

ART / Photography

5-Year Overview

	Year 11	Year 10	Year 9	Year 8	Year 7
	<i>Master</i>	<i>Secure</i>	<i>Embed</i>	<i>Develop</i>	<i>Introduce</i>
Aims	<p>In Y11 we aim for students to have now been equipped with the understanding of how to successfully create a personal and meaningful project that explores and responds to an artistic theme.</p> <p>We aim for them now to recognize their own strengths technically and imaginatively and be able to select artistic methods and techniques that can be combined and developed with personal, contextual research to fully realize their own intentions when exploring ideas and creative possibilities. In short, we aim for them to have discovered the beginnings of their own artistic voice.</p>	<p>Having now gained a foundation in the understanding of making successful project study sheets and the inclusion of opinions, ideas and preparatory work, in Y10 we aim to open up choice and possibilities to our students by allowing them to select an extended project, aiming to broaden the scope of personal response to a given theme (Still Life or Landscape).</p> <p>The department is keen that the projects designed for the students are stimulating, relevant and give them the opportunity to move off in directions that they find they are most interested in. Students use skeleton structures as a baseline for their project, ensuring work produced adheres to the assessment criteria of GCSE whilst affording them the opportunity to be more adventurous with their personal explorations.</p>	<p>In year 9 the aim is to straddle the previous approach to learning through investigative project work with the rigour and expectation found in GCSE style extended projects. It is essential that students begin to understand that an artistic subject can be explored in ways that allow for both thinking deeply and personal expression. Using a study sheet style approach to project making, students can see how contextual exploration, practical work and self-reflection can come together in a wholistic fashion to give an overview of the learning inherent in an art project. The projects achieve this by giving students a similar 'walkthrough' outline for creative and technical progress whilst continually encouraging students to form ideas individually. By adopting this approach, we aim to expand, build upon and deepen areas of previous learning - technically (drawing in the first state, but also expansion of experimentation with materials and techniques) and contextually.</p>	<p>With our year 8 students we aim to build upon the principles and foundations considered in Y7, but a more technically advanced and refined approach is required as the artistic tasks become more complicated. There is a more evident contextual aspect as the students are asked to consider the approaches of other artists and global cultures, responding in a stylistically appropriate and personal manner – deepening students understanding of the meaning and reading of artworks – laying the foundations for GCSE project thinking.</p> <p>Again, drawing is at the focus and centre of all starting points for the projects designed at this stage.</p>	<p>At Y7 the art department aims to give its students a basic introduction to a range of enjoyable approaches in the making of visual art. We encourage students to be brave and independent but critical and reflective throughout their experiences and seek to develop their technical skills in areas of drawing, painting and 3-D realization. The department provides students with projects that are both personally engaging and culturally informative (in terms of past, contemporary, western and non-western practise) and by doing this we hope to stimulate imaginative responses and widen cultural perspectives. Drawing techniques are at the centre of all project work.</p>

