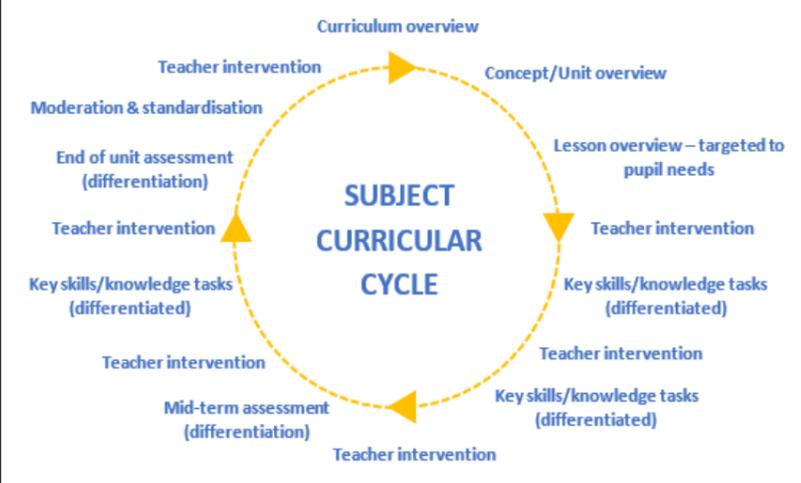


Ian Ramsey CE Academy: Art & Design Curriculum Progression Model

| CURRICULUM OVERVIEW | Curriculum What we study. Why study it. Why study it now. <i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i> | | | | | | How we teach the curriculum <i>How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.</i> | What we expect from the curriculum <i>How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</i> |
|---------------------|--|-----------|--|----------|---|------------|--|---|
| | Setting | Designing | | Planning | | Delivering | | |
| YEAR 7 | What: Tone and Form What: Introduction to tone and form when drawing still life and arrangements, exploring the use of mark-making. Pupils will express judgements about their work when comparing it to others, demonstrating a critical understanding. | | What: Colour theory What: Understand colour theory as one of the major elements of Art and understand how to create primary; secondary; tertiary and tints and shades of these hues when using paints. | | What: Warhol Pop art printing What: Investigate and explore Pop Art, looking at the introduction of mass production. Pupils will recognise the characteristics, ethics and process behind the work of Andy Warhol. | | Lessons in Art and Design are underpinned through a hands-on approach to learning, which develops creative thinking, experimentation, a search for knowledge and understanding of how historically artists have approached ideas and events. Pupils consolidate their understanding by building on previous experience. The knowledge is embedded through opportunities for retrieval of key points and skills. Pupils are able to experiment with a broad range of techniques and media which fulfil the requirements of the NC, along with building on skills, personal experiences and cultural context. Our teaching embraces practical, verbal, aural, independent and group learning. Pupils are encouraged to cascade their learning to others, as one method of retrieval and cognisant learning. Pupils develop understanding of key elements in Year 7 building a greater mastery of skills, techniques, and knowledge of art genres. Projects are designed to cover many cross curricular links, such as History, Geography, Religious Education, Mathematics and PD. English continues to be a key element as pupils analyse, evaluate, and offer their own verbal or written responses to the work they do. | Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning and what the next steps are. Formative Assessment This is used to provide information about what pupils know, understand, and are able to execute. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> • Retrieval of prior learning • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment Summative Assessment This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall. The whole school LWL structure is in place. |
| | Why now: To embed an understanding of how tone and form is a building block for art development. | | Why now: Developing pupils understanding of abstract theory, as a basis for the next topic and the development of design. | | Why now: Consolidate pupil's understanding of abstraction from previous learning while leading to a greater comprehension of colour theory. | | | |
| YEAR 8 | What: Colour lettering Jasper Johns What: Pupils study and build on previous understanding of colour theory exploring tonal variation when using new colour media. Pupils will develop skills with paint mixing and application of colour, and the work of Jasper Johns. | | What: Perspective What: Develop understanding of the principles of one-point and two-point perspective. Pupils will apply the understanding of perspective to investigate and develop ideas around lettering. | | What: Landscape What: Pupils experiment with new, unfamiliar media and ways of working, whilst responding to the theme of landscape. Develop confidence experimenting and controlling unfamiliar mixed media materials. | | | |
| | Why now: Supports pupils remember/reinforce prior learning about application of colour. Also demonstrating development from Pop Art which links with the Y7 Warhol project. | | Why now: Pupils will learn the basic elements of font measurement and design through mathematical links. This will allow good grounding for the next project. | | Why now: Refresh pupils' understanding of creating accurate lettering and how to develop these skills to show the illusion of 3d form. | | | |
| YEAR 9 | What: Identity What: Pupils will look at the artwork of Bedrich Fritta and Jan Hartman, Jewish art depicting life in the camps. Exploring figure drawing through sketches- quick draw exercises and mark-making. Analyse the style of work and emotional effect/style of the artwork. | | What: Graffiti What: Pupils will understand the social and moral implications of Urban Art, making judgements about art or vandalism. Pupils explore the potential of using ICT resources for design development and research. | | What: Portraits What: Following the theme of identity pupils will study proportions of the face using primary and secondary sources. Pupils will look at the proportions and details of facial features from a range of artists who offer differentiated styles. | | | |
| | Why now: 21 st January is Holocaust Memorial Day. We would like pupils to have a full understanding of this event in time and produce visual art responses to commemorate this. Looking at current issues and how historical lessons can be learned and have impact on today's lifestyles | | Why now: Extending pupils' awareness of their community and their responsibility as global citizens. This topic will lead on from the previous SOL. It is at this stage in their mental and physical development pupils benefit from guidance relating to the world about them. | | Why now: This project will allow pupils to experience the range of options and stimuli. Pupils become more independent learners and have a good, grounded knowledge of portraiture in preparation for the for GCSE course. | | | |



