

## **Curriculum Information for the School Website**

**Subject:** Art and Design

### **List of TLR Holders and their responsibilities:**

Mr Tony Peters	Head of Art
Ms Sarah Theis	Teacher of Art and Textiles
Mrs Aimee Andrew	Teacher of Art and Photography
Mrs Natalie Parker	Teacher of Art and Design

### **Department aims:**

The Art Department at Robert Mays believes that every student should enjoy creating and looking at Art. Through the observation and exploration of the visual, Art can open up new ways of seeing; it can develop creativity, explore values and feelings, whilst appreciating cultural diversity, enabling students to gain a greater awareness of the world they live in.

### **Approaches to teaching and learning:**

Our curriculum aims to teach students the skills they need to fully engage with the work they do and develop their creativity on all levels.

Students study a broad range of disciplines in relation to the work of artists and designers from historical and contemporary contexts. They develop their practical and critical skills, empowering them to learn and apply the formal elements of art, whilst developing their own concepts.

Students are encouraged to develop their technical skills and experience Art at first hand in order to inform their own practise and be artists themselves. The students are given the opportunity to create Art in a variety of media and to explore ideas and processes.

### **Why the department has adopted this curriculum plan: (Curriculum Intent):**

During their time at Robert Mays students will have been given the opportunity to create Art in a variety of media and explore a wide range of processes. Students are encouraged to become independent learners, being able to understand their strengths as well as their weaknesses, allowing them to develop their abilities further.

### **Principles of sequencing learning in this subject:**

Our KS3 curriculum builds upon the limited Art knowledge that students bring from their KS2 experience. Students develop skills over time with an emphasis on drawing. These Art skills become more established and progressively complex over the KS3 course enabling students to become more independent, free thinking and prepared, if they wish, to continue to a GCSE level.

### **Curriculum Outline: (please complete the tables below)**

<b>Year 7</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Knowledge taught</b>	Drawing project - Applying the skills of drawing using a variety of media.  Clay project - How to use clay to create a 3D Owl.	Textiles project - Using fabric and waterbased to dyes to create a cushion.	Painting project - Applying a range of paint techniques to complete a landscape painting in the style of Van Gogh.
<b>Skills taught</b>	How to draw using tone to create form.  How to create pinch pots and join them to create a 3D outcome	How to use a resistant dyeing technique to create a 2 stage dyed piece of fabric. How to use a sewing machine and complete with hand stitching	A variety of painting techniques using water based media. An understanding and appreciation of the work of Van Gogh.
<b>Assessments</b>	Marked at the end of the project and evaluated by students.	Marked at the end of the project and evaluated by students.	Marked at the end of the project and evaluated by students.

<b>Year 8</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Knowledge taught</b>	Drawing project - Applying the skills of drawing using a variety of media.	Clay project based on the artist Gustav Klimt  Printing unit based on line drawings of London.	Textiles project based on a soft sculpture owl.  Extended painting project with reference to the artist Sarah Graham.
<b>Skills taught</b>	Further drawing techniques with a further emphasis on different media	How to create a decorative clay tile using a slab technique.	How to use textiles to create a decorative piece. Skills include pattern making, machine and hand

		How to create a 3 colour lino print using a reductive technique.	sewing.  Large scale painting using the painting skills of blending, tint and tone.
<b>Assessments</b>	Marked at the end of the project and evaluated by students.	Marked at the end of the project and evaluated by students.	Marked at the end of the project and evaluated by students.

