefacts, feelings and experiences. To start to research to inform design ideas. To make a final outcome Use appropriate media to show Artist style
KS3	Year 7		Year 8		Year 9	

<p>Implement</p> <p>Autumn</p>	<p>Establishing prior learning from KS2</p> <p>Introduction to the Elements of of Art.</p> <p>Focus on: Line Tone Texture Pattern</p>	<p>Observational Drawing</p> <p>Colour Theory</p> <p>Incorporating links to artists</p>	<p>^A</p> <p>Art Endorsments</p> <p>Incorporating the formal elements</p> <p>-Painting/Drawing -3D -Photography</p>	<p>Final outcomes from research and development, showing an extended piece</p>	<p>Theme based instruction focusing on an endorsement</p> <p>Research</p> <p>Develop Ideas</p> <p>Refine and Explore</p> <p>Record Ideas</p> <p>GCSE criteria</p>	<p>Personal Response</p> <p>First pupil led independent project based on GCSE criterea</p>
<p>Implement</p> <p>Spring</p>	<p>Contextual Understanding</p> <p>Looking at, analysing and understand the artwork of others. Responding to the artwork both through writing and visual responses in own artwork.</p>	<p>Produce a creative outcome from research and development</p>	<p>Design for Purpose</p> <p>Look at examples of artwork/design that has a function or purpose. Students research and respond to given theme/stimuli to create own artwork/design for purpose.</p>	<p>Produce a creative outcome from research and development</p>	<p>Other Cultures</p> <p>Explore/research Art from another Culture</p>	<p>Produce a creative outcome from research and development</p>

<p>By age 14 students should</p>	<p>Knowledge Understanding Skills</p>					
	<p>By end of KS3 learners should know about:</p> <ul style="list-style-type: none"> ● Art movements ● Art as communication • Interpretation of art ● Famous pieces of art • Famous artists ● Events in history <p>Through the study of:</p> <ul style="list-style-type: none"> ● Sculpture ● Photography ● Graphics ● Drawing ● Painting ● Printing ● Textiles ● Collage ● Mixed-media ● Digital media <p>They should be able to:</p> <ul style="list-style-type: none"> ● Investigate through Independently investigating and researching relevant links to make meaningful links to inspire their own work. To present information gathered. ● Apply technical skills when exploring the formal elements. ● Apply appropriate media when experimenting with a range of media, materials, techniques and processes. ● Make meaningful observations through independently selecting appropriate media to demonstrate a sound ability to record meaningful observations using primary and secondary evidence. ● Design, refine & make a personal response using relevant links to develop design ideas. ● Independently select suitable media, materials, techniques and processes appropriate to purpose. ● Produce a meaningful and personal response. ● Evaluate, analyse & refine by evaluating the design process and resulting work. ● Analyse and comment on their own and others' work using a wide range of subject specific language. 					

	<ul style="list-style-type: none"> Refine work in order to make further progress. 					
By age 14 students should	Knowledge		Understanding		Skills	
KS4	Year 10			Year 11		
Implement Autumn	Introduction to GCSE Key skills/Elements	Painting		Mock development and exam	Work from feedback from mock to improve marks	
Implement Spring	Print Clay	Personal Development project research and develop		Start externally set task	Final exam	
Implement Summer	final artwork	Mock research		Complete and mount up all work		
By age 16 students should	Knowledge	Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources., including	Understanding	Students must learn how sources inspire the development of ideas. For example, drawing on: <ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from 	Skills	Show how meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:

		<p>looking at and showing influence of other Artists</p> <p>Students should be able to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</p> <p>Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.</p>		<p>contemporary and/or historical contexts, periods, societies and cultures</p> <ul style="list-style-type: none"> ● contemporary and/or historical environments, situations or issues ● other relevant sources researched by the student in the chosen qualification title and area(s) of study ● the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and 		<ul style="list-style-type: none"> ● colour ● line ● form ● shape ● tone ● texture
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				<p>chosen area(s) of study</p> <ul style="list-style-type: none">• the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work		
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