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<p>Core knowledge/key concept</p>	<p>In Y11 students are now able to work in a far more personalized, creative manner. They now have a firm knowledge of their own strengths and preferred approaches. To prepare them for the externally set proposals later in the year, the final portfolio project allows them to select from a variety of themes and titles in order to explore in the manner of their own choice. This project must still cover all the AOs and they must show their understanding of how to refine and modify their ideas, select appropriate techniques and materials and develop these in a purposeful way towards a final response. By working in a more free and independent way, less teacher led than in previous projects, the students develop important aspects of self – knowledge and allowing them to explore deeper thinking regarding artistic questioning and expression. Students will also experience 3hrs of examination conditions when creating final responses giving them the opportunity to realize the practical benefits of good preparational study and planned timing.</p>	<p>This year students can choose which extended project to explore over the duration of Y10 -the broad themes of Landscape or Still life. Although in some sense these are separate disciplines, the knowledge that the students gain in this year is more about how to approach the problem of creating a purposeful and meaningful response to one of the two themes. Building on technical, conceptual and contextual knowledge acquired in KS3, the introductory project remains predominantly teacher led and is basically structured in order to familiarise the students with the assessment criteria, requirements of presentation and introductions to advanced exploration of media experimentation/ technical processes. Students learn how to select and research into the practises of artists that are appropriate to their own focus and learn how they work creatively towards their own conclusions. In this manner students also learn how to cover the four main AOs in a structured linear fashion and learn how these essential elements collate to produce an informed and meaningful project evidencing their knowledge. Students learn how to select and reject approaches in order to refine their exploration and realize intentions. They also annotate their work appropriately using a “what, how</p>	<p>Building on knowledge from the previous KS3 years, Y9 gives students the opportunity to display and evidence their understanding in a similar way to the study sheet method of GCSE projects. These study sheets should demonstrate that by the end of the key stage students can:</p> <ol style="list-style-type: none"> 1. Demonstrate a range of approaches to drawing and understand terminology – tone, shade, outline, blending etc. 2. Recognise the diverse ways that artists working in different times and cultures represent the world 3. Analyse the work of other artists and understand the main codes and conventions they use to convey meaning 4. Demonstrate understanding of artistic techniques and the manipulation of materials to enrich their own work 5. Express opinions and justify preferences about art and their own work using specialist vocab. 	<p>Initial projects build on drawing fundamentals and focus on technical aspects of drawing as a process bringing together knowledge taught in Y7 with more refined outcomes in y8. These are – detailed observation, accuracy/scale, line, tone, blending and developing/ refining imagery. Students follow on from the technical base of the initial projects by building in contextual themes using famous examples of modern artistic movements from the 20th century. Students respond in a personalized manner using multi-media and 3-D gaining understanding how ideas can be altered and intensified through the prism of contextual approach. After being introduced to the approaches / ideas of artists the notion of influence and inspiration being vital to artistic growth is explored. Additionally, an emphasis this year is made on understanding that a personalized response made by a student has a certain intrinsic power, that the voice of the student can be made evident.</p>	<p>The Y7 students begin with a basic introduction to mark making techniques using a range of drawing media. The first term focusses on drawing and how it can be used to represent both observed and imagined imagery. It is an introduction to the basics of mark making, tonal work, considered detail and combining media in drawing. Painting techniques and representational mixing of colours are explored and understanding of how detail and form can be created through layering of colour. Following on from developing work through artistic and contextual approaches, students consider the art of non-western culture and question the differences I approach and style. They make artwork using the techniques they learn and adapt to realize intentions. Projects combine media and techniques to produce a focused artistic outcome. 3-D outcomes challenge the students to consider the artwork that occupies real space and is scrutinized from all angles.</p>
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		<p>and why” approach demonstrating a critical understanding of their creative findings and commenting on the development of their own ideas.</p>			
<p style="text-align: center;">Skills and knowledge developed</p>	<p>Again, the four main assessment objectives form the basis for skills to be further refined and explored, but in the case of this year in particular students are given the opportunity to use these skills as tools with which to successfully respond to the concepts and themes of artistic dilemmas.</p> <p>The nature of the projects worked on this year require much deeper thinking, enquiry and analysis and a clear sense of purpose in order to ensure that the students not only respond in a meaningful way but select the most appropriately personal methodology and materials.</p>	<p>The students this year will understand how the assessment criteria of KS3 and skill statements evolve in to the four main assessment objectives of GCSE project work, they will become aware of how they relate to the flow of an extended project and the personal artistic ‘journey’ that they are on.</p> <p>The key skills of KS3 are adapted into the AOs of GCSE marking criteria:</p> <p><i>AO1- The contextual and cultural research element</i> <i>AO2 – Technical refinement and experimentation with materials</i> <i>AO3 – Drawing proficiency and annotation expressing ideas and self-reflection</i> <i>AO4 – Final personal response to artistic theme/ enquiry</i></p> <p>Students are made aware of how these key skills are interdependent and by making these explicit they become aware of their own strengths and areas needed to be improved. Throughout the year these skills are increasingly refined and developed by the more</p>	<p>In Y9, although the generic assessment areas remain the same: <i>Technique, Presentation, Looking closely, Concept</i> and the emphasis on drawing remains at the centre of all projects, there is now an emphasis on understanding of the <i>purpose</i> of the skills taught regarding their personal development and the way that they are presented in order to demonstrate this. Projects are now more wholistic and presented in a manner akin to the GCSE style study sheet, (annotated and preparatory/contextual research visually linked).</p> <p>Students will now practise in each project the <i>5 skill statements</i> in relation to their progress:</p> <ol style="list-style-type: none"> 1. <i>Drawing Skills</i> – from observation, memory and imagination using a variety of media and techniques 2. <i>Research</i> – select and collect materials relevant to ideas and themes 3. <i>Discussion</i> – to be able to annotate and describe impact of context on practical work using specialist vocab. 	<p>The skills acquired and developed throughout y8 are largely an extension of those begun in Y7 and indeed could be seen as an extension of Y7 or that Y7/Y8 be (in terms of approach to key skills/ knowledge) a 2 year programme of study.</p> <p>The four skills and assessment areas remain the as before and the drawing, technical and contextual knowledge acquired are very much a continuation and development from those begun in the previous year. However, they are applied to technically and imaginatively more demanding projects where the social, cultural and conceptual aspect of the techniques they learn is more pronounced.</p>	<p>At the heart of all projects designed from the start of the 5- year journey is that of drawing in all its manifestations -the key elements of outline, spatial accuracy, light and dark appreciation, textural description and 3-D illusion. However, we also introduce to four key skill areas that can be generically applied to all approaches in all media and these become the formative basics of assessment throughout KS3.</p> <p>These are: <i>Technique</i> <i>Presentation</i> <i>Looking Closely</i> <i>Concept</i></p> <p>These are principles connected to the skills taught that the art department wishes to encourage students to always consider whilst producing their artwork, enabling personal reflection and critical analysis. Students will understand that to</p>

