

Art – Aims/Intent Art follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study

Students at Chiltern Hills Academy will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. At CHA we have a track record of outstanding results. Students have the opportunity to work with artists in the local community.

The aims in Art and Design are that students will be taught :

1. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas and creativity.
2. To use a range of techniques and media, including painting.
3. To increase their proficiency in the handling of different materials.
4. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work developing knowledge and understanding.
5. About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
6. To understand what it means to be an artist and career pathways in art.
7. To engage with a variety of art forms, to explore values, attitudes, feelings and meaning as well as develop key skills and abilities within the creative world.
8. To explore art history and develop the understanding of art's key roles in society.
9. To develop the ability to create, appreciate and make critical judgments about artworks.
10. To encourage students to work independently and in teams, to share art's experiences and present artworks to others.
11. To develop an understanding of the role of the arts in society, including as a career.
12. To increase active and independent involvement in cultural opportunities.
13. To read and develop specific technical vocabulary.
14. All learners (including EAL/SEND and M.A.) to make strong progress.

Development of Students' Cultural Capital

Chiltern Hills Academy believes that cultural capital is the accumulation of knowledge, behaviours and skills that students can draw upon which demonstrates their cultural awareness, knowledge and competencies. It is one of the key ingredients a student will draw upon to be successful in society, their career and their world of work. The richness of the Art and Design curriculum allows students to significantly enhance their social assets.

Development of Students' Technical Vocabulary

The vocabulary of Art and Design including the **visual language of formal elements, line, tone, colour, form, volume, mass, contour, space, texture, composition**. Includes, where appropriate, technical terms used in particular media and processes, for example, in printmaking, textiles and photography. Refers to both practical and written work. Students develop their technical vocabulary as they progress through the course

www.aqa.org.uk/resources/art-and-design/as-and-a-level/art-and-design/teach/subject-specific-vocabulary

Implementation

Key stage 3:

We build on prior knowledge of their understanding of art learned at KS2. Students in Y7 and 8 have two lessons of Art over the two week timetable. In Y7-Y8 students produce three projects per year and these are skills-based. For instance, in Year 7 students look at tone, form and complete observational drawings. Students then explore colour and study the colour wheel in more depth. They will develop an understanding of the application of colour through painting by looking at the work of artist Wassily Kandinsky. The final unit is on texture, relief and pattern, where they will create rotation and repeat patterns, explore patterns found in nature, as well as produce a 3D sculpture. Students will look at mark-

making skills and how these can develop and refine their work. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their knowledge skills and understanding.

AQA Specification www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Year 9:

Students in Y9 have the opportunity to build and master what they learned in KS3. They can select either/or both Art and Photography for their GCSE option. This is an introduction year to the GCSE course to allow students to explore and gain insight ready to develop skilled coursework moving forwards into the GCSE years. Within this year students will delve deeper into all forms of art and photography, including 3D sculpture, advance drawing/ painting, printmaking and workshops. Students will also learn how to compose a design sheet that references the assessment objectives and learn how to review and refine work as it progresses. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge developing and mastering their skills and understanding.

Key Stage 4:

Students in Y9/Y10/Y11 who choose Art as a GCSE option will produce one large body of work as their portfolio. They will begin by looking at natural forms. Students will have the opportunity to draw from direct observation and will experience many skill-based workshops. Students are expected to develop ideas and produce a final conclusion to the theme of Natural Forms. In Year 10 students continue with their portfolios and they focus on the theme of portraiture. They study skulls and learn about the structure of the human head, which is followed by observing artists who distort portraits. Then they create a personal response to the theme of a distorted portrait. In Year 11 students will either continue and develop their portfolio further or extend it by doing an additional small project. They can look at London and focus on a specific area of interest.

This could be a cultural part or a building of interest. Equally they can do a landscape which connects appropriately with the Natural Forms project. Their final mock examination will be completed during the winter term of their final year. They will have to produce a final outcome for one of the topics mentioned above. A final external examination will also be set in January, where they will have approximately 12 weeks of preparation, before sitting their 10 hour practical exam. Although there is no written paper, the students are expected to fully annotate their preparatory work, explaining their ideas and decisions in detail throughout their portfolio. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge developing and honing their skills and understanding in a deep and rich way.

AQA Specification www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design

Component 1 (coursework projects):

Component 1 consists of coursework based projects worth 60% of their final GCSE grade. Students will explore themes such as; Natural Forms/Portraiture and Landscapes.

Component 2 (externally set assignment):

Component 2 consists of a 10 hour exam and exam coursework worth 40% of the overall GCSE grade. The exam paper is issued in January.

Y12/13

Students will look at structure for the first unit. The first part is teacher led and involves skills-based workshops. Then the students develop the starting point structures and produce a body of work looking at various starting points and contextual references. This is a very independent year and students are expected to think for themselves and solve problems. The final year is a personal project. Students will focus on an area in which they are interested and will produce a large body of work with a supporting essay of 1000 to 3000 words. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique sessions that enable them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of Art and Design our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' folders show they can use a range of materials and mediums. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards art and culture. A study of students' work demonstrates the students' deep understanding of the world of art and art history. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of art and their cultural capital have been considerably enhanced. For example, students will have participated in gallery visits to Tate Modern, the Ashmolean museum, Oxford, an artist's print workshop, worked with local feeder schools, and parents and students' art workshop events. Students' reading skills will be significantly enhanced because of the research work they have done linked to famous artists and pieces of artwork in the units of work covered in KS3, 4 and 5. Observations of students will show how they work successfully as individuals, in pairs and groups to achieve a set goal.

By Y11 and Y13, our students will have the knowledge of what it means to have a career in Art and Design through the taught curriculum and talking to outside speakers.

Art in the community – the Art department's collaboration with primary schools supports transition for KS2 to KS3. Creative enrichment sessions on a Tuesday as part of our extended school day enhance students' imagination. Art club for KS3/4 students allows more able students and students of all abilities to spend extra time in the development of their personal interests as well as their art skills and knowledge.

This table outlines the key topic areas covered in **Art and Design/Photography** across KS3, 4 & 5. They are divided into three main categories developing particular skills leading toward the personal response. These categories are: **analysis** (to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day), **recording of observations** (to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas) and **experimentation/refinement** (to use a range of techniques and media, including painting and to increase their proficiency in the handling of different materials).

At KS4 – 5 all the previously developed skills are mostly combined (e.g. starting with analysis, then recording observations followed by experimentation and concluding in a personal response).

Curriculum map- subject: Art and Photography

AGE-STAGE	TOPICS					
Year 7	Formal elements/ Tone – foundation LO: To gain an understanding of what tonal value means and how light affects the way we perceive the reality.	Formal elements/ Tone – application linked to fist hand observation LO: To learn how to use a variety of tonal values in order to create an illusion of volume in realist drawing.	Formal elements/ Colour - foundation LO: To explore and understand subtractive colour mixing theory (primary, secondary, tertiary, complementary colours).	Formal elements/ Colour - composition LO: To apply the knowledge of advanced colour mixing in a composition.	Formal elements / Texture/pattern/ cultural connection LO: To explore a range of different mark making reflecting African culture.	Formal elements / Texture/pattern/volume- 3D mask inspired by the culture LO: To demonstrate knowledge of how to use pattern, texture and 3D relief form in a culturally based mask design.

Year 8	Aboriginal culture LO: To learn about aboriginal culture and art, their symbols and colours.	Cultural painting – applied art (Aboriginal culture) LO: To learn about Aboriginal painting techniques and demonstrate the knowledge in a painting.	Portrait – features and proportions (drawing) LO: To gain an understanding of proportions of the human head and the structure of each facial feature.	Portrait- application of style (painting) LO: To demonstrate understanding of different painting styles and portrait proportions in a self-portrait painting.	Landscape – pattern and texture – artist connection LO: To analyse the specific features of an artist’s work and gain a deeper understanding of purposeful mark making.	Landscape – pattern and texture – Composition + relief LO: To demonstrate the artist’s connection in own personal response of landscape.
GCSE Y9	Component 1- Natural forms Mixed media LO: To obtain a deeper knowledge of observational drawing related to fruit and vegetable forms. To learn how to combine different media purposefully in a personal response.		Component 1- Natural forms 3D sculpture L/O To gain a deeper understanding of close observation and other ways of recording throughout the study of birds in variety of media resulting in 3D sculpture.		Component 1- Natural forms - detailed acrylic painting L/O To learn how to use opaque painting techniques demonstrated in a large acrylic flower based painting.	
GCSE Y10	Component 1- Portrait - Distortion/Identity (Artist analysis- development of ideas) LO: To analyse variety of experimental approaches in portraiture, including distortion, exaggeration and other manipulations.		Component 1- Portrait -Distortion/Identity (recording from various resources) LO: To demonstrate knowledge of the structure, proportions and detail in portraiture, including close studies of the skull and features.		Component 1- Portrait -Distortion/Identity (exploring and refinement of own ideas) LO: To demonstrate knowledge of the ways a selected idea is effectively refined using purposeful techniques and materials.	
GCSE Y11	Refinement and finalising of Component 1		Refinement and finalising of Component 1 Component 2 - externally set assignment		Component 2 - externally set assignment	
A-level Y12	Foundation course		Foundation course		Component 1 – personal investigation	

A-level Y13	Component 1 – personal investigation	Component 1 – personal investigation finalising Component 2 - externally set assignment	Component 2 - externally set assignment
PHOTOGRAPHY			
GCSE Y9	Component 1- Photography foundation (ways of recording)	Component 1- Photography foundation (composition, formal elements, photo manipulation)	Component 1- Photography foundation (artist analysis and response)
GCSE Y10	Component 1- