

## CURRICULUM SUBJECT: ART

### SUBJECT CONTACT: DAVE HOPKINS

“Art is not what you see but what you make others see.”– Degas

### CURRICULUM INTENT

Why is it important that pupils at Vale of York study Art?

*Art enables students to develop a broad range of employable life skills including problem solving, patience and confidence. We believe our curriculum provides opportunities for students to be inquisitive, resilient and self-critical which are important to personal success.*

*York is enriched with both historical and contemporary art. Students are fortunate enough to have access to this through studying historical parts of York such as the mediaeval streets like The Shambles or the iconic Clifford’s Tower. Students can also experience more modern structures such as Spark or some of the local graffiti works around the city centre.*

### CURRICULUM STATEMENT

*At KS3: Our curriculum design seeks to enable students to become confident and inquisitive creative thinkers and makers. They will develop their visual literacy and abilities to interpret the sights, symbols and structures of the world they live in.*

*At KS4: Our curriculum in Years 10 and 11 follows the AQA Art and Design 1-9 GCSE. Students will become creative and critical thinkers. They will learn to express themselves as they understand the role that art can play in our collective and individual lives.*

## CURRICULUM SEQUENCE

### Key Stage 3:

	Year 7	Year 8	Year 9
Curriculum time	1 hr pw	1hr pw	1hr pw
Curriculum framework	National Curriculum	National Curriculum	National Curriculum
Core knowledge & understanding covered	<i>To explore, evaluate and create using the foundation elements of Art and Design Students investigate these elements through a range of techniques, materials and processes to realise intentions and communicate meanings inspired by the themes of 'Shells' 'Doodle art' and 'Day of the Dead'.</i>	<i>Building on their knowledge of, and skills in, the foundation elements of Art students explore, analyse, design and create 2D and 3D works in response to the themes of 'Food Art', 'Junk Bugs ' and 'Portraiture'</i>	<i>Students use appropriate creative processes to develop, explore, record and create outcomes in response to the themes of 'Street art', 'Waste' and 'Fantastic Landscapes'. They will be able to make independent choices in relation to source imagery and lead the development of their personalised outcomes. Students confidently work in the manner of creative practitioners, using their observations and insights to support the realisation of their intentions</i>
Subject specific skills	<i>Tone and value drawing. Mark-making techniques. Colour theory. Scale and proportion. How to develop and refine personal design ideas. 3D Construction techniques. Abstraction and pattern creation. Perspective - understanding of</i>	<i>Scale and proportion when drawing from observation Making links with artists' practices. Use of colour, tone, composition and colour to communicate intentions in response to a theme Paint colour, tints and shades mixing and blending. Clay relief and imprint techniques.</i>	<i>Drawing skills and techniques for representation of different types of graffiti art . Use of a wide range of materials and techniques such as oil pastels, printing, painting and digital format to achieve intentions. Effective development of design ideas. Evaluation and annotation of ideas.</i>

	<i>measurement, line and arrangement. How to analyse, annotate and evaluate artwork. Development of subject specific vocabulary for understanding.</i>	<i>Shading and mark making to show form. Research and evaluation. Making links to the work of artists. Meaningful application of subject specific language appropriate to individual contexts.</i>	<i>The creation of personal artworks that realise intentions and demonstrate understanding of visual language. Working directly from observation. Meaningful application of subject specific language appropriate to individual contexts.</i>
<b>Personal attributes evolved that support learning</b>	<p><i>Creativity: understanding that safe risks are part of learning, as too are mistakes and what is learnt from them.</i></p> <p><i>Competence of skills: using the responsive process of investigating, analysing, designing, making, reflecting and evaluating effectively within and through the creation of work.</i></p> <p><i>Cultural understanding: understanding how images and objects communicate characteristics of the cultures, times and places of their origin, both personal and/or collective and how these items both define. and link us to the world.</i></p> <p><i>Critical understanding: analysing existing images and objects, from diverse settings, to inform how students can put across their own ideas, meanings and views.</i></p>		
<b>Disciplinary Literacy</b>	<p><i>Literacy is embedded within the art curriculum and keywords are taught and explained confidently in lessons. Students are encouraged to articulate appropriately and also document through their analysis with accurate terminology. Students are expected to be able to annotate their visual work fluently and use this as evidence of recording their wider understanding as well as show detailed evaluation and synthesis of their own and others' work.</i></p>		

**Key Stage 4:**

	<b>Year 10</b>	<b>Year 11</b>
<b>Curriculum time</b>	<b>5 hrs over 2 weeks</b>	<b>5 hrs over 2 weeks</b>
<b>Curriculum framework</b>	<p><i>The skills focus of each courses is distinct, but all are based on the same assessment objectives:</i></p> <ul style="list-style-type: none"> <li>● <i>Develop ideas through investigations, demonstrating critical understanding of sources</i></li> <li>● <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</i></li> <li>● <i>Record relevant ideas, observations and insights</i></li> <li>● <i>Present a personal and meaningful response that realises intentions and demonstrates understanding language.</i></li> </ul>	

