

## Department: Art & Photography

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| What is the <b>intent statement</b> for you subject? What does the <b>discipline offer</b> young people? What is the subject's <b>purpose</b> ? This should be a short, snappy statement. |   |   |
|   | <p>Across the Arts department we aim to develop independent, resilient, creative thinkers who are unafraid to take intellectual and creative risks.</p> <p>The Art department is committed to offering an inclusive, stimulating and engaging environment. We set high but achievable standards for pupils' work and behaviour. The Art curriculum provides pupils with first hand experiences of working directly from the natural and built environment, human experience and imagination. Pupils explore visual and tactile experiences to communicate ideas and meanings from which they design and create unique personal responses. Pupils learn how to deepen subject knowledge, art in context and refine subject technical skills whilst using a broad range of media and processes. Activities include recording from observation, memory and imagination, which contribute to pupils' developing visual literacy and communication skills.</p> |   |
| What are the <b>core aims</b> of the curriculum? What <b>key knowledge</b> do you want students to have at the end of their learning journey?   |   |   |
| Year 7  | <b>Core Aims:</b>   |   |
|   | <ul style="list-style-type: none"> <li>To produce a name plate for the front of the sketchbooks which demonstrates an understanding of the construction of lettering, scale and pattern.</li> <li>To understand and explore the use of the pencil by exploring tone and marking making with the exploration of the work of Van Gogh.</li> <li>To develop individual understanding of Colour Theory by exploring the colour wheel. Understand and demonstrate the primary, secondary and tertiary colours by exploring the work of Robert Delaunay.</li> </ul>   |   |
|   | <b>Key knowledge:</b>   | <b>Key skills:</b>  |
|   | <ul style="list-style-type: none"> <li>Using letters – what makes a good composition.</li> <li>Van Gogh – Mark making.</li> <li>Robert Delaunay – Colour.</li> <li>Colour Theory – Primary, Secondary and Tertiary colours.</li> <li>Keywords and definitions.</li> </ul>   | <ul style="list-style-type: none"> <li>Be able to discuss and demonstrate the formal elements of art (Line, tone, colour, pattern, texture, shape and form)</li> <li>Demonstrate skills when using the pencil that are accurate and consistent throughout.</li> <li>Demonstrate skills when using paint that show knowledge of colour theory and careful application of medium.</li> <li>Colour Wheel.</li> </ul> |

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| Year 8 | <b>Core aims:</b>   |   |
|        | <ul style="list-style-type: none"> <li>To learn an understanding of the Art Movement – POP ART and photorealism</li> <li>To develop observational drawing skills</li> <li>To have an awareness of how artists work and emulate artists techniques and processes</li> <li>To produce a 3D outcome inspired by the work of the pop artists</li> <li>To develop knowledge of perspective drawing</li> <li>To develop understanding of graphic communication</li> </ul> |   |
|        | <b>Key knowledge:</b>   | <b>Key skills:</b>  |
|        | <ul style="list-style-type: none"> <li>Develop knowledge of Artistic Movements</li> <li>Understand Artistic culture and history</li> <li>Understand artistic techniques and application</li> <li>To understand the different disciplines in Art</li> </ul>  | <ul style="list-style-type: none"> <li>Perspective drawing</li> <li>Observational drawing</li> <li>Use of various mediums</li> <li>Application artist techniques</li> <li>Application of 3D modelling techniques</li> <li>Investigate key artists work and apply techniques learnt</li> </ul> |

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| Year 9 | <b>Core aims:</b>  |  |
|        | <ul style="list-style-type: none"> <li>To use a range of techniques to record observations in sketchbooks as a basis for exploring their ideas</li> <li>To use a range of techniques and media, including painting</li> <li>To increase their proficiency in the handling of different materials</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> <li>To learn and develop knowledge of printmaking</li> <li>To utilise digital editing software to produce work</li> </ul> |  |
|        | <b>Key knowledge:</b>  | <b>Key skills:</b>   |
|        | <ul style="list-style-type: none"> <li>Developing understanding of artistic culture and history</li> <li>Develop knowledge of Artistic Movements</li> <li>Understand social context in Art</li> <li>Preparation for GCSE</li> </ul>  | <ul style="list-style-type: none"> <li>Developing the application of a variety of mediums</li> <li>Asses self and peer work</li> <li>Use of printmaking</li> <li>Use of digital manipulation software</li> <li>Investigate key artists work and apply techniques learnt</li> </ul> |

