

Intent:

- Students have an understanding of contextual studies and theoretical artistic studies alongside exploring and mastering different techniques and materials.
- Students build fine motor skills, technical understanding and application; students are initially introduced to the formal elements and once the basics are acquired, these are then applied to different contexts with growing complexity throughout the curriculum.
- Students develop transferrable skills which can be used across the curriculum and will serve them well when seeking employment (creativity, communication, critical thought and analysis, cultural/social/historical awareness, perseverance and resilience).
- Students use a range of different processes and techniques from painting to printing to photographic manipulation. As contextual understanding grows, students are required to consider concept and visual language at a greater level, demonstrating this through the design and creation of personal ideas that explore the society and culture that individuals are immersed in; work often acts as social commentary as students challenge the issues that cause them concern.
- Students understand the role of a contemporary artist and can independently follow the creative process (Research, analyse, experiment, design develop, present, evaluate) to realise their own creative intentions.
- Students can fluently analyse artwork using key artistic terminology.

Implementation:

Year 7

Art: Formal Elements

This project aims to introduce students to the formal elements within art, improve their drawing skills and familiarise students with different media within art. Throughout the project students will learn about artists/designers/craftsmen, developing their knowledge and understanding of the art world whilst exploring different skills and techniques. Students will develop their confidence and artistic ability through the 8 formal elements. They will learn valuable skills which they will use for their final piece at the end of the year.

Students will develop their technical skills on the following areas throughout the year:

1. Tone
2. Shape
3. Pattern
4. Colour
5. Form
6. Space
7. Shape
8. Texture

Art: Illustration

Utilising their knowledge of the formal elements, this project further develops student's technical skills through their continued practice of a range of media. Students will explore the work of various artists and illustrators, creating several responses. Students will revisit previous learning and deepen their understanding of different artistic skills whilst also developing essential skills relating to planning, designing and composition. Students learning will culminate in the creation of a personal response called "Illustrated Me".

Key skill areas:

- **Watercolour painting**
- **Illuminated lettering**
- **Font designs**
- **Facial proportions**
- **Collage**
- **Drawing facial features**
- **Final piece – illustrated me**

Year 8

Art: Portraiture

This project develops students drawing skills, focusing specifically on control, accuracy, tone and proportions. Students will use knowledge gained in Year 7 to practice and begin to master drawing the facial features and facial proportions accurately. Through this student's will study the human face closely, through investigation into relevant portraiture artists, students will broaden their understanding of the purpose of portraiture and develop skills which will allow them to more accurately portray the human face with a range of different styles and materials.

Technical drawing skills:

1. Drawing eyes
2. Drawing noses and mouths
3. Understanding facial proportions
4. Gridded drawing
5. Abstract portrait
6. Watercolour
7. Biro & pencil
8. Oil pastels
9. Acrylic
10. Toning techniques
11. Coloured pencil
12. Final piece

Surrealism Painting/Drawing

Using the art movement Surrealism as a stimulus, students will start to deepen their understanding of key specialisms within the art world: Drawing/Painting, Print-making and Photography. Students will explore these disciplines on a carousel that seeks to mirror a foundation course.

Within the Drawing/Painting project students will build on the key knowledge and skills they developed during Y7 and Y8 with the aim of building automaticity when using more challenging media such as watercolour, acrylic and oil paint. Students will learn about the key characteristics of the Surrealist art movement and create their own artistic outcomes inspired by the work of famous Surrealist painter such as Dali and Magritte. Study within this area will help to prepare them for GCSE as they build technical fluency with media and explore visual language and concept in greater detail.

Key learning components:

- Be able to critically analyse artworks and infer conceptual meaning in relation to visual language (Formal elements/Subject/Media application).
- Know the key characteristics of watercolour, acrylic paint and oil paint.
- Develop ability to effectively control watercolour, acrylic paint and oil paint, utilising blending techniques and layering when necessary.
- Have a knowledge of different drawing techniques that can improve accuracy when drawing from observation.

Surrealism- Photography

This introductory project aims to introduce students to Photography as an Art form. Students will start to explore the basic practical skills of Photography, whilst developing their understanding of the formal elements and different compositions throughout. Students will be guided through research tasks that teach them how to analyse visual language and understand context. Alongside this, students will replicate and interpret artworks, deepening their understanding of materials and techniques in a context that is increasingly more challenging. By gaining confidence when using a DSLR camera and learning about some of the core skills needed to edit photographs, students will have the knowledge and skills to learn in more depth about Motion within Photography in Year 10.

Key learning components:

- To gain understanding and knowledge on what the formal elements within photography are with a focus on composition, exploring different angles.
- To have a knowledge and understanding of the anatomy of an SLR camera and to know how to take a picture using an SLR camera.
- Develop our written communication and ability to analyse artwork/photographs and apply key photographic vocabulary.
- Be able to use basic editing techniques to physically and digitally manipulate photographs.
- Develop recording and presentation skills.

Surrealism – Printmaking

Within the printmaking project students will be introduced to a range of different printmaking techniques, such as lino printing, mono printing, block printing etc. This will allow students to explore a new way of creating art which draws on their core knowledge of the formal elements in Year 7 and year 8, This introductory project presents them with an increased challenge of applying this understanding to a new process in style of surrealist art. Students will explore printmaking following a structure based around the formal elements (Pattern, space, colour, line, texture, form, shape) As well as being inspired by famous surrealist artist and printmaking artists. This will allow them to have a stronger understanding of historical surreal artists as well as contemporary ones in the modern day art world.

Key learning components:

- Be able to critically analyse artworks and infer conceptual meaning in relation to visual language (Formal elements/Subject/Media application).
- Know the different forms of printmaking and their key characteristics.
- Develop ability to effectively control the tools used within printmaking and effectively communicate the formal elements effectively through the use of printmaking.

Year 10 Fine Art	<p style="text-align: center;">‘Colour/Expression’</p> <p>The main aim of this project is to investigate colour within the art world. This project aims to provide creative independence for students and allow them to strengthen their ability to make independent choices about artists, materials and outcomes. Students will develop technical fluency and critical understanding through the study of a range of artists that use colour in different ways. They will explore techniques and process used by artists and will produce a body of work that demonstrates their understanding of colour, their critical understanding of contextual references and growing technical fluency.</p> <p>Areas of focus –</p> <ul style="list-style-type: none"> - Technical fluency - Thoughtful and in-depth research/analysis - Creative independence and design making - Skilful idea development <p>Key learning components:</p> <ul style="list-style-type: none"> - Have an in-depth understanding of artists that look at and use colour. - To be able to analyse visual language. - Develop technical control when using different materials and techniques. - Be able to use visual language effectively to communicate an idea.
	<p style="text-align: center;">‘Human Form/Portraiture’</p> <p>With ‘Portraiture’ as the stimuli students will create a sustained project that aims to foster fluency and independence when investigating (research), applying materials and generating purposeful/meaningful ideas and outcomes. Students will investigate ‘portraiture’ within the art world and study a range of historical and contemporary artists and crafts people from around the world. Students will learn the techniques and processes used by those artists, further exploring materials, techniques and processes. Students will produce a collection of observations relating to portraiture in varying materials, styles and scales. They will then develop their own ideas and produce a personal response.</p> <p>Areas of focus –</p> <ul style="list-style-type: none"> - Technical fluency - Thoughtful and in-depth research/analysis - Creative independence and design making - Skilful idea development <p>Key learning components:</p> <ul style="list-style-type: none"> - Have an in-depth understanding of portraiture artists and be able to analyse visual language. - Develop technical control when using different materials and techniques. - Develop observational drawing skill with a focus on shape and proportion. - Be able to use visual language effectively to communicate an idea.
Year 11 Fine Art	<p style="text-align: center;">Mock Exam – Past paper AQA</p> <p>Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course. Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.</p> <p>The final outcome will be created in a 10-hour mock exam that is held across 2 days.</p>

Areas of focus –

AO1 – Demonstrate critical understanding (Research)
AO2 – Review and Refine (Experimentation and development)
AO3 – Quality of observation
AO4 – Present and personal and meaningful response (Final outcome)

Externally Set Task – Exam paper issued by AQA

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course. Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 10-hour exam that is held across 2 days.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)
AO2 – Review and Refine (Experimentation and development)
AO3 – Quality of observation
AO4 – Present and personal and meaningful response (Final outcome)

Enrichment Opportunities:

Attending **Art Club** and **Photography Club** allows pupils to explore their creativity, develop technical skills, and express themselves through different artistic mediums. In Art Club, they experiment with various techniques and materials, enhancing their artistic abilities and confidence. Photography Club helps pupils learn about composition, lighting, and digital editing, enabling them to capture and interpret the world through a creative lens. Both clubs provide a supportive environment for pupils to refine their talents and showcase their work.

Prop and Set Design Club: In this club, pupils develop their creativity and practical skills by helping to create props and backdrops for school productions. Through hands-on projects, they gain experience in design, construction, and problem-solving while working collaboratively as part of a team. This club provides a unique opportunity to contribute to the visual storytelling of performances, enhancing their artistic abilities and confidence in stagecraft.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.

Verbal feedback is championed within the arts and this is utilised consistently to give students real time, detailed feedback that is a catalyst for progress – all teachers have attended CPD sessions within the art department that focus on quality of assessment and identify how to continuously improve the value of feedback.