

# Art @ Caedmon

## National curriculum for Art: Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

## Aims of the National curriculum for Art

The national curriculum for art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Foundation learning – what the National Curriculum expects students to have studied in Art by the end of KS3

Students should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Students should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Art Vision Statement

We believe art education connects students to the immediate and wider, natural and manmade world, providing new ways of thinking and seeing; it stimulates creativity and imagination. It helps develop motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Art provides challenges for learners at all levels, and it is these beliefs that underpin our vision to provide a challenging, inspiring and engaging art and design curriculum where students are happy, respectful and encouraged to achieve excellence in a supportive and friendly environment.

## Year 7 Art @ Caedmon

Our aim in Year 7 is to equip students with the vocabulary, confidence and practical skills to explore and make art, craft and design at their next level. They will learn about the formal elements of art and how they can use these to record observations and communicate ideas and meanings. They will be able to use the formal element framework to help them discuss and evaluate their own and other artists' work. Students will also learn how to safely and effectively handle a wide range of materials and techniques including graphite, watercolour, collage, pen techniques and mixed media.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>The formal elements of art.</b> Line, tone, texture, shape, pattern, form, colour. Key skills with graphite Mark making techniques.</p>	<p>Baseline assessment On-going teacher assessment of skills, understanding and outcomes.</p>
<b>Autumn 2</b>	<p><b>Colour my World</b> Understanding Colour. Observational drawing and colour work Mixing colour Painting skills Designing</p>	<p>On-going teacher assessment of skills, understanding and outcomes.</p>
<b>Spring 1</b>	<p><b>Colour my World</b> Colour theory Painting skills Developing ideas Art analysis Making a final outcome.</p>	<p>On-going teacher assessment of Sketchbook work. Tests on key word spellings.</p>
<b>Spring 2</b>	<p><b>African pattern project (2D and 3D)</b> Learning and using an Art vocabulary. How to create informed designs. Symmetry Painting skills</p>	<p>On-going teacher assessment of Sketchbook work. Subject specific vocabulary.</p>
<b>Summer 1</b>	<p><b>African pattern contd</b> Design skills. Experimenting with media and techniques Planning and refining ideas</p>	<p>On-going teacher assessment of Sketchbook work. Focus: Creativity and Design ideas</p>
<b>Summer 2</b>	<p><b>African pattern.</b> 3D making skills-weaving and wire work Team work Evaluating Reflecting Sculpture</p>	<p>Focus: Quality of making Application of colour, tone, texture and line.</p>

## Year 8 Art @ Caedmon

Our aim in Year 8 is to consolidate and extend skills, knowledge and understanding gained in Year 7. Students undertake projects where they have to apply learning in different contexts. They are introduced to a wider range of materials and techniques and become more proficient in handling these. Analysis and evaluation of creative works forms an important part of the process.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Waves and Water</b> In this project students investigate the seascape work of UK artists Maggie Hambling and Kurt Jackson and take direct inspiration from the sea and other water sources. They revisit the and extend painting and drawing skills developed in Y7 with a new emphasis on recording movement, texture, form and surface pattern.</p> <p>Experimenting with techniques and learning from the artist's work.</p>	On-going teacher assessment focusing on practical and written analysis and recording.
<b>Autumn 2</b>	<p><b>Waves and Water</b> Practising drawing and painting waves with an emphasis on form and movement Recording observations from a range of sources.</p>	On-going teacher assessment focusing on application of formal elements, recorded observations and control of drawing and painting techniques.
<b>Spring 1</b>	<p><b>Waves and Water</b> Investigating how other artists have approached drawing and painting water patterns and surfaces. Recording observations from a range of sources using familiar and new materials and techniques. Develop an idea for a final outcome.</p>	On-going teacher assessment focusing on the development and outcomes.
<b>Spring 2</b>	<p><b>Shape, Structure and Pattern (natural and manmade)</b> Research and analysis of the work of a range of contemporary botanical artists.</p>	On-going teacher assessment focusing on practical and written analysis.
<b>Summer 1</b>	<p><b>Shape, Structure and Pattern (natural and manmade)</b> Experimenting with stencils and layering (traditional media and digital)</p>	On-going teacher assessment focusing on quality of the experimentation, application of the formal elements and evaluation and reflection.
<b>Summer 2</b>	<p><b>Shape, Structure and Pattern (natural and manmade)</b> Developing and refining ideas for a large scale collaborative banner. Making outcome</p>	Informal assessment of final outcome and team working skills

