

Intent

Year 7: to develop core foundation skills through exploration of the formal elements and colour. Deepen knowledge from primary through broadened experiences with a wide range of materials and techniques

Year 8: Deepening understanding and awareness of art in other contexts. Raising cultural awareness and capital through the exploration of different cultural experiences. Develop a clear understanding of purpose and reasoning when creating own work, along with confidence when developing informed decision making and independent thinking.

Year 9: Continue to develop skills with a deeper understanding of the artistic journey, demonstrating the ability to explore and respond to a broader range of contemporary artists and makers.

Implementation

Themed based workshops that explore and develop:

Research skills- clearly presented, accurate information that includes well informed opinions that communicate ideas and viewpoints linking to own work.

Technical skills – through practical work across a range of disciplines within Art.

Ongoing opportunities to practice and refine skills and for students to realise their intentions when working through creative processes from conception to outcomes or conclusions.

Independent and Creative thinking skills –opportunities are provided for work to be developed through a range of process and from a starting point. Expectations are that students will develop an individual interpretation of this.

Presentation skills – through visual understanding and communication of work in a variety of appropriate forms.

Communication Skills- formulate and communicate opinions that demonstrate an understanding of the learning context.

Assessment- Verbal feedback, peer and group discussions, review of tutor and student checklists made together at the start of the lesson as success criteria, subject PLCs, exhibitions and critique.

Impact

There is an appreciation of the influences of others in all areas of art and increased awareness of cultural contribution to the development of all artistic practices.

There is a broaden experience and increased awareness of the processes and materials that can be accessed within the subject area. There is ongoing skill development through the process of practice and mastery.

Unique thinking skills are developed. This can be seen in the evidence of the breadth and range of work created. Students can confidently interpret their own ideas within their work, through a supportive and structured process.

Work is well presented throughout and there is a sense of pride and ownership over the creative aspect of this.

Students are confident in discussing their ideas and are effective in communicating how and why their work has developed.

Key Knowledge and Skills Cross Curricular

Record, Research, Experiment, Outcome/Conclusion

Shape, form, tone, texture, mark-making, control

Colour mixing, tints, tones, blending, composition,

Skills Cross Curricular: Creative Thinking, Recording Information, Communication, Independent & Collaborative working,

Intent

Students follow a two-year programme of study in Art & Design. The course is comprised of two components, Component 1, a portfolio of work and Component 2, an externally set assignment. In the first year of the course the students undertake a series of themed projects and workshops aimed at developing experience of a range of contemporary artists and building a toolbox of techniques. Students are given the opportunity to visit museums and galleries and work with artists to enrich their knowledge and understanding of the workings practices of artists and designers. In the second year of the course students undertake an independent project where they are able to make focused investigations and responses. This is designed to prepare students for the externally set assignment, a further independent project where students response to a range of themes set by the exam board.

Implementation

Themed based projects will explore and develop those skills needed to fulfil each of the assessment objectives.

Research skills- clearly presented, accurate information that includes well informed opinions that communicate ideas and viewpoints linking to own work and the chosen theme.

Technical skills – through practical work across a range of projects. Opportunities to practice and refine skills and for students to realise their intentions when working through creative processes from conception to outcomes or conclusions.

Independent and Creative thinking skills –opportunities are provided for work to be developed through a range of process and from a starting point, expectations are that students will develop an individual interpretation of this.

Presentation skills – through visual understanding and communication of work in a variety of appropriate forms.

Communication Skills- formulate and communicate opinions that demonstrate an understanding of the work of contemporary artists and designers and their own development as artists.

Assessment- Component 1
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.

Component 2
Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Impact

There is an appreciation of the influences of others in all areas of art and increased awareness of cultural contribution to the development of all artistic practices.

Unique thinking skills are developed. This can be seen in the evidence of the breadth and range of work created. Students can confidently interpret their own ideas within their work, through a supportive and structured process.

Students are encouraged to experiment- The ability to experiment with a range of techniques, materials and processes is a core part of the course. This allows students to problem solve, refine and review, strengthening their personal and creative responses.

Students are encouraged to take their own photographs, engaging with themes of locality and identity leading to enriched personal responses.

Students are confident in discussing their ideas and are effective in communicating how and why their work has developed.

Key Knowledge and Skills Cross Curricular

Record, Research, Experiment, Outcome/Conclusion

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Colour mixing, tints, tones, blending, composition,

Skills Cross Curricular: Creative Thinking, Recording Information, Communication, Independent & Collaborative working,