



# Striving for Excellence

## Curriculum Overview: Art

## Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<b>Formal Elements- Colour Theory and Line</b> <ul style="list-style-type: none"> <li>○ Key Skills: Baseline eye</li> <li>○ Formal element introduction</li> <li>○ Colour theory</li> <li>○ Mark making and Line</li> </ul>	<b>Line and Pattern</b> <ul style="list-style-type: none"> <li>○ Luke Dixon</li> <li>○ Nakamura- culture/ pattern</li> <li>○ Reteach- line</li> <li>○ Zentangles, Scarpace/ MacArthur</li> </ul>	<b>Tone</b> <ul style="list-style-type: none"> <li>○ Basic Shapes</li> <li>○ Reteach- Sphere</li> <li>○ Gems- tone in colour</li> <li>○ Reteach- colour theory</li> <li>○ Ice cream – challenge, reverse of tone, white on black</li> </ul>	<b>Reteach- Pattern</b> <ul style="list-style-type: none"> <li>○ Printing with objects</li> <li>○ Pattern in art</li> <li>○ Troika- Creating own pattern and stencilled art/ mixed media.</li> </ul>	<b>Texture</b> <ul style="list-style-type: none"> <li>○ Rubbings</li> <li>○ Texture in art</li> <li>○ Creating own Van Gogh texture art with sgraffito</li> </ul>	<b>Formal Elements Recall and Retrieval</b> <ul style="list-style-type: none"> <li>○ Eyes</li> <li>○ Reflection on first eye to now- progress over time</li> <li>○ Reteach all the formal elements</li> </ul>
8	<b>Pop Art</b> <ul style="list-style-type: none"> <li>○ Mind mapping the theme: All things bright and beautiful.</li> <li>○ Pop Art</li> <li>○ Sarah Graham-sweets</li> </ul>	<b>Sweet Treats</b> <ul style="list-style-type: none"> <li>○ Different drawing styles</li> <li>○ Observational drawings of cakes</li> <li>○ One point perspective</li> <li>○ Drawn biscuits- Gorgina Luck</li> <li>○ Claes Oldenburg- clay</li> </ul>	<b>Water colour</b> <ul style="list-style-type: none"> <li>○ Reteach- Colour theory</li> <li>○ Water colour techniques</li> <li>○ Kate Leach inspired layers</li> <li>○ Helen wells inspired pattern</li> <li>○ Combining artists styles. GCSE link.</li> </ul>	<b>Mixed Media</b> <ul style="list-style-type: none"> <li>○ Observational Drawings</li> <li>○ Abby Diamond, watercolour and drawn response</li> <li>○ Butterflies and bugs in mixed medias.</li> </ul>	<b>Flowers</b> <ul style="list-style-type: none"> <li>○ Botanical drawings</li> <li>○ Reteach- Drawing with different Medias</li> <li>○ 3D flowers</li> </ul>	<b>Cultural</b> <ul style="list-style-type: none"> <li>○ Day of the Dead cultural link.</li> <li>○ 3D outcome mask. Link to GCSE 3D design.</li> </ul>
