

Subject overview for: Art

1. Subject overview

The main aim of our Art curriculum is for students to learn and develop the skills required to draw, paint, and work with a range of materials. By showing them the work of great artists and designers, this will help to enable them to appreciate and enjoy art in all its forms.

The Art department aims are that:

1. Through a range of inspiring and engaging learning opportunities, students produce work which is creative, and which allows them to explore and record their ideas.
2. Students become proficient in using line, tone, colour, shape, space, form & texture in their drawing, painting, and 3D work.
3. Students become able to evaluate and analyse artistic work using the language of art and design.
4. Students learn about great artists and art from different cultures, and understand the historical and cultural development of their art forms.
5. Students are challenged and supported to achieve through well-structured and scaffolded tasks and through a clear assessment framework.

2. Key Stage Three summary (Year 7 and Year 8)

Students follow a two-year KS3 program of study, having arrived at JMHS with a variety of experience at their primary school. The Year 7 scheme aims to revisit, embed, then build on the KS2 national curriculum. Students receive a solid grounding in Art through sequenced, accessible learning.

Year 7 Art - 1 hour per week: In Art students will study The Key Elements of Art. The curriculum is split into 7 modules; Line, Tone, Colour, Space, Form & Shape and texture; with the final module being a standalone project and a culmination of all key elements of art. The sequencing of the modules allows for each preceding element to be revisited in the following module with an emphasis on key art vocabulary and understanding of the key elements.

Year 8 Art: 1 hour per week: Year 8 students will learn about portraiture. The curriculum is split into 4 modules; Rules of Portraiture, Julian Opie Pop Art, Self-Representation in Portraiture and the figure. Students will be encouraged to put into practice their skills and knowledge learned in Year 7, and the modules will build upon the Key Elements of Art, revisiting and expanding on prior learning. The sequencing of the modules outlined above allows for students to learn the basic rules and proportions applied to portraiture. They will practice generating realism within their work using pencil and pen, line tone and texture. This experience and approach help to embed good observational habits and techniques which are relevant to refining accuracy of future visualization tasks.

3. Key Stage Four summary

Year 9: Transition year

The Year 9 scheme is designed to enable students to revisit and explore in more depth the knowledge and skills required for GCSE. Students are exposed to a series of short timeframe skill-based tasks to enable them to develop and refine their technique. Year 9 as a transition from KS3 to KS4 develops the student as an artist, rather than address the requirements or structured project work required for examination (which they will explore during their GCSE in Year 10). Students respond to the broad theme of The Environment, enabling them to

explore this theme and its meaning to them and other people. Following work exploring a wide range of media and Artist techniques. Students learn how these can be applied to achieve the key elements of art through the production of a range of 2D imagery. Students are taught the rules of perspective, 3D representation, and composition methods. The final module focuses on sculpture and responding to the work of artists and designers. This opportunity gives students the opportunity to create a collaborative response ahead of independent work next year.

Year 10 and Year 11: GCSE Fine Art

Year 10: Students learn about the structure of a project and how to apply their previous knowledge and skills to the OCR specification and assessment objectives. The curriculum is split into 2 modules; mini personal investigation leading to the Personal Investigation coursework project that is completed in Year 11, formally assessed and then submitted to the exam board for moderation. Guided by the teacher, students will choose their own theme and will begin their GCSE portfolio.

Year 11: The Autumn term is dedicated to the completion of their personal investigation (60% of their final GCSE grade) including Artist investigation, creative design development, media exploration and refinement. Work is submitted to teacher in February for grading. Students are informed of their marks in line with JQC guidelines. In the Spring term, students commence their exam board-set (pre-release theme) investigation. Students sit their 10-hour final examination at the start of the summer term. Students must submit all preparatory work ahead of the first exam session and final outcome at the end of the second day of examination.

4. Sixth Form courses

The Art department offers two courses for students to study at A-level. Art and Design (Fine Art), and also Art and Design (Photography). These are endorsed routes through the OCR exam board suite of Art qualifications. The qualifications consist of two Units. An extended coursework unit worth 60% of their overall grade and an exam unit (responding to a pre-released theme from the exam board) worth 40% of their overall grade. During Year 12, students develop and explore techniques and approaches, widening their skill base and technical competence. This is done through a series of standalone tasks and tutor-guided learning, aimed at equipping students to enable them to individually meet the assessment criteria when completing their coursework. Students are encouraged to select their own theme for their project in the summer term of Year 12 as they start to create the portfolio of work that will be submitted for their coursework. In the Spring term, students will commence their exam board set (pre-release theme) investigation. This follows the structure and the same format applied to their Personal investigation coursework. Students sit their 15-hour final examination over three days. The date of the final examinations can vary depending on exam board deadlines for mark entry and Easter school holidays. Students must submit all preparatory work ahead of the first exam session and final outcome at the end of the second day of examination.

5. Contribution to preparing for life in modern Britain/equalities

The Scheme of work for Art at JMHS plays a key role in developing students' life skills (problem-solving, independence, resilience, planning, commitment and analysis). An adaptable and can-do approach is encouraged throughout the key stages where students are supported in meeting challenges and finding practical and rewarding solutions. The Art department works hard to create an inclusive environment where students recognise their own achievements as well as respecting that of others in their peer group. Through studying a range of Artists from different backgrounds and cultures, students develop a broader understanding of the wider world and the diversity of the population and background. The Art department continues to look to develop and adapt our Scheme of work to introduce students to a wider range of stimuli to help them explore and embrace a broader cross section of society through visual Art.

6. Contribution to Careers provision

Alongside looking at Art movements and historically established artists, the Art department includes the work of contemporary practitioners to enable students to respond to current Artists and designers with the aim of helping inspire students to see pursuing Art based careers as a viable pathway. In GCSE students are encouraged to select a range of artists to inspire their work including current practitioners. Outside of the taught curriculum, the Art department maintain a Careers in Art display within the school, and an Alumni display identifying courses that students went on to study, as well as ensuring that Sixth Form students have access to prospectuses for various university and colleges offering Art Courses post-16.