## Year 9 Art @ Caedmon

Year 9 is about building a deeper understanding of the key areas covered in Years 7 and 8. Recording from observation, experimenting with familiar and new materials and techniques and analysing and reflecting critically on your own and others' work are central to this. The first two Projects are designed to build confidence and skills, and encourage risk taking. The final project is about developing more independence, your project will be driven by you and you will learn how to make a personal and meaningful outcome that is both informed and aesthetically pleasing.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Tutti Frutti</b> This project aimed at developing observational drawing and image making as a means of recording, it's about extending and refining students' use of media and techniques and developing their confidence to experiment.</p>	On-going teacher assessment of recorded observations using a range of wet and dry media, and techniques. Shared criteria are used.
<b>Autumn 2</b>	Handmade sketchbook or A2 sheet (alternate years)	
<b>Spring 1</b>	<p><b>Distorted Portraits.</b> The work of the German Expressionist woodcut artists forms the starting point. Areas covered include: drawing from direct observation, photography, digital manipulation and relief printmaking.</p>	On-going teacher assessment of skills, understanding and outcomes. Written work task. Keywords spellings. Recorded observations. Shared criteria are used.
<b>Spring 2</b>	<p><b>Distorted Portraits.</b> Students learn to develop and refine ideas for a print, then how to print it using the relief printing method. They experiment with colour and contrast.</p>	On-going teacher assessment of development of ideas and quality of prints
<b>Summer 1</b>	<p><b>Curious Creatures</b> This is a design and make project (2D drawing into 3D development in clay) Design and develop ideas for a grotesque or gargoyle taking inspiration from unusual animal forms.</p>	On-going teacher assessment of recording skills and ideas.
<b>Summer 2</b>	<p><b>Curious Creatures</b> Basic clay construction techniques Testing ideas and making a final outcome.</p>	On-going teacher assessment of recording skills, refinement of ideas and outcome.

## Year 10 Art @ Caedmon

Year 10 is about building a portfolio of artwork and starting to understand the GCSE art assessment objectives. It is a year of discovery where students start to identify and understand their preferences. Students are taught about the value of experimenting with ideas, media and techniques, and are encouraged to work outside of their comfort zones while taking inspiration from a variety of artists.

Year 10 work, along with work completed in the Autumn term of Year 11 forms component 1 which is worth 60% of the final grade.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<b>Organic</b> Introduction to GCSE TASK 1, an A2 sheet exploring and recording natural forms in a range of media and techniques. AO3, AO2 some AO1 and AO4	On-going teacher assessment focusing on practical and written analysis, and recording observations and insights.  Evidence of Inventive and creative use of materials and techniques to interpret samples of the artist's work.
<b>Autumn 2</b>	<b>Organic</b> TASK 2, practical and written investigation and analysis of relevant artist's work AO3, AO1 TASK 3, Designing, developing and refining ideas for a lino cut.	On-going teacher assessment focusing on development and refinement of ideas and the application of compositional rules.
<b>Spring 1</b>	<b>Organic</b> TASK 4, Cutting and printing lino and presenting work.	On-going teacher assessment of technical ability and presentation of work
<b>Spring 2</b>	<b>Weird and Wonderful</b> A project with a strong focus on Surrealism Producing mood boards and mind maps around a relevant topic that links to Surrealism. Selecting artists and producing practical and written investigation and analysis of relevant artist's work.	Ongoing assessment using AQA assessment objective criteria AO1, AO2, AO3, AO4
<b>Summer 1</b>	<b>Weird and Wonderful</b> Recording ideas and observations relevant to intentions. Exploring, developing and refining ideas.	Ongoing assessment using AQA assessment objective criteria AO1, AO2, AO3, AO4
<b>Summer 2</b>	<b>Weird and Wonderful</b> Refining ideas and planning and making an outcome.  <b>Start Trial exam Project</b> This project is the final project of component 1 and prepares students for component 2. This project runs up to Christmas of Year 11	Ongoing assessment using AQA assessment objective criteria

## Year 11 Art @ Caedmon

Due to the impact of Covid in Year 10 we have had to alter our curriculum to support the needs of our current Year 11 students and the requirements for component 1. During the Autumn term students will carry out a tried and tested project aimed at rapidly increasing the work evidence for each assessment objective, whilst driving the pace at which they work.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	This year 11 cohort followed a distortion project in y10. The impact of Covid resulted in much loss of learning so the printmaking project is being used here to rapidly build work evidence for the assessment objectives.	Ongoing teacher feedback focuses on the assessment object evidence.
<b>Autumn 2</b>	<p><b>Printmaking Project</b> (included in component 1, along with Year 10 work is worth 60% of grade)</p> <p>This project covers all the assessment objectives and has a particular focus on AO3 and AO2.</p> <p>Recording observations, investigating and analysing artists' work.</p>	Component 1 ends.
<b>Spring 1</b>	<p><b>Externally set Assignment.</b></p> <p>AQA set 8 themed starting points and students choose to work from one to develop their own project and outcome/s</p>	Ongoing assessment using AQA assessment objective criteria
<b>Spring 2</b>	Spring 1 and 2 are for preparatory work and count towards the final grade. (component 2 is worth 40% of final grade))	Component 2 prep ends before Easter, the 10 hour exam happens after Easter over 2 weeks and in total is worth 40% of the final grade
<b>Summer 1</b>	10 Hour exam is spread over 2 weeks.	Work is moderated and assessed by art teaching staff. Teacher assessed grades are shared with AQA and AQA moderate a sample of students work to confirm standards.
<b>Summer 2</b>		