

# Subject overview for: Art

## 1. Subject overview

In the Art department, our teachers believe that students should have the opportunity to learn and participate in a creative environment, whilst 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)

The Key Stage 3 Art Curriculum at JMHS is designed to engage student's creativity and enjoyment for the arts built upon the key knowledge that they have developed during primary school. The KS3 curriculum and department aim is to build pupils' confidence, resilience and a passion for art education. Students receive a solid grounding in art through sequenced and accessible lessons. The curriculum is designed to allow all students to acquire knowledge and practical skills, providing a strong foundation of understanding to develop mastery.

### Year 7 Art - 1 hour per week

In Year 7 art students will study 'The Key Elements of Art' in detail. The curriculum is split into three modules: Seven Elements of Art; Colour Theory and The History 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

In Year 8, students will study periods of art history and cultural diversity. The curriculum is split into 2 modules: African art, and Cultural diversity. Students investigate and construct a range of three-dimensional outcomes influenced by Greek, Aboriginal, Indian, Native American and Japanese culture. Students will be expected to know how to apply and understand skills specified in the programme of study. The sequencing of the modules allows students to build upon these cultural links to inform printing workshops, design and make a handcrafted African mask which leads into a ceramic's outcome linking to Cubism.

### Year 9 Art - 1 hour per week

The Year 9 scheme is designed to enable students to revisit and explore in more depth the knowledge and skills learnt in year 7 and 8. Students are exposed to a series of short skill-based tasks. The curriculum is split into 3 modules: Natural Forms, Identity, and Urban Art. Students will become proficient in drawing, printing, three-dimensional work and painting techniques. Following work which explores 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 and 3D imagery, students are taught the rules of perspective, 3D representation, composition methods and sketchbook presentation.

## 3. Key Stage Four summary

### Year 10

Students learn about the structure of a project and how to apply their previous knowledge and skills to the OCR qualification specification and assessment objectives. The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences, approaches, and engagement with sources. The curriculum is split into two modules: Architecture, and a personal investigation coursework project that is completed in Year 11. This is formally assessed and then submitted to the exam board for moderation.

#### Component 1: Portfolio (Architecture and Personal Investigation Project)

A portfolio which evidences the four assessment objectives. It must include a sustained project, evidencing the journey from initial engagement, to the realisation of intentions (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. Guided by the teacher, students choose their own theme and will begin their GCSE portfolio. Students follow a structured course on the theme of Architecture. The second component of their coursework allows students to explore Fine Art Drawing, Printing, Textiles, Photography, 3D design, Film and Painting.

### Year 11

The Autumn term is dedicated to the completion of their personal investigation 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**

Two courses are offered at A-level. Art and Design, and also Art and Design (Photography). These are endorsed routes through the AQA exam board suite of qualifications. The qualifications consist of two units; an extended coursework unit worth 60% of their overall grade and an exam unit, responding to an externally-set assignment paper worth 40% of their overall grade.

##### **Component 1: Personal Investigation**

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

The curriculum is split into two modules: Distortion, and a personal investigation coursework project that is completed in Year 13, formally assessed and then submitted for moderation. The autumn term 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 an externally-set assignment relating to their subject title and evidencing coverage of all four assessment objectives. In the spring term, students start their examination unit (40% of their final A-Level grade). Responding to an externally set assignment 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 develops students' life skills (problem solving, independence, resilience, planning, commitment and analysis). The Art department works hard in order to create an inclusive environment where students recognise their own achievements, as well as respecting those of others. Through their study, students develop an appreciation of world and its diversity.

#### **6. Contribution to careers provision**

Students examine the work of contemporary artists with the aim of inspiring students to consider pursuing an Art based career. Outside of the taught curriculum, the Art department maintains 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.