9	<b>Decay</b> <ul style="list-style-type: none"> <li>○ Reteach- Mind map/ Mood board</li> <li>○ Paint effects with acrylic</li> <li>○ Damien Hirst/ Mark Quinn artist analysis</li> </ul>	<b>Skulls</b> <ul style="list-style-type: none"> <li>○ Reteach- tone</li> <li>○ Skull drawing in 3 different ways</li> <li>○ Chosen final drawing style</li> <li>○ Biro and fine liner wash</li> </ul>	<b>Aging</b> <ul style="list-style-type: none"> <li>○ Hand drawings page</li> <li>○ Presentation</li> <li>○ Mark Powell artist analysis</li> <li>○ Reteach biro</li> <li>○ Evaluation</li> </ul>	<b>Aging</b> <ul style="list-style-type: none"> <li>○ Karl Blossfeldt</li> <li>○ Drawing in different medias</li> <li>○ Free choice drawing</li> <li>○ Framed final piece</li> </ul>	<b>Tools</b> <ul style="list-style-type: none"> <li>○ Roger Nellens</li> <li>○ Reteach- Acrylic paint methods</li> <li>○ Drawing tools</li> <li>○ Reteach-Textures</li> <li>○ Reteach-Pastel work</li> </ul>	<b>3d Personal Response</b> <ul style="list-style-type: none"> <li>○ Composition</li> <li>○ Choose either a tile or a standing piece. Link to 3D design</li> </ul>
10	<b>Skills Building</b> <ul style="list-style-type: none"> <li>○ Funfair</li> <li>○ Erosion</li> <li>○ Mind mapping</li> <li>○ Exploring the themes</li> <li>○ Skills linked to the themes</li> <li>○ Progressive difficulty</li> </ul>	<b>Skills Building</b> <ul style="list-style-type: none"> <li>○ Flights of Fancy</li> <li>○ Water</li> <li>○ Mind mapping</li> <li>○ Exploring the themes</li> <li>○ Skills linked to the themes</li> <li>○ Challenging leading to sophisticated outcomes</li> </ul>	<b>Practise Portfolio</b> <ul style="list-style-type: none"> <li>○ Theme: Journey</li> <li>○ Developing ideas</li> <li>○ Artist research number 1</li> <li>○ Response</li> <li>○ Observational drawings</li> <li>○ Artist research number 2</li> </ul>	<b>Practise Portfolio</b> <ul style="list-style-type: none"> <li>○ Experimenting with media</li> <li>○ Developments</li> <li>○ Refinements</li> <li>○ Planning final piece</li> <li>○ Final Piece</li> <li>○ Review of project</li> </ul>	<b>Portfolio</b> <p>Mind map the theme Mood board Artist number 1 Artist response</p>	<b>Portfolio</b> <p>Artist number 2 Response Developments</p>
11	<b>Portfolio</b> <ul style="list-style-type: none"> <li>○ Artist number 3</li> <li>○ Response</li> <li>○ Developments</li> <li>○ Experimentation</li> <li>○ Potential artist number 4</li> </ul>	<b>Final Coursework Piece</b> <ul style="list-style-type: none"> <li>○ Final piece for coursework:</li> <li>○ Developing ideas</li> <li>○ Prototype creation</li> <li>○ Creating final outcome</li> <li>○ Evaluation</li> </ul>	<b>Intro to Exam J171/02</b> <ul style="list-style-type: none"> <li>○ Externally set exam prep</li> <li>○ Research</li> <li>○ Mind maps</li> <li>○ Mood boards</li> <li>○ Independent learning</li> </ul>	<b>Exam Prep J171/ 02</b> <ul style="list-style-type: none"> <li>○ Experimenting with different media</li> <li>○ Exam drills/mock exams</li> <li>○ Final 10hr exam – to include final piece – showcase/exhibition</li> </ul>	<b>Refine Coursework J171/01</b> <ul style="list-style-type: none"> <li>○ Checklist creation – outstanding work</li> <li>○ Refine coursework</li> <li>○ Final presentation of artwork</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>○ NA</li> </ul>