	<p><i>60% of students' marks will be given for their non-examination assessment. This comprises of a portfolio of work developed throughout Year 10 and the first term of Y11.</i></p> <p><i>40% will be awarded for the examination project. Starting points are released by AQA in the January of Year 11. Students will then have eight weeks to prepare work in response to their chosen theme and 10 hours of controlled assessment to create a final response.</i></p>
<b>Core knowledge &amp; understanding covered</b>	<p><i>Recall</i></p> <p><i>Interpretation</i></p> <p><i>Creativity</i></p> <p><i>Analysis</i></p> <p><i>Evaluation</i></p>
<b>Subject specific skills</b>	<p><i>Students to develop resilience through controlled risk taking and experimentation and to gain value from engaging in personal creative discovery.</i></p> <p><i>Students can recall important pieces of artwork and artists as well as comment on their significance.</i></p> <p><i>Understand that art often encapsulates a time period.</i></p> <p><i>Gain experience using different media.</i></p> <p><i>Organisational and time-keeping skills.</i></p>
<b>Personal attributes evolved that support learning</b>	<p><i>Prepared to make mistakes.</i></p> <p><i>Resilient learners.</i></p> <p><i>Believe in ourselves</i></p> <p><i>Proud of our achievements</i></p> <p><i>We are ambitious.</i></p> <p><i>We take risks in art.</i></p>

## CURRICULUM OPPORTUNITIES

	Year 7	Year 8	Year 9
<b>Within the formal curriculum</b>	<p><i>Critical thinking skills and creative problem solving.</i>  <i>Practical and technical skills across a wide range of materials and processes-Drawing, Painting- 3D Clay- crafts -Sculpture- Fabrics-Photography</i>  <i>Communication skills both verbal and written to analyse, interpret, express, apply, explain and evaluate</i>  <i>Independence, organisation, resilience, and responsibility-Pride in achievement</i>  <i>Respect and understanding of different cultures, artists, craftspeople and designers.</i></p>		
<b>Beyond the formal curriculum (out of lesstime)</b>	<p><i>Art club - support with other projects.</i>  <i>Art competitions both local and national.</i>  <i>Exhibiting art outside the classroom.</i>  <i>Visits to local and national galleries.</i>  <i>Visits from practising artists.</i></p>		
<b>Links to other curriculum areas</b>	<p><i>Geography/History - Art from different Cultures.</i>  <i>RE - Art and religion.</i>  <i>Maths - Measuring Skills/Symmetry/Tessellation.</i>  <i>English - Literacy/Key terminology/analysis/creative writing.</i></p>		
<b>Preparation for adult life</b>	<p><i>All units at KS3 have project road maps. Clear links to career paths and employability within the arts are referenced throughout the course.</i></p>		

## CURRICULUM IMPLEMENTATION

*As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.*

### Curriculum delivery:

*We aim to provide an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both staff and their peers. Students learn problem solving skills by experimenting, making mistakes, evaluating and making plans for future success. This skill is transferable across all subjects and areas of their life.*

### Homework:

	Frequency	Expected time to complete	Completion notes and handing in	What to do if stuck
7	<i>Once per fortnight.</i>	<i>30 minutes</i>	<i>Task based on current project or developing new skill.</i>	<i>Ask the classroom teacher or peer.</i>
8				
9				
10	<i>Weekly</i>	<i>1 hour</i>	<i>Portfolio based task.</i>	<i>Ask the classroom teacher or peer.</i>
11	<i>Weekly</i>	<i>1 hour</i>	<i>Portfolio based task.</i>	<i>Ask the classroom teacher or peer.</i>

## SUPPORTING YOUR CHILD

	Resources to support your child	Relevance - How it helps
Key Stage 3	<i>Visiting local exhibitions. Sketching and freehand drawing. Practice of skills through watching YouTube tutorials.</i>	<i>Widening a child's knowledge of art in the wider world. Improvement of technical skills in different media.</i>
Exam courses	<i>Use of Pinterst to gather ideas and inspiration. <a href="https://www.youtube.com/c/TomQuigleyArt">https://www.youtube.com/c/TomQuigleyArt</a> - Developing skills</i>	<i>To aid ongoing portfolio work.</i>

## WIDER INTEREST

*Here is a list of organisations or resources that your child can access if they wish to dive deeper into this subject area.*

- <https://www.bbc.co.uk/bitesize/examspecs/zjymp9q> - GCSE Bitesize Art and Design
- <https://www.tate.org.uk/kids> - Art Tate Kids.