



Curriculum Statement

Art Department
Ranelagh School

Core Values

Creativity is a fundamental aspect of every person and engagement in the arts will improve the quality of their lives either as a practitioner, as a member of an audience or in developing creativity in other fields, e.g. in scientific discovery and business enterprise.

The Arts have a vital role to play in the development of our students, as access and engagement in the arts offers each individual the opportunity to develop a broad range of transferable skills in preparation for adult life in our and lifelong learning.

The Arts Team is committed to creating a centre of excellence for the Visual Arts at Ranelagh School, providing quality arts experiences for our pupils/students and wider community with our main focus on Fine Art, Drawing and Painting.

Engagement in the arts delivers many much needed transferable skills in order to contribute to society and lead a good life fostering tolerance and understanding of the diverse cultures in our wider community.

One of our aims is to enthuse pupils/students and our wider community about the arts, share with them new skills, and improve levels of self-esteem, build confidence, independence, attitude and performance at school with preparation for adult life, developing communication and leadership skills.

Aims of the National Curriculum for Art

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets by the end of key stage 3,

- pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Intention of the Ranelagh Art & Design Curriculum

The intention of the Ranelagh Art Curriculum is that all students receive an Art education that:

- Shared expectations are high, with knowledge and learning rooted in the culture, enabling individuals and groups to interact, develop and grow whilst being committed to embedding the visual arts as a whole within our school and wider community.
- Be fully committed to raising and maintaining standards through a consistent focus on the aspirations, needs and potential of individual learners and enabling them to accelerate and extend their learning through their thinking, creativity and practical skills in sequences of lessons, building upon prior knowledge.
- Provide opportunities for learners and teachers to work collaboratively on specific projects to share skills and expertise, develop critical analysis, challenge assumptions, consider ethical issues and enhance creativity within the school and the community.
- Work with partner schools and the wider community in providing high quality learning opportunities in the Visual Arts through a shared vision, action research in different learning environments, developing innovative teaching, learning and assessment strategies as well as sharing expertise, resources and facilities; sustaining improving by exchanging and disseminating good and interesting practice.
- 'Keeping children safe' in their art and design education by creating an environment to fulfil the learning expectations of department and school

The arts are part of our cultural heritage.

Through the Visual Arts:

We can learn about ourselves, each other, and the rest of the world

- Celebrating and expressing cultural diversity
- Bringing together intellect, creativity and enterprise through practice
- Exploring and communicating feelings and ideas

- Give students the opportunity to know and understand the context of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Encourage independent research into the artwork of great artists, both contemporary and traditional which will follow through from KS3, KS4 and to KS5.

Art Mission Statement for Oracy

Provide opportunities for pupils to discuss, describe, analyse, interpret, write and make decisions using subject specific language.

KS3, KS4 and KS5 Key Concepts

KS3, KS4, KS5 Curriculum Planning for Intent and Balance

Intent: The Art curriculum gives every child at KS3 the opportunity to develop their practical skills in a broad range of drawing and painting materials, enabling them to further develop their knowledge, skills and understanding of the subject over time to encourage proficiency and independent learning at KS4 and KS5.

In Year 7 pupils are given a baseline test to ascertain their ability, but also to give them the visual reference to show how much they have improved over time creating their own self-portraits in a variety of medium, with colour work linked to the self-portraits of Van Gogh. The focus is developing understanding of form, proportion, scale, line, mark making, texture and colour. As pupils progress through Year 8 and Year 9 we continue to support independent learning to encourage the individuals' creativity, analysis and reflection. It enables pupils in developing their curiosity, creativity and resilience, building their confidence, fostering a 'can do' approach; developing a rigour of critical understanding and an inspiration and passion for art and design. The rigour that we apply to pupils teaching and learning at KS3 equips pupils to transform seamlessly into the GCSE and A level specifications having the ability to independently research, make decisions in regards to their own work and use of materials whilst linking their own emerging art influenced by other artists from both contemporary and traditional genres.

