

# KS3 ART

## What the curriculum is designed to do:

This key stage promotes learning across a variety of experiences and through various processes, tools, techniques, materials, and resources to generate various kinds of evidence of working and outcomes. This year will build on the students basic Art skills and give a platform to develop their creativity in a variety of medias.

Emphasis will be on their drawing and painting application, gaining an understanding of colour, and demonstrating the technique of the media. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

## How do we deliver the curriculum (units of work):

YEAR 7	YEAR 8	YEAR 9
Basic skills projects.	Proportions and faces.	Day of the Dead
Colour Theory	Picasso	Day of the Dead Textiles
Hundertwasser Colour Project	Pop Art	Faces – Clowns, Gargoyles, Green Man.
Kuna Indian Art	Beasts and Creatures Designing	Self-Directed Project
Mark Hearald Bird	Beasts and Creatures 3D Model.	Self-Directed Project.

## How we assess students:

3 assessment points will be carried out throughout the year. Students will be assessed using our Developing/ Secure/ Advancing/ Mastering criteria. These criteria's will be used to monitor the progress of the students, which will later inform a grade against the GCSE 1-9.

Assessments will be given at the start of a project as a baseline. This gives Art teachers the understanding of where the student sits with the skills we will deliver during that project. This will then be assessed again at the end of the project, and students will have shown progress from their initial baseline.

## How the curriculum aids personal development:

Art and design skills provide an opportunity for creativity, self-expression and problem solving. These are important life skills to enable pupils to succeed when presented with the challenges and situations that may require a different approach. Our projects are designs to enrich pupils understanding of a range of medias and techniques from highly detailed and complex drawing skills to 3D construction and tactile materials.

Our projects develop pupils cultural understanding of a range of art not just from western culture, but explore contrasting cultures often very different, from their artworks to their processors and lifestyles. We are inspired by local sources in Tibshelf with natural countryside and historical buildings, to the Kuna people of South America. This broadens pupils understanding of what art looks like within different cultures and countries and exposes them to the wider world of art.

# GCSE ART

## What the curriculum is designed to do:

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials, and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

## How do we deliver the curriculum:

**Component 1:** must show evidence of working in areas of study drawn from two or more of the titles considering the distinguishing characteristics of art, craft, and design.

**Component 2:** must show evidence of areas of study drawn from one or more of the titles. The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft, and design as appropriate to their own work.

### Key skills developed:

- Fine art: drawing, painting, sculpture, installation, printmaking, mixed media, and land art.
- Graphic communication: illustration, package design, typography, interactive design
- Textile design: art textiles, fashion design and illustration, costume design, constructed textiles.
- 3d design: architectural design, sculpture, ceramics, product design and designs for TV, film &

## How we assess students:

Pupils are assessed on four separate projects. Three are coursework based, which builds a portfolio for component one. Component two is an externally set examination which pupils will complete a final piece under exam conditions. Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- AO3: Record ideas, observations, and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

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