<b>Year 9 (Option)</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Knowledge taught</b>	Drawing project - Applying the skills of drawing using a variety of media within the theme of Natural Form.  Printing project based on the work of Angie Lewin.	Textiles piece based on the artwork of Beatriz Milhazes using Batik  Clay project based on natural forms and linking to the work of Kate Malone.	Photography unit based on macro images of natural form.  Painting project based on the artist Georgia O’Keeffe.
<b>Skills taught</b>	Further drawing techniques with a further emphasis on different media centred around a central theme.  How to create a complex lino print using upto 5 colours relating to the work of a practicing artist.	Skills taught during this unit include design, wax resist and fabric dyeing.  Clay skills include coiling and embellishing.	How to take successful photographs using rule of thirds, macro settings and focus.  Developing a Fine Art painting based on the photography outcomes.
<b>Assessments</b>	Marked at the end of the project and evaluated by students.	Marked at the end of the project and evaluated by students.	Marked at the end of the project and evaluated by students.

**GCSE Syllabus Information:**

<b>Year 10</b>	<b>Autumn Term 1</b>	<b>Spring Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge taught</b>	Art & Design and Fine Art.  First project titled ‘Journeys’ based on study trip to Portsmouth Historic	Art & Design and Fine Art.  Second unit of work titled ‘Identity’	Art & Design and Fine Art.  Continuation of ‘Identity’

	Dockyards.		
<b>Skills taught</b>	Reflecting on the skills learnt at KS3 students explore the theme and find their personal journey through each assessment objective in order to produce a final outcome.	Students build on their gaining knowledge to produce a second project based on the starting point above.	During this last term students are expected to complete this project including a final response.
<b>Assessments</b>	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.
<b>Year 10</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Knowledge taught</b>	Photography  First project titled 'Pattern and Texture' based on a study trip to Kew Gardens.	Photography  Second unit of work titled 'Documentary Photography'	Photography
<b>Skills taught</b>	Reflecting on the skills both the skills learnt at KS3 and some specific Photography techniques students explore the theme and find their personal journey through each assessment objective in order to produce a final outcome.	Students build on their gaining knowledge to produce a second project based on the starting point above.	During this last term students are expected to complete this project including a final response.
<b>Assessments</b>	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.

<b>Year 11</b>	<b>Autumn Term 1</b>	<b>Spring Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge taught</b>	Art & Design and Fine Art  Mock exam unit based on last year's exam title.	Art & Design and Fine Art  GCSE Exam	Art & Design and Fine Art  GCSE Exam
<b>Skills taught</b>	Students are given the	Students have a 12	Final outcome from

	exam title and have 12 weeks to prepare for a timed exam. This project will be considered as a piece of coursework and be presented in their personal portfolio.	weeks preparatory culminating in a 10 hour timed exam to produce a final response.	the timed exam is completed at the end of April.
<b>Assessments</b>	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.		All coursework and exam pieces are marked, moderated and checked by an external moderator before grades are awarded in August.
<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Knowledge taught</b>	Photography  Mock exam unit based on last year's exam title.	Photography  GCSE Exam	Photography  GCSE Exam
<b>Skills taught</b>	Students are given the exam title and have 12 weeks to prepare for a timed exam. This project will be considered as a piece of coursework and be presented in their personal portfolio.	Students have a 12 weeks preparatory culminating in a 10 hour timed exam to produce a final response.	Final outcome from the timed exam is completed at the end of April.
<b>Assessments</b>	This unit is marked using the EDXCEL assessment objectives and a GSCE level is awarded.		All coursework and exam pieces are marked, moderated and checked by an external moderator before grades are awarded in August.

**How students will receive feedback to enhance their knowledge and skills:**

**Reading List (Key Stage 3):**

There is no reading list but students are encouraged to explore the artwork of others using both the department and school libraries resources.

**Reading List (GCSE):**

Students at GCSE must demonstrate an understanding of other artists and link these to their own work. This is done using books, visits to galleries and via online references.

**Extracurricular and enrichment:**

All GCSE courses begin with an Art trip in order to gain a wealth of resources for students to begin their first unit of work.

The department runs an after school Art club on one day per week.

**Spiritual, Moral, Social and Cultural opportunities:**

All projects are linked to the work of other artists including many contemporary. Cultural and moral references are made throughout the KS3 and 4 courses.