Implementation: Teaching a skills-based curriculum provides pupils with the opportunity to practise and achieve a high skills base in preparation for GCSE, A level and Higher Education building upon exploration and experimentation with line, tone, form, colour and texture in a variety of forms using our Planning for Balance Schemes of work. Sequences of lessons are taught focussing on a particular artistic skill in combination with the study of the History of Art. Pupils are given feedback, both oral and written to direct their understanding and development. Evidence is clearly seen in both class work and homework sketchbooks.

Impact: Pupils knowledge and understanding of the visual elements of art as well as recording their research into art history is evaluated in relation to National Curriculum criteria and subject specifications.

Year	Autumn Term	Spring Term	Summer Term
7	Folder Design, Self Portrait, base line test, proportion, observation,	Self Portrait, Colour Mixing – cool and warm colours, Water based Paint, Oil Pastel, Line, Tone,	Painted Self Portrait influenced by artists

	<p>drawing from Life, pencil, charcoal and chalk tonal studies, pen – mark making and tonal work,</p> <p>Homeworks: reflect what has been taught in class to build upon practical skills learnt e.g. self-portrait, portrait wearing a hat, portrait of an elderly person, celebrity portrait, biro eye,</p>	<p>Colour Mixing, Form, Colour study of Van Gogh Portrait, mark making, Colour wheel</p> <p>Homeworks: Research double page on Van Gogh, colour self-portrait, biro open mouth, celebrity portrait (different gender) , close up of Van Gogh eye, IT Presentation on an Art Movement for presentation to class</p>	<p>studied, e.g. Van Gogh – focus on colour mixing and mark making, background to include Van Gogh landscape</p> <p>Homeworks to include: actual landscape in style of Van Gogh , colour self-portrait in style of Van Gogh, Own landscape in style of Van Gogh, It presentation on an Art Movement for presentation to class</p>
8	<p>Folder Design, drawing, tonal work, painting, colour mixing, observation work, proportion, structure, expression, imagination, creativity, mark making, construction, printmaking, critical studies</p>	<p>drawing, tonal work, painting, colour mixing, observation work, proportion, structure, expression, imagination, creativity, mark making, construction, print making, critical studies</p>	<p>drawing, tonal work, painting, colour mixing, observation work, proportion, structure, expression, imagination, creativity, mark making, construction, critical studies</p>
9	<p>Folder Design, drawing, tonal work, painting, colour mixing, observation work, proportion, structure, expression, imagination, creativity, construction, critical studies</p>	<p>drawing, tonal work, painting, colour mixing, observation work, proportion, structure, expression, imagination, creativity, construction, critical studies</p>	<p>drawing, tonal work, painting, colour mixing, observation work, proportion, structure, expression, imagination, creativity, construction, critical studies</p>
10	<p>GCSE Coursework. Personalised learning based on a theme in accordance with AQA specification to include observation work, drawing in a variety of medium, exploration and experimentation building upon skills learnt through KS3, painting – acrylic and watercolour, printmaking, three dimensional work as appropriate</p>	<p>GCSE Coursework. Personalised learning based on a theme in accordance with AQA specification to include observation work, drawing in a variety of medium, exploration and experimentation building upon skills learnt through KS3, painting – acrylic and watercolour, printmaking, three dimensional work as appropriate</p>	<p>GCSE Coursework. Personalised learning based on a theme in accordance with AQA specification to include observation work, drawing in a variety of medium, exploration and experimentation building upon skills learnt through KS3 painting – acrylic and watercolour, printmaking, three dimensional work as appropriate</p>
11	<p>GCSE Coursework, Personalised learning based on a theme in accordance with AQA specification to include observation work, drawing in a variety of medium, exploration and experimentation building upon skills learnt through KS3 and progression throughout Year 10, painting – acrylic and watercolour, printmaking. 10 hour Trial Examination.</p>	<p>GCSE Coursework, Personalised learning based on a theme in accordance with AQA specification to include observation work, drawing in a variety of medium, exploration and experimentation building upon skills learnt through KS3 and progression throughout Year 10, painting – acrylic and watercolour, printmaking. Hand in completed coursework. AQA GCSE Examination paper Examination preparatory work started.</p>	<p>GCSE preparatory work completed. GCSE 10 hour Art Examination.</p>
12	<p>Unit 1- Coursework. Contextual studies visit to London to establish – personal negotiated starting point/theme for Personalised Learning pathway to</p>	<p>Unit 2 – Extension of Coursework – topic based on social, moral, cultural influence. Preparatory Studies to include</p>	<p>Produce and present personal meaningful responses to specified theme by the Edexcel examination board if pursuing AS Level. Prepare</p>

