

Curriculum Policy:

# Art





# ART LEARNING JOURNEY



BROUGHTON HIGH SCHOOL

Y11

PORTFOLIO COMPLETION, DEVELOPMENT & DEMONSTRATION

10 HOUR ART EXAM

<b>A01</b> DEVELOP INVESTIGATE EXPLAIN IDEAS contextual research EXPLORE	<b>A02</b> REFINE EXPERIMENT EXPLORE ARTISTS SELECT EXPLAIN PHOTOGRAPHS IDEAS	<b>A03</b> RECORD INTENTIONS LINK OBSERVATION IDEAS PLANNING PRIMARY RESEARCH RELEVANT	<b>A04</b> RESPONSE MEANINGFUL VISUAL LANGUAGE DEMONSTRATE UNDERSTANDING MAKE CONNECTIONS CONCLUSION
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INDEPENDENT ART EXAM RESEARCH & DEVELOPMENT

CONTEMPORARY LANDSCAPE PROJECT

Acrylic painting on canvas, photography, photomontage, digital imaging, Tracy Levine, David Hockney, Lir Orton

Gallery Visit



Y10

M.A.P.S. BOOK PROJECT

GCSE ART & DESIGN

Options choices

Gallery Visit

ORDINARY/ EXTRAORDINARY PROJECT

Self-portraiture, sculpture, photography, drawing, mixed media, Noble & Webster, anthropomorphic photomontage, Miguel Vallinas, Daniel Lee

Abstraction, mixed media experimentation, book making, graphic design, paper engineering, Grayson Perry, Karen O'Leary, Jazzberry Blue, Emily Garfield

Y9

Lancashire Witches

M.A.D.: Multi-Disciplinary Arts



Meeting success criteria - Peer feedback- DIRT - Assessment - Evaluation

EVENTS & CULTURE

Making skills expansion: drawing, painting, digital, collage, mixed-media & sculpture

Day of the Dead Distorted portraiture Ugly/beautiful; who decides?

FANTASTIC & STRANGE



Creativity, Competence, Cultural & Critical Understanding



Y8

Flora & Fauna Landscape Natural Forms Under the Sea

PEOPLE

Portraiture & Self-Portraiture Human Figure & Movement

Making skills development: drawing, painting, digital, printmaking, collage, mixed-media & relief

NATURAL WORLD

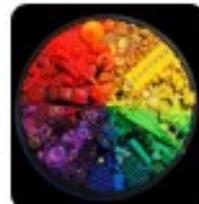
Y7

Still life Man-made objects Interiors Architecture



Analysing Artists' work: content, form, process, mood & context

Collecting & using visual sources



MAN-MADE

Making skills building: drawing, painting, digital, hand art, assemblage, collage & mixed media.

ABSTRACTION

Art Elements Universal Themes Colour Wheel Observational Drawing Analysing Artists' Work

Y7 ARTIST'S BASIC TRAINING

WELCOME

## **Intent**

### **Art is one of the highest forms of human creativity.**

Art education can enrich pupils' lives in many ways. We want pupils to learn how to enjoy & engage with Artist's work, to acquire cultural capital, become visually literate, creative, open-minded, and expressive individuals. The art curriculum enables pupils to read, think about & discuss artists' work, make original artwork using a range of approaches & technical making skills, become problem solvers and critical thinkers. The power of the Arts to improve mental health & well-being is well documented.

In 2019 there were 2.1 million jobs in the UK Creative Industries sector with an annual value to the economy of £115.9bn. (Source: Department for Culture, Media & Sport). The UK Creative Sector is one of our most successful industries, not to mention a world leader. Our economy needs a new generation of creative, confident arts professionals to maintain and build on this success; it is our job, as arts educators, to nurture them.

In 2020 the World Economic Forum identified 'Critical Thinking' and 'Creativity' as number 2 & 3 in their Top 10 Skills for employees to 'thrive in the fourth Industrial Revolution'. In an increasingly automated economy, where mass unemployment is a real threat to future generations, art education develops creativity, empathy and problem solving skills. Jobs requiring these skills are considered to be more future proof (ie less likely to be overtaken by robots/computer systems.)

The Art Curriculum is project based. Art projects are a tangible learning journey that pupils take and they are delivered with a familiar 'shape' irrespective of the academic level: 1. Artist inspiration, 2. Gathering & responding to visual sources, 3. Skills building & development 4. Production of end product/s 5. Assessment & evaluation.

The Art & Design Learning Journey at Broughton begins with the first step into Y7 Artist's Basic Training and concludes with the submission of the Y11 GCSE Art & Design Portfolio.

Art projects build in difficulty and challenge as time progresses. Art staff create, prepare and plan original art projects as individuals and as teams. Art projects change, evolve and develop following department discussion & reflection.

We use AQA as the exam board for GCSE Art & Design ([see Appendix](#)). GCSE Art projects are planned to fulfil all 4 x assessment objectives. GCSE Artists begin the course with an Independent Gallery Visit Project. Unit 1 Portfolio project themes are: Ordinary/Extraordinary, M.A.P.S. Book, & Contemporary Landscape. Projects contrast in theme and focus covering a variety of processes within Drawing, Painting, Printmaking, Photography, 3D & Mixed media. The KS4 Art curriculum transitions from teacher led to pupil led over the 2 year course culminating in Y11 Artists being able to function as (almost) independent Artists towards the end of the course during Unit 2 Externally Set Task and Portfolio completion & improvement phase..

The KS3 Art Curriculum is structured around the 6 Universal Themes: Y7- Abstraction, Man-Made; Y8- People, Natural World; Y9- Events & Culture and Fantastic & Strange; projects are designed to meet the objectives of the KS3 Art National Curriculum. This offers a limitless range of starting points for art projects at all levels.

## Implementation

Art is taught to mixed ability groups & this is the preferred option for Art Staff. The rationale being that academic ability is not a predetermining indicator of high level creative or visual skill and testing or predicting such abilities is problematic. Key pedagogical features of Art lessons at Broughton would include: exposition, demonstration, modelling of critical & creative thinking, live & pre-recorded modelling of artistic practice using visualisers, think-pair-share discussion and criterion-based critique, assessment and feedback.

Art & Design is a discrete subject. KS3 pupils have a one hour lesson per week in each academic year. KS4 pupils who have opted for GCSE Art & Design spend 2 or 3 hours per week in Art lessons.

All Art lessons are taught by subject specialists with good honours degrees in visual arts or design subjects. Staff regularly attend AQA GCSE Art & Design Standardisation. The Subject Leader has 'Qualified Mentor Status' through University of Cumbria and is a Specialist Leader of Education (SLE) with the Preston Teaching School Alliance. Art Staff are regular gallery attenders and engage with visual culture and subject developments in the media and online.

The Subject Leader devises & delivers KS4 Art curriculum. KS3 Art teachers have some creative autonomy to develop & deliver unique art projects within the framework, some projects are shared or co-operatively planned and prepared. The Subject Leader reviews the planning & assessment records of art staff and may make suggestions for refinements as required.

The Art & Design Learning Journey document summarises the themes and current projects for each year group. Each project has a printed outline (see Appendix) and lessons are carefully sequenced in classwork/homework stages between the project introduction and conclusion. These stages are communicated through detailed, visually engaging powerpoint presentations and teacher/pupil made exemplar materials.

Art staff liaise with each other regarding key Artist choices to avoid repetition. Art projects are so idiosyncratic it is almost impossible that a pupil has prior experience of its content but checking prior knowledge, linking back to and building on it are essential for excellent pupil progress; this is one of the reasons why sketchbooks are kept throughout KS3.

Art Staff use cultural, creative and technical questioning throughout project delivery; this embeds learning & encourages critical thinking skills.

The Subject Leader provides a KS3 framework for making skills development across the areas of Drawing, Painting, Printmaking, 3D/Mixed media, Textiles, Digital, (see Appendix) with an aim for pupils to have experienced most of them by the end of Y9.

Art staff use 'Success Criteria Checklists' (see Appendix) to communicate and quantify notions of visual quality and therefore what features teachers are looking for in order to assign high grades. This system can be used for teacher assessment, self evaluation, peer feedback and D.I.R.T.,

Pupils respond to & discuss Artist's work, regularly, in lessons prior to writing analyses of it; we use 2 frameworks (KS3 & 4) for critical studies based on Rod Taylor's *Content, Form, Process, Mood, Context* model. Staff model their analytical thinking as part of this process.

Art staff use academic language consistently and liberally in their exposition and learning conversations. Pupils are encouraged to use tier 2 & 3 language in lessons both verbally and in written analysis, annotation and evaluations. Academic Language is 'celebrated' with a bunting display in art rooms.

## Implementation (continued)

A regular feature of the curriculum over many years is the Y9 M.A.D. Project on which Broughton's Art & Drama departments collaborate. This is an opportunity for pupils to experience the power of multi-disciplinary arts work. We co-operatively plan visual and performing arts projects around a shared theme eg The Lancashire Witches. This project is sequenced to build towards a 3 hour workshop which incorporates a 40mins theatrical performance in the Drama Studio. The Music department hope to collaborate with us on this project from 2022 onwards.

At the conclusion of an art project the outcomes are assessed against shared criteria; pupils reflect on their progress and achievement in a self evaluation recorded in the GCSE Artist's Handbook and the KS3 Assessment & Evaluation Booklet; this builds into a record of the key stage.

**Art for all**– Art is inclusive. All pupils have access to the full Art curriculum. **SEND** pupils may require adaptations such as drawing scaffolds, one to one tuition, individual demonstration/modelling, support buddy, templates, smaller steps, sentence starters, additional source material etc. **PP** pupils may require access to art resources to complete homework tasks, this is facilitated through lunchtime/after school sessions & GCSE Artists' 'Borrow Book'.

## Impact

Broughton pupils can produce artwork of a very high quality. Pupils have a sense of pride in their artwork and are inspired by the work of others.

Art lessons are calm, creative and productive sessions which are pleasant experiences for pupils and staff.

The vast majority of pupils enjoy & achieve in art lessons; this is evident in learning walks, lesson observations, parental and pupil verbal feedback, behaviour/engagement of pupils in Art lessons. Y11 Artists' pupil voice questionnaires are extremely complimentary about the work of the Art department as is feedback from visitors from institutions such as Preston Teaching School Alliance, Partner Schools, University of Cumbria and AQA.

Art staff transmit passion & enthusiasm for the subject both verbally and through the sharing of creative practice in live demonstration and production of high quality teacher artwork exemplars.

By the end of KS3, pupils should have completed approximately 8 extended and diverse art projects. They should have a repertoire of art making skills, be able to research, engage with and analyse Artists' work, have an understanding of how to gather, investigate and explore visual sources, produce resolved art outcomes and identify and reflect on the strengths and weaknesses in their artwork. The Art Department has developed 2 x KS3 Art & Design Assessment grids which summarise desired outcomes at 5 levels across the 4 'C's: Creativity, Competence, Cultural & Critical Understanding and communicate expected progress across the 3 academic years (see Appendix).

Excellent pupil progress across the year groups in Art & Design is evident in displays of artwork, KS3 & 4 pupil sketchbooks, GCSE Portfolios and teacher assessment records. Art staff regularly discuss project outcomes during work scrutiny sessions, department meetings and co-operative planning and reflect on amendments/additions needed.

GCSE Art & Design cohorts are small but highly motivated and engaged. Some pupils go on to study Art at KS5 and beyond. Option uptake reduced as a direct consequence of the introduction of the national EBACC measure and slipped further following the Covid19 pandemic closures (in line with other practical subjects).

GCSE Art & Design results at Broughton are consistently well above national average standard and compare very favourably with those of similar schools.



# Appendix



# Art Curriculum Summary

<p><b>7</b></p>	<p><b>Basic Training:</b></p> <p><b>Key Knowledge &amp; Skills Building:</b> Understanding Visual Language (The Art Elements); Introduction to Colour Theory; Drawing from Direct observation; Tonal Drawing; Analysing Artists' Work, Assemblage, Land Art.</p> <p><b>Key artists:</b> Karl Blossfeldt, Andy Goldsworthy</p>	<p><b>Themes: Abstraction &amp; Man-Made</b></p> <p><b>Project examples:</b> Mondrian Zips, Broughton Built Environment, Junk Bots, Caulfield Vessels</p> <p><b>Key artists:</b> Piet Mondrian, John Piper, Jen Hardwick, Patrick Caulfield</p> <p><b>Key Knowledge &amp; Skills Building:</b> Visual &amp; physical resource collection, rubbings, ink, wash &amp; wax resist, stencilling, charcoal, photography, digital imaging, printmaking, junk sculpture/assemblage, pen drawing, mark-making, still life, block painting</p>	
<p><b>8</b></p>	<p><b>Theme: Natural World</b></p> <p><b>Project examples:</b> Aerial Landscapes, Decay &amp; Decomposition, Under the Sea Cut-Outs</p> <p><b>Key artists:</b> Helen Frankenthaler, Klaus Fichter, Henri Matisse</p> <p><b>Key Knowledge &amp; Skills Building:</b> Visual resource collection, drawing, photography, digital imaging, watercolour &amp; acrylic painting, assemblage, mixed media, collage,</p>	<p><b>Theme: People</b></p> <p><b>Project examples:</b> Human Figure &amp; Movement, Autobiographical Self Portraits</p> <p><b>Key artists:</b> Marcel Duchamp, Edward Muybridge, Andy Warhol</p> <p><b>Key Knowledge &amp; Skills Building:</b> Observational drawing from mirrors &amp; mannequins, proportion, dynamism, semi-abstraction, pen drawing, chalk pastel, self portraiture, pencil drawing, photography, digital imaging, press-print block printing, mixed media, collage</p>	
<p><b>9</b></p>	<p><b>Theme: Fantastic &amp; Strange</b></p> <p><b>Project example:</b> Distorted Self Portraits, Gaudi Buildings</p> <p><b>Key artists:</b> Jenny Saville, Cindy Sherman, Antoni Gaudi</p> <p><b>Key Knowledge &amp; Skills Building:</b> Oil pastel drawing, photography &amp; digital imaging, gridding, pencil crayon drawing.</p>	<p><b>Theme: Events &amp; Culture</b></p> <p><b>Project examples:</b> Pop Art Food &amp; Drink Sculptures, Day of the Dead Skulls</p> <p><b>Key artists:</b> Claes Oldenburg, Frida Kahlo,</p> <p><b>Key Knowledge &amp; Skills Building:</b> Visual resource collection, 3D card construction, sculptural relief &amp; papier mâché, acrylic painting.</p>	<p><b>Theme: Multi-Disciplinary Arts</b></p> <p><b>Project example:</b> Lancashire Witches</p> <p><b>Key Artist:</b> Carol Ann Duffy,</p> <p><b>Key Knowledge &amp; Skills Building:</b> Visual resource collection, ink, wash &amp; wax resist drawing, mark-making, origami mask making, soft sculpture, applique, embroidery, hair, make-up &amp; costume design, performance workshop.</p>
<p><b>10</b></p>	<p><b>GCSE Art &amp; Design Project 1: Ordinary/Extraordinary</b></p> <p><b>Key Artists:</b> Noble &amp; Webster, Loui Jover, Miguel Vallinas, Daniel Lee</p> <p><b>Key Knowledge &amp; Skills Building:</b> Wearable sculpture: newspaper head-dress, self portraiture, photography, digital imaging, pencil drawing, anthropomorphic photomontage, collage &amp; mixed media,</p>		<p><b>GCSE Art &amp; Design Project 2: M.A.P.S. Book</b></p> <p><b>Key Artists:</b> Grayson Perry, Karen O'Leary &amp; Jazzberry Blue.</p> <p><b>Key Knowledge &amp; Skills Building:</b> Visual resource collection (personal maps), experimentation with and production of mixed media abstract artwork (printmaking, painting, drawing, weaving, transfer etc), concertina Artist book-making, production/presentation of pages from colour copies of original, artwork, Artist's Statement.</p>
<p><b>11</b></p>	<p><b>GCSE Art &amp; Design Project 3: Contemporary Landscape</b></p> <p><b>Key Artists:</b> Tracey Levine &amp; David Hockney;</p> <p><b>Key Knowledge &amp; Skills Building:</b> Photography &amp; digital imaging, expressive paint techniques experiments; acrylic painting on canvas.</p>	<p><b>GCSE Art &amp; Design Exam Project</b></p> <p><b>Key Knowledge &amp; Skills Building:</b> Independent art project from AQA set starting point, (key artist research &amp; analysis, visual resource collection, experimentation &amp; development of ideas, planning &amp; practice, 10 hour final piece); time management, personal response.</p>	<p><b>GCSE Art &amp; Design Portfolio Completion &amp; Improvement</b></p> <p><b>Key Knowledge &amp; Skills Building:</b> Individualised programme using assessment criteria &amp; personalised checklist/targets; time management, presentation of artwork, artist statements &amp; self evaluations.</p>



# KS3 ART DISCIPLINARY KNOWLEDGE BUILDING



	CREATIVITY	COMPETENCE	CULTURAL	CRITICAL
7	Where do artists get ideas? What are primary & secondary visual sources? How do I collect them? How do I use them? What features does a successful Art Project have?	What is visual language? What is realism? How can I draw realistically? What is proportion? What is abstraction? What is colour theory? How do I draw & paint successfully? What is collage?	Why should I look at Artists' work? What is cultural capital? How do Artists communicate with visual language? How do I analyse artists' work? How does this help me?	What are the Universal Art Themes? What is subject matter? What subjects fit within the universal theme- Man-made? How do I know if a piece of artwork is successful? What are success criteria? How do I evaluate my artwork? How does this help me?
8	How do I collect & present relevant primary & secondary sources? How do I use them effectively to improve my artwork? How do I ensure that my ideas are interesting? How do project stages link? Can I plan & produce a successful end product?	How do I use visual language successfully? What is semi abstraction? How do artists use colour theory to adapt the mood/impact of their artwork? How do I draw faces & figures realistically? How do I use measuring & proportion to make my drawing more realistic? What are the different qualities of paint media ? What is mixed media? How do I combine media & techniques effectively?	How do I engage with Artists' work to inspire & improve my own work? Can Artists' respond to the same theme in different ways? Can I compare & contrast two pieces of Artist's work?	What subjects fit within the Universal Art Themes- Natural World & People? How do I use peer & self assessment against success criteria to improve the quality of my artwork? Can I show resilience and respond to improvement targets to make rapid progress?
9	How do I collect & present high quality primary & secondary sources? How do I use them effectively to produce original artwork? How do I ensure that my ideas are unique & challenging? Can I plan alternative end products & choose the most successful to make? Does my art project provide evidence of a learning journey?	How do I use visual language effectively? What is distortion/ transformation? How do I use adjust colour schemes to achieve different moods/effects? Can I experiment with & use combinations of media & techniques successfully? What is issues-based artwork? What does 'expressive' mean?	Can Artist's work be interpreted in different ways by viewers? How do Artists explore issues & beliefs and engage viewers with their work? Does art have to be 'nice'? What is Multi-Disciplinary Arts practice?	What subject areas fit within the Universal Art Themes: Fantastic & Strange and Events & Culture? Can I identify strengths & weaknesses in my artwork, as it's produced, and adapt accordingly? Can I identify my own improvement targets to improve my attainment? Can I reflect on my artistic progress over the year/KS3?

# National Curriculum for Art & Design from 2014

## *Purpose of study*

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## *Aims*

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 each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject Content**

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

### Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

# Features of an Art Project

Universal Theme

Artist Inspiration

Subject Inspiration

Visual sources collection (Primary & Secondary)

Skills Building

Experimentation

Ideas development

Success Criteria

Peer Feedback/DIRT

Final Piece Planning

Final Piece Production

Teacher Assessment

Self Evaluation

## Universal Art Themes

### *Abstraction*

Line, Tone, Colour, Shape, Texture, Pattern, Form, Space, Sound, Light

### *Man-made*

Architecture, Interiors, Still-Life, Graffiti, Urban Landscape, Mechanical, Transport, Built Environment, Home, Technology, Found/Everyday Objects, Recycle, Personal Possessions, Corrosion

### *People*

Self-Portrait, Portraiture, Human Figure, Identity, Emotion, Movement, Family, Friendship, Heroes & Villains, Costume, Childhood, Love & Hate, Death, Birth, Biography, Auto-Biography

### *Natural World*

Rural Landscape, Weather, Seasons, Flowers, Plants, Fruit & Vegetables, Seascape, Sea-life, Animals, Natural Forms, Water, Fire, Earth, Air, Universe, Environment, Growth & Decay, Night & Day, Biology

### *Events & Culture*

Visual Arts, Music, Dance, Drama, Literature, Poetry, Media, TV, Film, Communication, Society, War, History, Journeys, Politics, Memory, Religion, Work, Travel, Leisure, Sport, Belief, Story-Telling, Consumerism, Celebration, Conflict, Food & Drink, Games, World Cultures, Community and Global Issues, Time

### *Fantastic and Strange*

Metamorphosis, Transformation, Distortion, Dreams, Myths & Legends, Symbolism, Science Fiction, Horror, Supernatural

## 3.5 Fine art

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

### Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

They may explore overlapping areas and combinations of areas.

### Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the [Subject content](#) within the context of fine art practice and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to fine art.

### Knowledge and understanding

The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - composition
  - rhythm
  - scale

### Skills

Within the context of fine art, students must demonstrate the ability to:

- use fine art techniques and processes, appropriate to students' personal intentions, for example:
  - mark-making
  - monoprint, collagraph and block printing
  - assemblage
  - construction
  - carving
  - film and video
  - digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
  - charcoal, pastels, pen and ink, crayons and pencil
  - watercolour, gouache, acrylic and oil paint
  - found materials
  - clay, wood and metal
  - digital imagery
  - different papers and surfaces on which to work.

