

# 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 pupils, 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@Caedmon College**

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>	The formal elements of art. Line, tone, texture, shape, pattern, form, colour. Key skills with graphite. Mark making techniques.	Baseline assessment. On-going teacher assessment of skills, understanding and outcomes.
<b>Autumn 2</b>	Colour my world. Understanding colour. Observational drawing and colour work. Mixing colour. Painting skills. Designing.	On-going teacher assessment of skills, understanding and outcomes.
<b>Spring 1</b>	Colour my world Colour theory Painting skills Developing ideas Art analysis Making a final outcome.	On-going teacher assessment of sketchbook work. Tests on key word spellings.
<b>Spring 2</b>	African tribal pattern project (2D and 3D). Learning and using an art vocabulary. How to create informed designs. Symmetry. Painting skills.	On-going teacher assessment of sketchbook work. Subject specific vocabulary.
<b>Summer 1</b>	African tribal pattern contd. Design skills. Experimenting with media and techniques. Planning and refining ideas.	On-going teacher assessment of sketchbook work. Focus: Creativity and design ideas.
<b>Summer 2</b>	African tribal pattern contd. 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
<b>Autumn 1</b>	<p>Abstract it. Drawing. The skull drawings of Henry Moore are investigated. Viewfinders are used to select abstract viewpoints from direct observations of shells and skulls. The design principles are introduced to help students select and create pleasing compositions.</p>	On-going teacher assessment focusing on application of formal elements, recorded observations and application of appropriate mark making.
<b>Autumn 2</b>	<p>Abstract it. Painting. Georgia O'Keeffe's abstract work is investigated as a starting point and artist informed painting techniques using acrylic, watercolour and tempera paints are explored.</p>	On-going teacher assessment focusing on application of formal elements, recorded observations and control of painting techniques.
<b>Spring 1</b>	<p>Abstract it. Three-dimensional. Students learn to create their own artist informed compositions, they learn to use a range of techniques to translate their 2D abstract images into 3D abstract surfaces.</p>	On- going teacher assessment focusing on the development and outcomes.
<b>Spring 2</b>	<p>Botanical. Research and analysis. Contemporary and historical botanical artists inform the starting point for this project. Analysing artworks in more detail.</p>	On-going teacher assessment focusing on visual and written analysis.
<b>Summer 1</b>	<p>Botanical. Drawing, painting and mixed media. Media and techniques taught include: stencilling, digital manipulation, photography, mixed media, negative space painting and collage.</p>	On-going teacher assessment focusing on experimentation with a range of media and techniques.
<b>Summer 2</b>	<p>Botanical. Mixed media. Development of ideas leading to a large scale, mixed media final outcome involving team working.</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 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>	Tutti Frutti. This project has a strong emphasis on observational drawing, painting and mixed media. Students create a handmade, mixed media sketchbook.	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>	Tutti Frutti. Experimentation with media and techniques moving into more abstract and pattern based fruit work.	On-going teacher assessment focussing on development of pattern and composition ideas.
<b>Spring 1</b>	Distorted and fragmented portraits. The work of the German Expressionist woodcut artists forms the starting point. Areas covered include: <ul style="list-style-type: none"> <li>• drawing from direct observation</li> <li>• photography</li> <li>• digital manipulation</li> <li>• relief printmaking.</li> </ul>	On-going teacher assessment of skills, understanding and outcomes. Written work task. Keywords spellings. Recorded observations. Shared criteria are used.
<b>Spring 2</b>	Distorted and fragmented portraits. 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.	On-going teacher assessment of development of ideas and quality of prints.
<b>Summer 1</b>	Personal Project. Students are given a range to starting points to choose from.	On-going teacher assessment focussing on development of artist informed ideas.
<b>Summer 2</b>	Personal Project.	On-going teacher assessment focussed on development of ideas, purposeful experiments with media and techniques, ability to refine work and final 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>	Distortion Project. Focus on Surrealism. Exploring and recording ideas, analysing art.	Ongoing assessment with focus on <ul style="list-style-type: none"> <li>● mind Map</li> <li>● artist study</li> <li>● observational drawing</li> <li>● written and visual analysis</li> <li>● development and refinement of ideas in relation to relevant artists.</li> </ul>
<b>Autumn 2</b>	Distortion Project. Focus on Surrealism. Recording observations and developing ideas.	
<b>Spring 1</b>	Distortion Project. Developing personal and meaningful responses, experimenting with media and refining ideas for a final outcome.	Ongoing assessment with focus on <ul style="list-style-type: none"> <li>● development and refinement of more personalised yet informed ideas</li> <li>● media experimentation</li> <li>● final outcome/s.</li> </ul>
<b>Spring 2</b>	Architecture. Artist focus to be confirmed. Exploring and recording ideas, analysing art.	Ongoing assessment with focus on <ul style="list-style-type: none"> <li>● artist study</li> <li>● observational drawing and other forms of recording observations</li> <li>● written and visual analysis</li> <li>● development and refinement of ideas in relation to relevant artists and with a strong focus on experimentation with media and techniques.</li> </ul>
<b>Summer 1</b>	Architecture. Recording observations and developing artist informed ideas. Developing personal and meaningful responses, experimenting with media and refining ideas for a final outcome.	Ongoing assessment with focus on <ul style="list-style-type: none"> <li>● development and refinement of more personalised yet informed ideas</li> <li>● media experimentation</li> <li>● final outcome/s.</li> </ul>
<b>Summer 2</b>	Start trial exam Project. 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.  Component 1 ends (worth 60% of grade).

## Year 11 Art @ Caedmon

Our aim in Year 11 is to enable our students to successfully devise and complete their own imaginative art projects from a range of starting points through to outcomes. To do this we develop and consolidate students' previous learning and equip them with the skills, knowledge and understanding to allow them to complete more personalised and meaningful project work, even under time restrictions.

Year 11 is split into two sections, pre-Christmas comprises of an art trial exam project where students are taught to develop their own project in response to a given starting point, it ends with a 5 hour controlled assessment undertaken in exam conditions. The trail exam project forms part of component 1 and prepares students for the externally set assignment that starts in January. The assignment is set by our exam board AQA, it comprises of a preparation period and culminates with a 10 hour controlled assessment carried out in in exam conditions. This component is worth 40% of the final grade.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Trial Exam Project. This project is the final project of component 1 and prepares students for component 2.  Component 1 ends at the end of Aut 2 and is worth 60% of their final grade.	Ongoing assessment using AQA assessment objective criteria.  Component 1 ends (worth 60% of grade).
<b>Autumn 2</b>		
<b>Spring 1</b>	Externally set Assignment. AQA set 8 themed starting points and students choose to work from one to develop their own project and outcome/s.  (component 2 is worth 40% of final grade)	Ongoing assessment using AQA assessment objective criteria.  Component 2 ends before Easter and is worth 40% of the final grade.
<b>Spring 2</b>		
<b>Summer 1</b>		
<b>Summer 2</b>		