	<p>include statement of intent, planning, research, exploring, experimenting, developing, use of media sources; sustaining, interpreting, analysing, informed ideas, development, organising materials, create mind map, sheet, using sources, record ideas, observations, insights relevant to intentions, in-depth use of visual language, sustained investigation, ongoing review, select, review, refine, produce contexts as examples for development through to final outcomes. Critical thinking and analysis.</p>	<p>statement of intent, planning, research, exploring, developing, use of media sources; sustaining, interpreting, analysing, informed ideas, development, create example sheet, using sources, contexts as examples for development through to final outcomes. Critical thinking and analysis. European Study Visit abroad to develop breadth of Knowledge and understanding of cultures and art movements.</p>	<p>work for Personal Study if continuing through to Yr. 13 A Level.</p>
13	<p>Personal Study -Practical work and Personal Study. Build upon AS work. Personal Negotiated starting point for Contextual studies visit to London to establish – theme for Personalised Learning pathway to include statement of intent, planning, research, exploring, experimenting, developing, use of media sources; sustaining, interpreting, analysing, informed ideas, development, organising materials, create example sheet, using sources, record ideas, observations, insights relevant to intentions, in –depth use of visual language, ongoing review, select, refine, produce contexts as examples for development through to final outcomes. 3,000 word dissertation relating to practical research and exploration</p>	<p>Unit 4 – Externally Set Assignment Preparatory Studies to include statement of intent, planning, research, exploring, developing, use of media. Sources; sustaining, interpreting, analysing, informed ideas, development, create example sheet, using sources, contexts as examples for development through to final outcomes. Critical thinking and analysis.</p>	<p>Externally set Assignment – 15 hour timed test. Produce and present personal meaningful responses to specified theme by the examination board. Set up A level exhibition for moderation. Private View for friends and family. Exhibition for wider school, friends` community,</p>

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 7	Self Portrait	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*		*	*	*	<ul style="list-style-type: none"> Image Identity Cultural influence 	<ul style="list-style-type: none"> Development and understanding of observation skills to create form through direct observation of self Development and understanding of proportion and symmetry to create form Development and understanding of drawing skills in a range of medium - pencil, charcoal and chalk, biro, graphite – focussing on line, tone, mark making, use of texture, composition Understanding of warm and cold colours observing colour wheel Development of painting skills- colour mixing- line- tone –mark making, use of texture, composition ICT for presentation on art movements Homework to reinforce and consolidate what has been learnt in class – Developing practical skills – self-portraits, family members, old and young, collage, specific areas-eye, open mouth etc. Also contextual studies e.g. Research double page on artists who create self-portraits, Study of Van Gogh portraits in colour, Extend research into other artists who create portraits in a range of styles. 	<ul style="list-style-type: none"> Drawing from life, observation skills Pencil tonal study Charcoal and chalk tonal study Colour chart –primary secondary , warm/cool Painted self- portrait using powder paint influenced by artist, Van Gogh Discuss other artists self-portraits e.g. Cezanne, Warhol, Bacon and Matisse Individual presentations to class on researched art movements Extension tasks can be delivered through the use of print or 3D e.g. exploring African Masks

PLANNING FOR BALANCE

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 7/8	Through the Window	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*		*	*	*	•	<ul style="list-style-type: none"> • Development and understanding of observation skills to create form through direct observation from still life objects and use of secondary source material based on the Fauve artist Landscapes • Development and understanding of proportion and symmetry to create form • Development and understanding of drawing skills in a range of medium - pencil, oil pastel, paint– focussing on line, tone, mark making, use of texture, composition • Understanding of warm and cold colours in both mediums • Development of painting skills- colour mixing- line- tone –mark making, use of texture, composition • Development of practical skills working in oil pastel and paint • ICT for research into Fauve Art Movement • Homework to reinforce and consolidate what has been learnt in class – Developing practical skills- landscapes, view from a window, • Also contextual studies e.g. Research double page on artists who create Fauve landscapes -Study of a particular Fauve artist landscape in colour, Extend research into other artists who create landscapes in a range of styles. • Still life objects and studies from observation 	<ul style="list-style-type: none"> • Drawing from life, observation skills • Oil pastel colour study • Overlay of Painted window with still life objects on window sill • Influenced by Fauve artists • Extension tasks can be delivered through the study of David Hockney Landscapes