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| Year 10   | <b>Core aims:</b>  |                    |
|   | <p style="text-align: center;"><b>ART / PHOTOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</li> <li>• Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>• Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>• Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> <li>• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</li> <li>• Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</li> <li>• Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</li> <li>• Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</li> <li>• Demonstrate safe working practices in art, craft and design</li> </ul> |                    |
|   | <b>Key knowledge:</b>  | <b>Key skills:</b> |
| <p>ART</p> <ul style="list-style-type: none"> <li>• Observational drawing.</li> <li>• How to discuss the work of an artist. How to describe, analyse, interpret and evaluate artists and their own work.</li> <li>• Keywords and definitions.</li> <li>• How to respond to the mark scheme to maximise marks.</li> <li>• Realise intentions</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>• Investigate how photographers work</li> <li>• How to describe, analyse, interpret and evaluate photographers and their own work.</li> <li>• Keywords and definitions.</li> <li>• How to respond to the mark scheme to maximise marks.</li> <li>• Observations through photography</li> </ul> | <p>ART</p> <ul style="list-style-type: none"> <li>• The ability to draw from observation.</li> <li>• Develop and explore a variety of mediums and specialisms that they may wish to pursue further towards the exam period to enable them gaining as many marks as possible.</li> <li>• Build confidence in art</li> <li>• Demonstrate skills in black and white work (e.g. Charcoal), painting, drawing and ink through mark making and observational drawing.</li> <li>• Time management.</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>• Applying composition rules in photographs</li> <li>• Develop and explore a variety of mediums and specialisms that</li> </ul>   |                    |

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|  | <ul style="list-style-type: none"> <li>• Realise intentions</li> </ul> | <p>they may wish to pursue further towards the exam period to enable them gaining as many marks as possible.</p> <ul style="list-style-type: none"> <li>• Build confidence in photography</li> <li>• Demonstrate skills in black and white work, colour work, and digital editing.</li> <li>• Time management.</li> <li>• Functional camera skills</li> <li>• Apply artificial and natural lighting</li> <li>• Use of digital editing software</li> </ul> |
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| Year 11 | <b>Core aims:</b>   |   |
|         | <p style="text-align: center;"><b>ART / PHOTOGRAPHY:</b></p> <p><i>The Externally Set exam is released in January of year 11. This allows 12 weeks to prepare for the 10-hour times exam which is usually in April. All marks have to be submitted by the 31<sup>st</sup> May – This is when the course ends.</i></p> <ul style="list-style-type: none"> <li>• Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</li> <li>• Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>• Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>• Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> <li>• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</li> <li>• Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</li> <li>• Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</li> <li>• Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</li> <li>• Demonstrate safe working practices in art, craft and design</li> </ul> |   |
|         | <b>Key knowledge:</b>   | <b>Key skills:</b>  |
|         | <p>ART</p> <ul style="list-style-type: none"> <li>• Observational drawing.</li> <li>• How to discuss the work of an artist. How to describe, analyse, interpret and evaluate artists and their own work.</li> </ul>   | <p>ART</p> <ul style="list-style-type: none"> <li>• The ability to draw from observation.</li> <li>• Develop and explore a variety of mediums and specialisms that</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Keywords and definitions.</li> <li>• How to respond to the mark scheme to maximise marks.</li> <li>• Realise intentions</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>• Investigate how photographers work</li> <li>• How to describe, analyse, interpret and evaluate photographers and their own work.</li> <li>• Keywords and definitions.</li> <li>• How to respond to the mark scheme to maximise marks.</li> <li>• Observations through photography</li> <li>• Realise intentions</li> </ul> | <p>they may wish to pursue further towards the exam period to enable them gaining as many marks as possible.</p> <ul style="list-style-type: none"> <li>• Build confidence in art</li> <li>• Demonstrate skills in black and white work (e.g. Charcoal), painting, drawing and ink through mark making and observational drawing.</li> <li>• Time management.</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>• Applying composition rules in photographs</li> <li>• Develop and explore a variety of mediums and specialisms that they may wish to pursue further towards the exam period to enable them gaining as many marks as possible.</li> <li>• Build confidence in photography</li> <li>• Demonstrate skills in black and white work, colour work, and digital editing.</li> <li>• Time management.</li> <li>• Functional camera skills</li> <li>• Apply artificial and natural lighting</li> <li>• Use of digital editing software</li> </ul> |
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| <p>Year<br/>12/13</p> | <p><b>Core aims:</b></p>   |   |
|                       | <p><b>AQA:</b></p> <ul style="list-style-type: none"> <li>• Intellectual, imaginative, creative and intuitive capabilities.</li> <li>• Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.</li> <li>• Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.</li> <li>• An interest in, enthusiasm for and enjoyment of art, craft and design.</li> <li>• The experience of working with a broad range of media.</li> <li>• An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.</li> <li>• Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.</li> <li>• Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.</li> <li>• An awareness of different roles, functions, audiences and consumers of art, craft and design.</li> </ul> |   |
|                       | <p><b>Key knowledge:</b></p>   | <p><b>Key skills:</b></p>   |
|                       | <ul style="list-style-type: none"> <li>• Explore a range of two-dimensional and/or three-dimensional media, processes and techniques.</li> <li>• Aware of both traditional and new media.</li> <li>• Explore the use of drawing for different purposes.</li> <li>• Explore relevant images and resources relating to a range of art, craft and design.</li> <li>• Demonstrate their understanding of different styles, genres and traditions.</li> <li>• The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography and art.</li> <li>• The ability to respond to an issue, theme, concept or idea, or work to a brief.</li> <li>• Appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement.</li> <li>• Historical and contemporary developments and different styles and genres.</li> <li>• Historical and contemporary developments and different styles and genres.</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</li> <li>• Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li>• Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul> |