Ian Ramsey CE Academy: GCSE Art & Design Curriculum Progression

| Curriculum What we study. Why study it. Why study it now. <i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i> Our curriculum aims to provide pupils with the elements of art to enable them to have a core understanding of the foundation of Art & Design. Our aim over 5 years, is to teach pupils a variety of skills and techniques that enable them to communicate ideas through visual language and show an understanding of the impact other artists have made in the world. We encourage pupils to learn about other peoples' opinions, whether they be political, social, or intellectually provoking to allow individual styles are recognised because of their originality or differences, so pupils are confident about their own individual style. Through interrelated topics and media experimentation, pupils will use Art & Design as a stepping stone for future learning and development. | | How we teach the curriculum <i>How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.</i> | What we expect from the curriculum <i>How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</i> |
|---|---|---|--|
| Setting | Designing | Planning | Delivering |
| What: Component 1: Y10 Portrait project What: Pupils select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: charcoal, pastel, coloured pencils, biro, pen and ink, paint, printing, resist techniques, stitched, collaged, mixed media and photography. They will be taught through a series of workshops in which they are introduced to a range of approaches and media. Pupils are then given a choice of artists whose work reflects a range of styles, techniques, and media. Pupils then work more independently to explore a preferred style, developing their own ideas through investigations with media and alternative techniques. They will be required to assess, analyse, and evaluate their work and that of other artists, showing an ability to compare, contrast and develop ideas through their studies. Pupils will be taught how to add insightful annotations to their work along with how to analyse the work of others along with producing design ideas which clearly show creative decision making along with developing problem-solving capabilities emphasis will be placed on the examination criteria in order to be successful. Key assessment are the Assessment objectives from the AQA specification. The body of work is marked holistically. | What: Component 1: Y10 Mock exam project- pupils will be given a past GCSE exam paper. What: Pupils choose from a selection of starting points from a past GCSE exam paper and use their skills to develop a personal response. Staff negotiate and discuss ideas with each pupil in order to write a personalised learning plan according to pupils' interests and skills. Pupils are given the opportunity to fully engage with a theme and select their own sources in order to make a personal response. They learn to engage with the process of developing, experimenting, refining and recording ideas in order to create a final outcome. The purposeful use of sources plays an important role in determining attainment as pupils are encouraged to move from dependence to independence. The investigation and understanding of sources lead to the ownership of ideas, more thoughtful selection and experimentation with materials, more purposeful development and refinement of ideas, as well as offering pupils a greater opportunity to develop a personal and meaningful response. Key assessment are the Assessment objectives from the AQA specification. The body of work is marked holistically. This project culminates in 10 hours of supervised time under exam conditions. | Year 10 and 11 teaching of Art and Design aims to develop an increasingly more independent approach to learning from the pupils. Projects are designed to allow pupils a greater range of choice and opportunity to follow their own pathway. Pupils are encouraged to make personal choices, select sources and pursue design ideas that reflect their own personality, culture, ethics and interests. Verbal feedback is regularly given which pupils respond to positively. Where written feedback is provided to pupils throughout the project time is allocated for skills and ideas to develop further. | Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there. Formative Assessment This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment Summative Assessment <ul style="list-style-type: none"> • This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall. |
| Why now: A portrait project offers the opportunity for experimentation and a sound introduction to the GCSE course. It also builds on prior experience from KS3. | Why now: This project teaches pupils the essential skills to manage the process of the externally set task, Component 2, in year 11. It also provides pupils with the opportunity to put into practise the skills and techniques learned previously. | | |
| What: Y11 Autumn Component 1: development of sustained work. What: Pupils select previous work and ideas to further develop in order to create a sustained body of work which meets the criteria of the specification. Staff aid the selection, discuss previous success and write personalised learning plans for each pupil. Feedback is given regularly, techniques taught both in class and in after school workshops. Pupils' understanding of the marks achieved and next steps are explicit and timely. Pupils understanding of the marking criteria is regularly checked. Key assessment are the Assessment objectives from the AQA specification. The body of work is marked holistically. | What: Y11 Spring Component 2: externally set task. (40% of final GCSE grade) Exam is scheduled for April of Year 11. What: Pupils choose from a range of starting points from the externally set AQA Component 2 exam paper which is available to schools from January 2nd. After choosing a selection of starting points pupils use their skills to develop a personal response. Staff negotiate and discuss ideas with each pupil in order to write a personalised learning plan according to pupils' interests and skills. Pupils are given the opportunity to fully engage with a theme and select their own sources in order to make a personal response. They learn to engage with the process of developing, experimenting, refining and recording ideas in order to create a final outcome. Key assessment are the Assessment objectives from the AQA specification. The body of work is marked holistically. | | |
| Why now: In order to build a range of evidence which meets the assessment criteria for component 1: 60% of final GCSE grade. | Why now: Directed by AQA Component 2: 40% of overall GCSE grade. | | |

Year 10 and Year 11