PLANNING FOR BALANCE

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 8	Exploration of John Piper Buildings and Landscapes	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*		*	*	*	•	<ul style="list-style-type: none"> • Development and understanding of observation skills to create landscape drawings • Development and understanding of proportion and symmetry to create form • Development and understanding of drawing skills in a range of medium - pencil, graphite paint, collaged surface– focussing on line, tone, mark making, use of texture, composition • Understanding of warm and cold colours in a variety of mediums • Development of practical skills- line- tone – mark making, use of texture, composition • Development of 2D practical skills working with pen and ink • ICT for research John Piper Buildings • Homework to reinforce and consolidate what has been learnt in class – Developing practical skills through landscape drawings in a variety of medium • Also contextual studies e.g. Research double page on John Piper and his studies of buildings 	<ul style="list-style-type: none"> • Drawing from second hand imagery and first hand landscapes, developing observation skills • Quick sketches from John Piper Buildings • Ink, Pencil/graphite/ white chalk studies • Colour studies in pencil/paint • Extension tasks can be delivered through the study of mark making in a variety of Piper landscapes • Research into artist's work

Planning for Balance

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 8	Exploration of Mike Savlen Fish	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*			*	*	•	<ul style="list-style-type: none"> • Development and understanding of observation skills to create fish drawings • Development and understanding of proportion and symmetry to create form • Development and understanding of drawing skills in a range of medium - pencil, oil pastel, paint, – focussing on line, tone, mark making, use of texture, composition • Understanding of warm and cold colours in a variety of mediums • Development of practical skills- line- tone – mark making, use of texture, composition • Development of 2D practical skills working with pen and ink • ICT for research Mike Savlen Fish • Homework to reinforce and consolidate what has been learnt in class – Developing practical skills through fish drawings in a variety of medium • Also contextual studies e.g. Research double page on Mike Savlen and his studies of fish 	<ul style="list-style-type: none"> • Drawing from second hand imagery and first hand drawings from fish developing observation skills • Quick sketches Mike Savlen paintings • Pen & Ink, Pencil/graphite/ white chalk studies, Coloured pencils, Oil pastels • Colour studies in pencil/paint • Extension tasks can be delivered through the study of mark making in a variety of Savlen fish • Research into artist's work

PLANNING FOR BALANCE

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 8/9	Figure in a Setting	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*		*	*	*	•	<ul style="list-style-type: none"> • Development and understanding of observation skills to create a figure through direct observation from • Development and understanding of proportion and symmetry to create form • Development and understanding of drawing skills in a range of medium - pencil, graphite paint, collaged surface– focussing on line, tone, mark making, use of texture, composition • Understanding of warm and cold colours in both mediums • Development of practical skills- colour mixing- line- tone –mark making, use of texture, composition • Development of practical skills working in a broad range of media • ICT for research into Giacometti • Homework to reinforce and consolidate what has been learnt in class – Developing practical skills- Figure drawings in a variety of medium • Also contextual studies e.g. Research double page on artists who work from life • Studies of different settings to place the figure e.g. Matisse 	<ul style="list-style-type: none"> • Drawing from life, observation skills • Pencil/graphite studies • Creation of collaged surface • Influenced by Giacometti and fluid mark making • Extension tasks can be delivered through the study of Matisse figures in a setting

Planning for Balance

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 9	Gargoyles	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*	*		*	*	•	<ul style="list-style-type: none"> • Development and understanding of observation skills to create drawings through observation of gargoyles • Development and understanding of proportion and symmetry to create form • Development and understanding of drawing skills in a range of medium - pencil, graphite paint, collaged surface– focussing on line, tone, mark making, use of texture, composition • Understanding of warm and cold colours in both mediums • Development of practical skills- 3D papier mache, colour mixing- line- tone –mark making, use of texture, composition • Development of 3D practical skills working with card, paper and glue • ICT for research into Gargoyle heads • Homework to reinforce and consolidate what has been learnt in class – Developing practical skills gargoyle drawings in a variety of medium • Also contextual studies e.g. Research double page on artists and settings who use gargoyles E.g. Notre Dame, Westminster Abbey 	<ul style="list-style-type: none"> • Drawing from second hand imagery and first hand, observation skills • Quick sketches from Gargoyle studies • Pencil/graphite/ white chalk studies • Colour studies in pencil/paint • Creation of collaged surface • Extension tasks can be delivered through the study of gargoyle heads in a setting

PLANNING FOR BALANCE

Class	SOW	Key Knowledge and Skills	2D	3D	Print	ICT	Ind/Grp analysis assessment	Citizenship	Specific Skills/Techniques	Outcomes
Year 9	Exploration of Expressive Landscapes	<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03 Recording ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal, meaningful response that realises intentions and demonstrates understanding of visual language</p>	*			*	*	*	<ul style="list-style-type: none"> • Development and understanding of observation skills to create landscape drawings • Development and understanding of proportion and symmetry to create form • Development and understanding of drawing skills in a range of medium - pencil, graphite paint, collaged surface– focussing on line, tone, mark making, use of texture, composition • Understanding of warm and cold colours in a variety of mediums • Development of practical skills- line- tone – mark making, use of texture, composition, printmaking • Development of 2D practical skills working with pen and ink • ICT for research into Andy Warhol Landscapes • Homework to reinforce and consolidate what has been learnt in class – Developing practical skills through landscape drawings in a variety of medium • Also contextual studies e.g. Research double page on Andy Warhol and his landscape work 	<ul style="list-style-type: none"> • Drawing from second hand imagery and first hand landscapes, developing observation skills • Quick sketches from Warhol Landscapes • Ink, Pencil/graphite/ white chalk studies • Colour studies in pencil/paint • Extension tasks can be delivered through the study of mark making in a variety of Warhol landscapes • Research into artist's work

Planning for Balance Progress Grades

Grade 9:

- Take control of own creative practice, recognise and use a variety of approaches to develop ideas that are personal, original and imaginative
- Use a broad range of materials and processes deliberately and maturely to create art work that successfully reflects intentions
- Make critical judgements about own and other artists art work, identifying why ideas and meanings are subject to different interpretations
- Use critical understanding to extend thinking and practical work
- Extend ideas and sustain investigations and show response to a range of new possibilities and meanings
- Communicate ideas, insights and views

Grade 8:

- Confident to develop, express and realise ideas in an original way
- Confidently exploit and learn from taking creative risks and develop artwork from understanding of creative processes
- Independently explore the potential of materials, and make intuitive and analytical judgements to create art work
- Analyse, engage with, and critically question aspects of own and other artists' art work
- Identify how beliefs, values and meanings are expressed and shared
- Confidently express and make a reasoned judgement about own work and that of other artists, craftspeople and designers, demonstrating analytical, critical and knowledge of art historical context

Grade 7:

- Learn from taking creative risks to help form and develop ideas
- Independently create ideas for art work which is purposeful, original and imaginative
- Confidently show understanding of how to use materials, techniques and the formal elements of line, tone, form, colour and texture
- Confidently take more risks with art work and experiment and develop ideas and techniques appropriate to intentions
- Analyse, understand and comment on the work from different genres, cultures and social contexts
- Explain how and why studying other artists artwork can affect ideas, views and practice
- Able to reflect and evaluate own art work for improvement and development

Grade 6:

- Independently accept and take creative risks, exploring and experimenting with ideas
- Use a range of appropriate resources to imaginatively develop, design and make art work
- Apply technical knowledge to manipulate a range of materials effectively using line, tone, form, colour and texture
- Explore and explain art work conveyed from artists, craftspeople and designers, recognising the characteristics of different historical, social and cultural contexts
- Use information to develop ideas, considering purpose and audience
- Analyse and comment on how ideas and meanings are conveyed in own and others art work
- Use critical understanding of context to develop own views and practice

Grade 5:

- Take creative risks
- Explore, experiment and respond to ideas and select information to develop art work independently
- Use and manipulate a range of materials to match the ideas and meaning of art work using line, tone, form, colour and texture
- Evaluate, reflect, improve and develop art work
- Research and discuss the ideas and methods used by a range of artists, craftspeople and designers and relate these to how and why it was made
- Discuss, analyse and evaluate own and others art work
- Know how to improve work to reflect meaning and purpose
- Adapt and refine my ideas, techniques and intention

Grade 4: Use a variety of approaches to explore, experiment with and research different resources to express ideas

- Create different designs and ideas for art work
- Know how to investigate and develop a range of practical skills
- Choose suitable materials and understand the techniques to create art work
- Compare and comment on a range of artists, craftspeople and designers work and understand how and why it was made
- Know how to improve and develop art work
- Discuss own art work and the work of others and think about how to improve and develop ideas and practical skills

Grade 3:

- With guidance develop and try out different resources

With guidance use a variety of materials to interpret line, tone, form, colour and texture

With guidance compare the work of artists, designers and craftspeople

- With guidance use different sources for information
- With guidance improve and develop my work
- With guidance think about how I can improve my art work

Grade 2:

- With clear direction develop and try out different resources
- With clear direction use a variety of materials to interpret line, tone, form, colour and texture
- With clear direction compare the work of artists, designers and craftspeople
- With clear direction use different sources for information
- With clear direction improve and develop my art work
- With clear direction think about how I can improve my work

Grade 1:

- With specific instructions try different resources
- With specific instructions use a range of materials to interpret, line, tone, form, texture and colour
- With specific instruction research into other artists work
- With specific instruction try and further develop my work

GCSE specifications in art and design must encourage students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

KS4 Curriculum for Art & Design– GCSE Art & Design (AQA specification)

Art and Design: Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Students may work in any medium or combination of media. The use of digital media as an additional tool can be used in the development of art work. Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

Unit One: The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of [drawing activity](#) and [written annotation](#).

Unit 2: AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

The four assessment objectives are:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Have You?

Key points to achieve success in Art Relating to the Assessment Objectives

AO1 - Developing Ideas - Is from a starting point to a final piece, you need to use mind-mapping, sketches and studies relating to the work of other artists, designers and craftspeople. You need to analyse and understand contextual sources to develop your ideas in a personal way.

- Choose a starting point that will keep your interest which makes best use of your strengths and uses a range of practical skills in a variety of medium.
- Develop ideas from first hand observation as much as possible.
- Work from other artists and designers should relate to your own artwork, in terms of theme or subject, ideas, style, technique, use of materials and processes.
- Credit your sources – Source materials should be referenced (the title of a book or a website address) and the name of the artist, designer or craftsman. Discuss and annotate the work referenced (refer to your annotation guidance sheet).
- Keep it focused – consider a range of alternatives, experiment with different techniques and media and evidence your thinking.

Checklist:

- **Have you used both primary and secondary sources?**
- **Have you worked from a variety of different sources?**
- **Have you worked in a range of media appropriate to your intentions?**
- **Have you selected and presented your work so the journey is clear?**

AO2 – Using resources, media and materials – Is about refining your ideas through selection and experimenting with appropriate sources, media, materials, techniques and processes to create a personal response.

- Experiment with a range of materials through sketches and more finished outcomes to provide evidence that you have developed and communicated your ideas through a practical investigation.
- Looking at the work of other artists and designers can give you a direction for your project. You might be inspired by how a painter applies colour, texture through mark making or use of mixed media.
- Experiment with different media and images, e.g. use your own imagery to be developed either on Photoshop or translating it through exploring a range of medium; to discover what different media lend themselves to and what different effects can you achieve.
- Explore ways in which an image, design or form can be changed or adapted. (e.g. An image in pencil, could be transformed by working in ink and wash on a larger or smaller scale, or the linear qualities of your study could be changed by adding tone to create a sense of form and space.)
- As you experiment you will become more confident in using a medium and seeing what can be achieved in new ways.
- Be prepared to make mistakes – You learn from them!
- Take risks!

Checklist:

- **Have you considered how other artists and designers have used media and processes? Have you made appropriate links to your work from your studies of them?**
- **Have you experimented with your chosen materials and techniques to express your ideas and refined your control of your chosen media?**
- **Have you tried out different approaches and used different materials? Different combination of media? Experimented with differing scales and forms? Large, small, close ups, 2D or 3D? Experimented with image manipulation software?**
- **Have you used contextual references within the development of your own work?**

AO3 – Recording ideas and observation – Is about you recording your ideas, observations which can be either visual, written or other forms. Work from a range of experiences and stimuli which could lead you to different ways of developing your ideas. You should reflect upon your work, considering what you have achieved and what you should do next.

- Make drawings, sketches, jottings, paintings, photographs or experiments with different media.
- Collect images from a range of sources, such as galleries, internet or books and use them to develop your ideas. You can organise these initial recordings as a mind map and/or sequence them into pages in your sketchbook.
- Demonstrate connections between your work and the work of others, by carefully organising observations in your sketchbook.
- Demonstrate how you have reflected on the development of your ideas, based on your selection of media, sources and contextual material.

Checklist:

- **Have you made use of drawings, jottings, photographs, experiments in a range of media?**
- **Have you collected and used images from a range of sources?**
- **Have you used primary and secondary sources to form your ideas?**
- **Artists and designers have often produced a number of sketches, studies and ideas in order to develop their work – Have you?**
- **Have you refined your practical skills in a medium in order to convey your ideas, observations and intentions successfully?**
- **It is important to look closely at your subject; general proportions, overall shape/size, direction of light, colour and shadows, surface texture - Have you considered these?**
- **Have you organised your connections carefully?**
- **Have you demonstrated your use of visual and formal elements? (e.g line, tone, colour, form, space, texture)**
- **Have you looked back at your work and considered what you have selected, how you have recorded and developed your ideas?**
- **Have you thought about how you can develop your ideas further and demonstrated this?**

AO4 – Making a personal, informed and meaningful response – Is about how you have worked from your initial research through to the final piece. You need to have developed analytical, critical understanding in response to your theme.

- You must provide evidence of a personal response throughout your project, from the decisions you make when choosing a theme, to the ways in which you realise your intentions in the final piece.

- Your source materials, and how you respond to them and how you record your ideas are key to showing a personal response.
- By practicing your skills in the use of a variety of media and processes, show how you develop and convey your ideas and responses which is your personal visual language.
- You need to be able to look closely at how artists have communicated their ideas, beliefs and feelings through their work. Appreciating the variety of approaches, methods and intentions from both contemporary and historical artists and how it relates to your own emerging Art.
- Realising your intentions doesn't just refer to your final piece at the end of the project; it is something that you do throughout your development work.

Checklist:

- **Have you considered different themes and approaches, selecting and made studies from your source material?**
- **Have you made a personal choice about media and processes? Have you experimented with different processes and techniques?**
- **Have you selected, recorded and developed your ideas?**
- **Have you developed your skills of observation and analysis?**
- **Have you realised your intentions?**
- **Have you organised and presented your work to your highest standard?**

We place a high value on originality, creativity, critically evaluating the practice of other artists' work in relation to your own emerging artwork, consistency in the generation of practical and theoretical work, clarity of expression and the organisation of relevant evidence in support of your study will achieve the top grade.

KS5 Curriculum for Art & Design – A Level Art & Design (Edexcel specification)

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Art and Design are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own

ideas, their own intentions and their own personal outcomes

- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

The personal study

The personal study will consist of a critical and analytical written piece of 3,000 words continuous prose, making links to the student's own practical investigations, supported by contextual research. The personal study comprises 12% of the final qualification and is marked out of 18.

Through the personal study, students will demonstrate understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.

The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own ideas, investigations and practical work. The link between the personal study and the student's own practical investigation is extremely important. A successful personal study should provide evidence that a student has researched, engaged with and understood relevant contextual ideas in depth, which, in turn inform and inspire original responses rather than simple pastiches of source material.

The study should aim to go further than simply establishing that connections with sources have been made, or describing the appearance of artworks. The personal study should be critical and analytical, examining the artists' intentions and contexts behind the creative ideas of the practitioners and artefacts that have been studied. It should express your personal interpretations and establish conclusions.

Through the personal study, you should demonstrate understanding of relevant social, cultural and/or historical contexts expressing personal interpretation, and use technical and specialist vocabulary.

The personal study is worth 18 marks out of 90 marks available for Component 1 Personal Investigation at A level. It is therefore worth 12% of the whole A level qualification, once marks for Component 2 Externally set assignment are taken into consideration.

Advice:

- 1. The structure and presentation of the personal study**
- 2. Clarity and expression of language**
- 3. Bibliography acknowledging all source material**

There is no set limit to the number of practitioners, ideas or artefacts that a student has to study although, to make a meaningful analysis – superficial surveys of many practitioners or over generalised themes should be avoided as they would likely lack the depth of analysis and understanding that are important criteria for successful studies.

It is also important to find the right balance in a personal study between critical analysis and links to your own work- lengthy descriptive passages that, in effect, become a diary of what you have done for coursework are unlikely to demonstrate the depth of critical analysis and understanding needed to access the higher mark bands. The higher mark bands are reserved for personal studies that show exceptional analytical and critical understanding, and express complex ideas with authority.

The personal study can take any form but must:

- be presented as a separate piece in writing
- be 3,000 words on the chosen subject
- be written in continuous prose
- be in a presentable format for assessment
- include a full bibliography, citing all references.

Students will need to consider:

- critical and analytical content
- expression of personal interpretations and conclusions
- contextual research and understanding
- links between research, analysis and own investigations
- use of specialist terminology and vocabulary
- clarity of expression and language
- appropriate structure and presentation.

The personal study must be the student's own work, forming an essential part of their independent investigations. Development of the personal study may be supported through presentations to the class, discussions and individual tutorials. Teachers can also help students to focus their ideas for the personal study by asking them to produce a proposal or an outline of their intentions. Students may support their progress in writing with visual examples of their own work and the work of others, sketchbook annotation, notes from visits, exploration of materials and the development of their own ideas.

Any references to others' writing should be acknowledged through a bibliography. Internet sources should be cited with a brief description of the source material. The personal study is marked against all four Assessment Objectives.

A straightforward bibliography structure for books or other printed publications is usually:

Author(surname first, then initial letter of first name), Title of Publication, Publisher, date

E.G. Gayford, M., A Bigger Message: Conversations with David Hockney, Thames and Hudson, 2011

The sources should be listed in alphabetical order of authors' names.

Websites should be referenced using the full address/URL, so that the referenced image or passage of text can be found. A straightforward bibliography structure for websites is usually:

Title, publisher or organisation, (date viewed), available from <URL>E>G> St Francis and the Birds, Sir Stanley Spencer, (6th February 2015), available from www.tate.org.uk/artworks/spencer-st-francis-and-the-birds-t00961

To summarise:

- supporting studies will help to prepare for both practical work and personal study
- the practical work and personal study may be approached in any order, or progress simultaneously
- the outcome for the personal study must form a separate presentation
- work must not be added to or altered once submitted for assessment
- this component will be assessed using the assessment grid Assessment Objectives 1 to 4 should be applied to the practical work and supporting studies; criterion 5 (which covers all four assessment objectives) should be applied to the continuous prose personal study only

Art & Design Department Assessment

Assessment and Monitoring

Assessing pupil's performance in Art & Design focuses on practical activities and is based on their individual responses to a common or neutral task. They are assessed on what they know, understand and can do. Assessment is made from the full range of work produced including class / group work, homeworks - written or practical, oral discussion and informal assessments through observation. Assessment of knowledge and understanding is consolidated at the beginning of each lesson with clear written, visual and / or oral objectives.

Summative Assessment occurs throughout the year on the completion of units of work. On the completion of a major unit, an assessment is made by both the pupil and the teacher and is recorded on the pupil's individual record card, which is related to their year of study. In KS3 there are individual Assessment cards for each year of study linked to the syllabus framework.

Formative assessment occurs during practical sessions through peer group and individual discussion. Written feedback on practical outcomes in both class and homework are exemplified in sketchbooks and pupil assessment cards. Homework is set and marked on a regular basis in line with departmental and school policy.