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		<p>personalised aspect of the project. Students are expected and encouraged to reflect more deeply on their personal approaches to the four skill areas, consequently improving their own artistic practise through selection and rejection of methods and concepts.</p>	<p>4. <i>Experimentation</i> – exploring media and techniques, realized purposefully in final-outcome</p> <p>5. <i>Refining</i> – modifying work as a result of scrutiny, self-reflection and discussion</p> <p>(These skills will relate directly to the requirements of AOs in Y10/11)</p>		<p>think about and apply these aspects to all different ways of making art will improve its appeal and appearance and communicate ideas more effectively.</p>
<p style="text-align: center;">Wider curriculum links to CC/SMSC/PD and CEIAG</p>	<p><u>At GCSE</u></p> <ul style="list-style-type: none"> - Research into wider and diverse cultural ideas. - Tackling and understanding cultural and socially diverse concepts - Developing a personal voice and responding to other’s opinions and ideas - Demonstrating initiative, self-motivation and resilience - Plan a conceptually personal response to a thematic proposal 		<p><u>At KS3</u></p> <ul style="list-style-type: none"> - Observing and understanding the world around us and daily lives through art - Investigating possible solutions to personal and emotional issues - Understanding the role of art in society and how it changes ideas and cultures - Understanding that different cultures and societies represent themselves in different ways - Self-motivation and initiative by attending art-club out of lessons art activities and being involved in art 		

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- Sensitivity towards feelings and opinions of others
- Self-expression demonstrated through cultural and visual symbols, ideas and feelings
- Communication of ideas and opinions to others – being able to discuss them.
- Visiting art galleries to appreciate cultural voices and events and relate to own experiences
- Working with artists
- Exhibiting and displaying work in public contexts – expressing ideas and personality
- Developing an enquiring and questioning mindset
- Empathizing with problems/ opinions / situations on a local and global scale

competitions, displays or events made available

- Expressing thoughts and creating solutions for feelings and emotions
- Discussing ideas and appreciating other's opinions
- Being self-critical
- Building confidence to express ideas and communicate
- Taking risks
- Researching ideas
- Understanding how art informs and enhancing aspects of life outside of the art room
- Questioning preconceptions
- Communicating personality
- Developing belief in themselves

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- Awareness of 'higher' and 'lower' cultural tropes and the integration of these in modern society
- Understanding the importance and role of the artist in society
- Understanding art's inherent connection to states of mental health
- Building self-confidence and awareness – belief to influence others

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