Implementation is driven through our 4 TLPs: Sequencing, Scaffolding & Modelling, Questioning, Reviewing Material and Stages of Practice

## Curriculum Intent

### **Broad and Balanced-**

For pupils to acquire the knowledge, skills and in-depth understanding of the paradigms of art through disciplinary and hierarchical knowledge. Year 7 and 8 will be skills and knowledge building through practice, modelling and reflective practices. This will allow for a secure foundation to achieve fluency, experimentation and authenticity starting in year 9 through to year 11 and beyond.

### **Focused, Substantive Knowledge-**

Pupils will study a vast range of artists and crafts people throughout history and modern-day art. Artist analysis's will enable pupils to expand opinion and vocabulary based on these artists intentions, giving meaning to art and how humans behave, make and think. The curriculum will be designed to build upon skills, knowledge and processes through carefully planned sequenced schemes of work, where concepts and techniques will be revisited to develop pupils' knowledge and allowing them to make links to secure learning to enable relevant mastery of skills and processes.

### **Rigorous-**

DNA's, knowledge organisers, impactful assessment and practise with learner reflection will ensure that misconceptions are addressed, and pupils are more able to recall, articulate and draw on past knowledge to inform future learning. This includes focus groups pupils and SEND because alongside these learning strategies are help sheets, writing frames and support and challenge imbedded in the lessons to support the learner to achieve the learning intentions.

### **Coherent-**

In each scheme of work, appropriate carefully selected artists, from a range of paradigms, will be chosen to study alongside the practical elements. This will allow pupils to build context behind the skill to enable them to identify which methods reflect which paradigm, for example expressive drawing would be linked to modern art. Using these traditions of enquiry will allow for pupils to use this confidently as a solid basis to inform their own art.

### **Progression and Sequence-**

Year 7-9 is sequenced with carefully mapped learning objectives which build from working knowledge to long term memory over time, enabling pupils to form connections and substantive knowledge to apply their learning in a variety of settings independently in KS4.

### **Appropriate-**

Teachers in the department will deliver the thoroughly collaboratively planned schemes through a variety of teaching methods including didactic, directed and pupil-led. This is following the school's policy of I do, We do, and You do. Modelled and graded examples of what a good one looks like, WAGOLL, is at the heart of the lessons to encourage expert level and sophisticated responses. Assessment, PLC's and reteach opportunities will be planned for so that pupils can embed knowledge, skill and understanding and acquire all the tools to progress.

### **Relevant and Engaging-**

Pupils will practise and explore a range of medias starting with the formal elements of art and design in year 7. Pupils will then go on to learn a variety of methods of drawing, painting, printing, collaging, ceramics, 3d modelling and presenting to build skillset, understanding and confidence. The emphasis will be on learning through trial and error and experimentation.

# Curriculum Implementation

## Planning-

Planning will be robust and sequenced. Schemes of work will ensure progression over time. They will have a strong and solid foundation in year 7 to build upon in year 8 and 9, allowing for independence in year 10 and 11. Concepts and skills will be revisited to ensure they are embedding in the long-term memory.

### Planning will include-

- 5 Year S Map
- A year over-view
- Medium term plans
- Skills, knowledge and assessment planned for
- Explicit learning intentions through a variety of artists and medias, using the exposition slide and Pl's as a foundation and anchor point to learning intentions
- Clear, exciting and engaging scheme of work PowerPoint with an I do, We do and You do format
- Modelled and graded examples (WAGOLL)
- Scaffolding in the form of help sheets, step by step processes, sentence starters.

### Lessons will be well planned, resourced and easy to follow will include-

- A DNA activity which will then formulate into a retrieval mat to encourage learning over time.
- I do, We do and You do,
- Opportunities for practise.
- Criteria, reteaches and PLCs
- Knowledge organisers with key words,
- Support (including help sheets) and stretch/ challenge.

All teachers will teach from the same well-planned scheme of work, at a 80/20 ratio, using the modelled and graded examples to ensure consistency. Moderation will take place termly.

## Home learning-

Home learning will be planned for to improve observation and skills building in a gallery style appearance which will be added to the books to demonstrate progress over time.

## Tracking-

Pupils' books, over 3 years, will include up to date trackers to monitor progress on the front of the books, this will be used as a tool for reports. Teacher class monitoring will be robust and linked to formative and summative assessment.

## Assessment-

Verbal feedback will be given every lesson, WWW and EBI will be in all books. Formal marking will be planned for and will include strengths and targets linked to the learning intentions and a personal comment and effort grade. PLC's will be linked to formal assessment slips and reteaches will be planned for and taught to ensure gaps in knowledge and/ or skill are addressed before proceeding on to the next scheme of work.

