

# Art Department

## Curriculum Statement



### Intent

The Key stage 3 curriculum builds on a range of skills required to help students develop, explore, and create art through a range of techniques. Lessons are scaffolded starting with basic techniques in Year 7 to more advanced methods in Year 13 designed to support the abilities of our students. The curriculum has been adapted to continue to focus on key skills developed during remote learning by revisiting and refining techniques, enhancing knowledge, and inspiring confidence.

The subjects taught, drawing, painting, mixed media and research, allow each lesson to inform the next to build on skills enabling students to explore their own creativity through practical work along with theory. The framework is designed to increase knowledge lost through remote learning and strengthen their visual understanding of the history of art, craft, and processes, allowing students to develop the knowledge to improve their individual learning.

### Implementation

#### a) Content & Skills

The order in which the subjects are taught throughout Key Stage 3 (Year 7, 8 and 9) build basic art knowledge to advanced levels throughout each SoW. The topics studied during each term are listed below:

Year	Term 1	Term 2	Term 3
7	Drawing and Portraiture	Colour Theory & Painting	Textiles Project: Stitching and Application Exam: Drawing Still Life
8	Drawing & Painting in Perspective	Exploring Cultures	Exam: Final Mixed Media Cultural Graphic Design
9	Exploring Urban Culture: Street Art/ Stencilling	Exploring Model Making through clay: Dragon Eyes	Exam: Propaganda (Mixed Media Piece)
10 & 11	Y10 Project 1: Ways to developing ideas Year 11 Project 3: (Topic set by teacher)	Y10 & 11 Project 2: Mock GCSE Exam	Year 10: Refine and Improve Year 11: GCSE Exam Preparation Work
12 & 13	Y12: Exploring Semiotics Y13: The Comparative Study	Y12: Understanding Function and Purpose in Art Y13: Refining your Process	Y12: How do you develop Process and Meaning? Y13: Exhibiting your work

### Key Stage 3 Framework

- Year 7 Study a framework, which focuses on observational themes to improve their drawing and painting skills. The Proportion of the head is used to understand how measurements can be used to help aid an accurate representation of the human face whilst also incorporating these drawing skills to a series of objects. The SoW is designed to build upon skills from Key Stage 2 building more advanced drawing methods such as Negative spaces & Hand Eye-coordination, which are the key foundations for a successful drawing. Colour theory is introduced to allow students to obtain a basic knowledge of colour, encouraging students to develop painting techniques using a variety of colour mixing exercises.
- Year 8 Study a framework, which focuses on cross-curricular subjects. Concentrating on 'Perspective' improving technical drawing techniques in terms 1 & 2, followed by 'Culture in Art' during term 3. The Culture project allows students to develop their research skills along with building knowledge of different types of art around the world. The technical drawing continues to build on the observational skills learnt in Year 7 whilst increasing the level of drawing techniques.
- Year 9 Study a framework, which focuses on 'Street Art' techniques which incorporate stencilling, creating depth through layers and understanding the relation of colour using texture. The stencil cutting develops vital craft knife skills whilst also understanding how images can be transferred from one medium to another. Colour Theory learnt in Year 7 is revisited to help students develop a successful abstract art piece whilst introducing the importance of the 'Process and Method'. In term two students explore working with clay to produce 2D relief Dragon Eyes which incorporate modelling skills in preparation for GCSE Art. The end-of-year exam for Year 9 focuses on cross-curricular connections to 'Propaganda' linking to social issues found today.

All students are set homework every 2 weeks designed to help improve each element in Art. These include writing, drawing and creativity.

### b) Learning environment

The Art Department takes pride in offering students the opportunity to take part in outside competitions. All our staff encourage students to enter and submit artwork to a variety of Exhibitions outside of the school. These include entries made to the prestigious Mall Galleries (the National Students Art Exhibition), the 40th Exhibition of Young Art in Bexley (at Hall Place, Bexley) with an end of Year Summer Exhibition for Key Stage 3 students to showcase the very best of their work. We offer Art Clubs for the younger years and GCSE catch-up sessions after school for those wishing to improve their art techniques & coursework further. Year 10, students regularly visit the Saatchi Gallery to better their understanding of 'Contemporary Art practice' enriching their projects studied in preparation for the AQA GCSE Fine Art course.

### c) Assessment & Feedback

Throughout Years 7, 8 and 9, there are four main Key Assessment tasks at Key Stage 3 (Drawing). These are embedded in each Scheme of work to allow both teacher and student to track their progress, highlighting strengths and key areas for improvement. Peer Assessment is used to enable students through Years 7 to 9 to see which skills have learnt and to which level of confidence.

When providing students with valuable feedback, Google Classroom is used to give instant levels returned to students along with their parents or guardians online. This platform records marks and helps both teachers and students track when work has been handed in on time or failed to meet a deadline. This platform is particularly relevant to Art as it visually records examples of work by requiring students to upload their work online. This introduces the IB Visual Arts preferred platform to students at an early age thus preparing them for the IB Submission should they wish to pursue this route of study.

Key Stages 4 and 5 are tracked through various methods, verbal, personalised plans and online depending on the type of student and progress made each term. Online Assessment Sheets for IB Visual Art students help individuals familiarise themselves with the IB Visual Criteria and how each unit is marked.

### d) Monitoring

Classes are monitored through formal and informal lesson observations within the department. Teachers regularly meet to discuss lessons and schemes of work sharing examples of outstanding pieces created by the students. The Student Assessment Criteria used by all teachers allows examples to be shared efficiently between teachers whilst also being used to familiarise the students with the standard between levels 1 to 9 in the quality of work produced.

## Impact

Teachers have high expectations and quality evidence of work can be seen in student folders.

The results in IB Visual Arts have clearly shown students have developed strengths in becoming independent learners. The GCSE course prepares students for the IB program by preparing students with a rich variety of skills and techniques. Both courses have given students the freedom to explore their own interests. During GCSE Moderations, the AQA commented on, 'an excellent diversity of work produced, allowing students to grow, and become independent thinkers.

Many of our students pursue their studies further within the Arts, successfully applying to Architectural Courses and Foundations in Art and Design at Camberwell School of Arts, Goldsmiths College, Ravensbourne College of Art, University of Creative Arts and many more. We have also been a member of the Prince's Trust Research Programme attending courses, which have benefited teachers within the department to help explore effective ways of learning and teaching Art within the classroom.

For 3 years we have entered GCSE and IB Visual Art work into the National Students Art Exhibition at the Mall Galleries in London and successfully been selected each time. Our Key Stage 3 students have also taken part in the Young in Art Bexley Competition winning prizes for 'Outstanding Work' achieved in Year 8 for Perspective painting.