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| **Sir Harry Smith Community College Curriculum Map SUBJECT: Art YEAR 12 2022-23** | | | | |
| **Curriculum Intent:**   |  | | --- | | **Statement of Intent:** | | To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. To not only teach students to become technically proficient but to enable them to adopt a creative approach to how they use materials. To enable students to break boundaries and become playful and enjoy the journey of discovery. | | We want to foster an environment where all students know their opinions are valid. Where the same students believe in their opinions and can confidently put these forwards, accepting others viewpoints, beliefs and reasons. For them to appreciate their own place in the art world and to know how art as a whole has a cultural impact far beyond Galleries, Museums and textbooks. | | Student’s horizons will be broadened to help realise the huge possibility of careers in the art community. Being able to join the dots from the tasks and projects in KS3, 4 and 5 and seeing how these relate to careers within the creative industries. Developing a love of learning in art that inspires further practice at KS4, 5 and further education. We want students to know the validity and possibility of being an artist or designers and creatives. Having confidence that it isn’t just something other people do, raising their aspirations that it could include them. | | To maintain good working relationships between staff, students and parents. Continue to work in partnership with others such as the Methodist Church, Whittlesey Festival organisers and the community. For students to develop relationships based on mutual respect and understanding. Students will learn to discuss, resolve, compromise and empathise within a safe environment. | | We want to develop students to be independent learners to be self-motivated and take their love of art beyond the class room. To be playful, inventive and creative with their work and to enjoy the rewards of experimenting with and pushing media, materials and practices. | | | | | |
| **School Values** | **Curriculum Focus** | **Term 1 – Skills Sessions** | **Term 2 – Personal Portfolio** | **Term 3 – Personal Portfolio.** |
| **High Quality Learning Experience** | **Literacy Skills and Key Vocabulary** | **Literacy skills:**   * To be able to analyse their own work. * To be able to evaluate other’s work. * To be able to talk and write about, composition, mood, meaning and the formal elements. * Students are expected to write an essay about a topic or artist that links to their practical work.   **Vocabulary:**  Texture, Pattern, Line, Form , colour, Value, Tone, Scale, Graduation, Impasto. Balance, Proportion, Composition, Pigment, Complimentary, Contrasting, Harmonising, Analogous, Monochromatic. Blended, legend, Atmosphere, Mood, Surface, Highlights, Shadow. Juxtaposition, | **Literacy skills:**   * To be able to analyse their own work. * To be able to evaluate other’s work. * To be able to talk and write about, composition, mood, meaning and the formal elements.   **Vocabulary:**  Texture, Pattern, Line, Form , colour, Value, Tone, Scale, Graduation, Impasto. Balance, Proportion, Composition, Pigment, Complimentary, Contrasting, Harmonising, Analogous, Monochromatic. Blended, legend, Atmosphere, Mood, Surface, Highlights, Shadow. | **Literacy skills:**   * To be able to analyse their own work. * To be able to evaluate other’s work. * To be able to talk and write about, composition, mood, meaning and the formal elements.   **Vocabulary:**  Texture, Pattern, Line, Form , colour, Value, Tone, Scale, Graduation, Impasto. Balance, Proportion, Composition, Pigment, Complimentary, Contrasting, Harmonising, Analogous, Monochromatic. Blended, legend, Atmosphere, Mood, Surface, Highlights, Shadow. |
| **Pursuit of Excellence** | ***Knowledge and Skills*** | **Overarching Skills and Knowledge:**  **This term will be a series of skills sessions to enable students to experience pushing boundaries and to consider the possible breadth of study possible with their personal portfolio.**  **Students will learn about Jeff Koons and a series of related practical tasks will be completed**  Students will be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design should be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials.  Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.  Through skills sessions and personal development students will develop practical and theoretical knowledge and understanding of:   * relevant materials, processes, technologies and resources * how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts * how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts * continuity and change in different genres, styles and traditions * a working vocabulary and specialist terminology.   Students will learn to develop the skills to:   * record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information * explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements * use knowledge and understanding of the work of others to develop and extend thinking and inform own work * generate and explore potential lines of enquiry using appropriate media and techniques * apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others’ evaluations * organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.   Students can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.  Students should be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media.  Students should independently explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.  Students will learn the four assessment objectives to be demonstrated in the context of the content and skills presented. Students will learn to understand the importance of process as well as product. Areas of study Students are required to work in **one or more** area(s) of fine art, such as those listed below. They may explore overlapping areas and combinations of areas:   * drawing and painting * mixed-media, including collage and assemblage * sculpture * ceramics * installation * printmaking (relief, intaglio, screen processes and lithography) • moving image and photography.  Skills and techniques Students will be expected to demonstrate the overarching skills and knowledge, in the context of their chosen area(s) of fine art. In addition, students will be required to demonstrate skills in all of the following:   * appreciation of different approaches to recording images, such as observation, analysis, expression and imagination * awareness of intended audience or purpose for their chosen area(s) of fine art * understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres * appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, dry point, mono-printing, lino printing, screen printing, photo silkscreen and lithography • understanding of pictorial space, composition, rhythm, scale and structure * appreciation of colour, line, tone, texture, shape and form.  Knowledge and understanding Students must show knowledge and understanding of:   * how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art * historical and contemporary developments and different styles and genres * how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created * continuity and change in different styles, genres and traditions relevant to fine art * a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art. | **Overarching Skills and Knowledge:**  **This term students will consider what their area of study might be. Students will have consultations with their teachers to support them to choose something purposeful and meaningful.**  Students will be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design should be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials.  Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.  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| **Subject specific pedagogy** | **Activities that students will undertake:**  Creative Thinking/ Independent work/ Research/ One to one consultation and direction/Independent learning.  Analysis and Evaluation/ Peer Assessment/ Self-Assessment/ Practical work/ Experimenting/ Development work.  Making links to real practitioners with in the creative industries we aim to foster a love making that is underpinned by exploration of idea and media. We model techniques to demonstrate the standard to aim for. We link the knowledge to the practical application of each topic | | |
| **Extending the boundaries of learning** | **Cultural Capital and beyond the curriculum** | Students can attend art club that will further stretch and challenge their skills.  We run an Art Arts Award which is well attended every Tuesday. There are several art exhibitions a year where students can show their work.  There is an opportunity to attend an arts trip to the Tate Modern gallery in London.  Students have the opportunity to exhibit at the Whittlesey Festival where their work can be seen by the entire community. This is also a competition with prizes.  A selection of student’s work is exhibited at the expressive arts evening. | | |
| **Achievement** | **Assessment** | **Assessment:**  Students are given one to one feedback and guidance on their personal portfolio. All assessment is the same for each student and follows the GCSE marking matrix assessment objectives.  Before each data drop we assess student’s overall progress on the four assessment areas. (See Below)  **Assessment Objective 1 (AO1)**  **RESEARCH – IMAGES & ARTISTS**  Develop ideas through sustained and focused investigations informed by and other sources, demonstrating analytical and critical understanding.  **Assessment Objective 2 (AO2)**  **EXPERIMENTS WITH MEDIA**  Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.*.*  **Assessment Objective 3 (AO3)**  **IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS**  Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  **Assessment Objective 4 (AO4)**  **FINAL IDEA & FINAL PIECE, LINKS w. ARTISTS**  Present a personal and meaningful response that realises intentions and where appropriate, makes connections between visual and other elements. | | |
| **Valuing People** | **How our curriculum meets the needs of every individual** | **Meeting Needs:**  All students will participate in the learning through experimental and practical tasks.  Students who struggle with drawing or other skills or learning are supported with help-sheets / templates so they can develop other skills without being hindered. We are quick to respond to students who require additional adjustments to access the learning. Individual feedback is given regularly.  Students who need it are given one to one mentoring and support.  All students get their advice and consultations in writing.  Simple to do lists are given to help students organise what they need to do. | | |