## Rewards and Enrichment-

Pupils will be rewarded with stickers, emails, postcards, certificates, social media exploitation and every year group in KS3 will have an artist/ designer of the year award competition. Holiday sessions, after school classes and clubs. Learning about a variety of different art paradigms to broaden horizons.

## Progress and Attainment & Engagement-

- **70% of KS3 books to be on or above expected levels, as shown on the book trackers**
- **80% of KS4 classes to be on or above target. Tracked and monitored on the shared system. Progress in year 11 is in excess of +1 in both ART and 3D.**
- SEND and PP pupils to be performing in line with non-SEND and PP. **This is the case for Year 11 Art.**
- Strategic selection for Year 11 P6 has proved positive with **80% demonstrating progress.**
- ATL has improved over the last 12 months with **70%+ in all year groups having a grade 4-5 for their effort levels.**
- Pupils in year 11 have attended half term, Easter, golden morning and after school sessions
- **The Pupil Voice 85- 100% of pupils in each year group stated that they enjoy art lessons, 95-100% of each year group said that the teachers want them to do well and 92-100% think that the tasks are explained well.**

## Depth of Learning and Planning-

*\*The curriculum's scaffold and sequencing supports learners and embeds a strong foundation in KS3. We are only 12 months into this so the real impact will be seen after a full 5-year cycle.*

- Pupils will be engaged in their learning and will have a greater understanding of the what, why and how through discussion of the exposition slide. This will be evident in their books through PRIDE and annotation, attendance, effort in lessons and evidenced through response to feedback and progress. **In a pupil voice 80-100% of learners believe they are doing better this year than last.**
- Most will be able to articulate their learning and recall key information when asked in learning walks, questioning and through pupil voices. This is still something to work on, as found in the QA and TDP.
- They will develop in confidence through the I do, We do, You do model and planned chances of practise. Progress will be visible in their books and KAT data with 70%+ achieving or exceeding their targets for KS3 and 80%+ for KS4. **Currently, Year 10 textiles are on 67% and art 86% on or above. Year 11 art- 78% and 3D- 83% on or above.**
- They will be clear on how to improve and the criteria that they need to meet ensure progression, evidenced through the progress in books, pupil voice feedback and overview trackers.
- Support in lessons and schemes of work will ensure that focus pupils will be showing the same consistent progress as their peers. **90% of year 10 believe that they have improved since September. The other 10% have low self-esteem and do not feel anything they do is of any quality or standard.**
- Challenge will ensure that pupils are able to access the higher “sophisticated” mark band. **The goal is 10% of each cohort, this has been achieved for most classes, set 4 onwards.**

## Home learning, Enrichment, Praise/Rewards-

- Home learning will be planned for to improve observation and skills building. This will be evident with improved drawing and observation skills, recorded in their books. A big push for home learning in their books this summer term to get 100% with evidence of home learning by the end of the year.
- **Clubs- On average, 28 pupils attend art club on a Thursday lunch.**
- Striving for excellence- Pupils with high standards and levels of commitment are allowed to take their work home to improve/ complete it as part of the striving for excellence agenda
- Postcard competition has been launched to reward pupils for excellent effort and outcome in lessons. **This is especially true of year 9 pupils in art and Year 8 pupils in textiles, where at least 10 pupils regularly do this.**

## Assessment, Feedback and Monitoring-

- Verbal feedback will be stamped in books, WWW and EBI will be evident in all books showing that pupils are aware of their own progress and how to improve.
- Formal marking will ensure that common misconceptions are addressed and not repeated through whole class PLC's and reteaches. In the latest book look this was found to be the case in all books looked at.
- Stars will be given to exceptional books. **In art 30% of books have a star.** This is something that needs promoting in textiles books as only 5% have a star.