

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
Autumn 1	<p>The formal elements of art. 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>
Autumn 2	<p>Understanding colour and tone. Mixing colour Painting skills. Illuminated letters</p>	<p>On-going teacher assessment of skills, understanding and outcomes.</p>
Spring 1	<p><i>The formal elements of art.</i> Illuminated letters 3D construction Developing informed ideas Applying knowledge. Producing an informed final outcome.</p>	<p>On-going teacher assessment of Sketchbook work. Tests on key word spellings.</p>
Spring 2	<p><i>Producing outcome from previous project CONTD.</i> <i>African tribal pattern project (2D and 3D)</i> <i>context and meanings</i> Extending the art vocabulary and using keywords accurately. Creating informed designs for relief printmaking. <ul style="list-style-type: none"> ● symmetry ● Balance ● contrast Relief printmaking process. </p>	<p>On-going teacher assessment of Sketchbook work. Subject specific vocabulary.</p>
Summer 1	<p>On-going teacher assessment of Sketchbook work. Focus: Pattern designs Control of media and techniques and layering of media and techniques Subject specific vocabulary.</p>	<p>On-going teacher assessment of Sketchbook work. Focus: Creativity and Design ideas</p>

Summer 2	African pattern. 3D making skills Team work Evaluating Reflecting Sculpture	Focus: Quality of making Application of colour, tone, texture and line.
-----------------	---	--

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
Autumn 1	Waves and Water In this project students investigate the seascape work of a range of artists that are inspired by the sea or water. They revisit and extend their painting skills and widen their experience of new materials. There is an emphasis on movement, texture, form and surface pattern. Investigating how other artists have approached drawing and painting water patterns and surfaces. Experimenting with techniques and learning from the artist's work.	On-going teacher assessment focusing on practical and written analysis and recording.
Autumn 2	Waves and Water Investigating how other artists have approached drawing and painting water patterns and surfaces. Experimenting with techniques and learning from the artist's work.	On-going teacher assessment focusing on application of formal elements, recorded observations and control of drawing and painting techniques.
Spring 1	Waves and Water Mixed media Design, develop and record informed ideas for a final piece of artwork based on the sea or water. Making an informed final outcome.	On-going teacher assessment focusing on the development and outcomes.
Spring 2	Waves and Water Complete making final outcome. Artist Superheroes and Pop art Researching important 20th Century artists Develop creative ideas. Re-imagine artists as superheroes	On-going teacher assessment focusing on practical and written analysis.

Summer 1	Artist Superheroes and Pop art Character development with a focus on light and shadow informed by comic book drawing	On-going teacher assessment focusing on quality of the experimentation, application of the formal elements and evaluation and reflection.
Summer 2	Artist Superheroes and Pop art What is Pop art? Develop ideas for a Pop art background making links to artist superhero	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, you will be given greater freedom to direct your own project.

	Topics, themes and skills covered	Assessment
Autumn 1	Tutti Frutti A strong emphasis on observational recording through drawing and painting using a range of materials and techniques. Undertake work on a larger scale and produce an A2 study sheet over the project.	On-going teacher assessment of recorded observations using a range of wet and dry media, and techniques. Shared criteria are used.
Autumn 2		
Spring 1	Distorted Portraits. Distortions achieved through manipulated images and views. Using a drawing strategy to improve recording skills (grid method) Practising acrylic painting skills (monochrome painting) How the purpose and audience of art has changed over time (invention of the camera and the impact on portrait artists)	On-going teacher assessment of skills, understanding and outcomes. Written work task. Keywords spellings. Recorded observations. Shared criteria are used.
Spring 2	Distorted Portraits. How the purpose and audience of art has changed over time (invention of the camera and the impact on portrait artists) Investigating the work of the German Expressionist woodcut artists (who, what, why, when) Developing expressionist informed portrait prints	On-going teacher assessment of development of ideas and quality of prints
Summer 1	Curious Creatures 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 personal choices.	On-going teacher assessment of recording skills and ideas.
Summer 2	Curious Creatures Basic clay construction techniques Designing, developing, testing, refining and making a final outcome.	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 that becomes increasingly personal and meaningful. 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 and or other contextual references.

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
Autumn 1	Organic 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.
Autumn 2	Organic 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.
Spring 1	Organic TASK 4, Cutting and printing lino and presenting work.	On-going teacher assessment of technical ability and presentation of work
Spring 2	Organic CONTD printing lino and presenting work. Project 2: Light and Dark Exploring and investigating the potential of the topic, selecting a sub-theme and exploring it through practical investigations. (AO1)	Ongoing assessment using AQA assessment objective criteria AO1, AO2, AO3, AO4
Summer 1	Project 2: Light and Dark Exploring and investigating the potential of the topic, selecting a sub-theme and exploring it through practical investigations. (AO1)	Ongoing assessment using AQA assessment objective criteria AO1, AO2, AO3, AO4
Summer 2	Project 2: Light and Dark Selecting and Investigating artists and making experimental personal responses to their work. Recording relevant observations and ideas. (AO1, AO3)	Ongoing assessment using AQA assessment objective criteria

--	--	--

Key Stage 4 Curriculum Map - Art

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		Please note:					
Year 10	Topic/themes/skills covered	Project 1: Organic	Project 1: Organic	Project 1: Organic	Project 2: Weird and Wonderful	Project 2: Weird and Wonderful	Project 2: Weird and Wonderful
	Evidencing the assessment objectives.	Recording observations relevant to intentions. (AO3)	Artist analysis and developing artist informed ideas for a lino cut. (AO1, AO3)	Refining ideas and making printed outcomes. (AO2, AO4)	Mood board. What is Surrealism? (AO1)	Selecting and analysing relevant artists and making a personal response. (AO1)	Informed personal responses and developing and refining personal ideas. (AO2, AO3)
	Assessment	Ongoing teacher assessment	Ongoing teacher assessment	Ongoing teacher assessment	Ongoing teacher assessment	Ongoing teacher assessment. Formal assessment	Ongoing teacher assessment

						of final outcome	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 11	Topic/themes/skills covered	<p>Weird and Wonderful</p> <p>Experimenting with, and developing ideas, Refining ideas and making a final piece.</p> <p>(AO2, AO4)</p>	<p>Mini trial exam project (<i>this will not cover all of the assessment objectives</i>)</p> <p>Ends in a 5 hour controlled assessment.</p> <p>Component 1 ends.</p>	<p>AQA Externally set assignment</p> <p>Component 2 starts.</p>	<p>AQA Externally set assignment</p>	<p>Timed exam (10hrs). Selection of work for submission</p>	

Assessment	<i>Ongoing, informal assessment</i>	<i>Ongoing assessment</i>	<i>Ongoing assessment</i>	<i>Ongoing assessment</i>	Formal moderation
		<i>Assessment of mini trial exam project along-side the rest of the Y11 coursework.</i>			

Topic - is the content which will be covered within lessons.

Assessment - is the focus of how this work will be primarily assessed; either through formal or informal assessments.

Year 11 Art @ Caedmon

	Topics, themes and skills covered	Assessment
Autumn 1	<p>Light and Dark Experimenting with ideas, materials and techniques and refining ideas. (AO2)</p>	Ongoing teacher feedback focuses on the assessment object evidence. Component 1 ends.
Autumn 2	<p>Light and Dark Planning and making personal final outcomes in class and during a 5 hour timed exam. (AO4) Refining Component 1</p>	
Spring 1	<p>Externally set Assignment. 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 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
Spring 2	<p>Spring 1 and 2 are for preparatory work and count towards the final grade. (component 2 is worth 40% of final grade)</p>	
Summer 1	<p>10 Hour exam is spread over 2 weeks.</p>	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.
Summer 2		