

Subject overview for: Art

1. Subject overview

In the Art department, our team of subject specialists believe that students should have the opportunity to learn and participate in a creative environment, while working within a structured framework of teaching and learning. The main aim of our Art curriculum is for students to receive a high quality art and design education that should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, explore and take creative risks. We want our students to develop their artistic skills, through the curriculum and the extra- curricular opportunities that the department offers.

We value academic endeavour and support students to think critically so that they are able to achieve a more comprehensive understanding of art and design. We incorporate key periods of art history, architecture, styles, processes and cultures from ancient times up to the present day. Alongside their practical lessons, students learn about renowned artists and designers, and understand the historical and cultural development of their art forms to apply methods to their own practice. We believe all students should be taught how to develop their creativity and ideas, and increase proficiency in their execution by providing them with the expertise and knowledge embedded in our curriculum across each Year Group.

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 and 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.

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 Key Stage Three program of study, having arrived at JMHS with a variety of experience from their primary school. The Year 7 curriculum aims to revisit, embed, then build on the Key Stage Two national curriculum. Students receive a solid grounding in Art through sequenced, accessible learning. At the end of Year 7 and Year 8, all students are challenged and supported to create a project based on a given theme.

Year 7 Art - 1 hour per week

In Year 7 art students will study 'The Key Elements of Art'. The curriculum is split into three modules: seven elements of art; colour theory; and the final project where students will investigate an artist of their choice inspired by the given theme, colour. 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

In Year 8, students will study periods of art history and cultural diversity. The curriculum is split into 3 modules: cultural pattern; African art; and the final project where students will investigate and reconstruct a famous work of art of their choice. Students will be expected to know by the end of Year 8, how to apply and understand skills specified in the programme of study. Students are taught to develop their understanding of cultural patterns, inspired by their contextual research.

The sequencing of the modules outlined above allows for students to build upon these cultural links to inform printing workshops, design and make a handcrafted African mask which leads into a ceramics outcome linking to Cubism. This experience and approach helps to embed good observational habits and techniques which are relevant to refining accuracy of future 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. The curriculum is split into 3 modules: natural forms; identity; and the final project where students will investigate Urban Art. Each module has been specifically designed to give students the opportunity to expand and build upon their prior learning in Year 7 and 8. Pupils are able to apply and understand the matters, skills and processes in more depth. Pupils will become proficient in drawing, printing and painting techniques. 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, composition methods and sketchbook presentation.

Year 10

Students learn about the structure of a project and how to apply their previous knowledge and skills to the AQA specification and assessment objectives. The AQA specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. The curriculum is split into 2 modules: architecture; and a 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.

Component 1: Portfolio (Architecture and Personal Investigation Project)

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

60% of GCSE Grade

Component 2: (Externally set assignment)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Year 11

The Autumn term is dedicated to the completion of their personal investigation (60% of their GCSE grade) including artist investigation, creative design development, media exploration and refinement. Work is submitted to teacher in December for grading. In the Spring term, students will start their examination unit (40% of their GCSE grade). Responding to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Students sit their 10-hour final examination in early May.

4. Sixth Form courses

The Art department offers two courses for students to study at A-level. Art and Design and also Art and Design (Photography).

These are endorsed routes through the AQA 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 their chosen starting point from an externally set assignment paper worth 40% of their overall grade.

Component 1: Personal Investigation

Students are required to conduct a practical investigation, into an idea, theme, issue or concept, supported by written materials. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or series of finished outcomes. The investigation should be coherent, in depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial start point to final realisation. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

The curriculum is split into 2 modules: transience, and a personal investigation coursework project that is completed in Year 13, formally assessed and then submitted to the exam board for moderation. The Autumn term in Year 13 is dedicated to the completion of the personal investigation (60% of their final A-Level grade) including artist investigation, creative design development, media exploration and refinement. Work is submitted to the teacher in January for grading.

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

In the Spring term, students will start their examination unit (40% of their final A Level grade). Responding to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Students sit their 15- hour final examination in early May.

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

The Art curriculum at JMHS plays a key role in developing students' life skills (problem solving, independence, resilience, planning, commitment and analysis). An adaptable and ambitious 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 curriculum 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. At 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, as well as ensuring that Sixth Form students have access to prospectuses for various university and colleges offering post-16 Art courses .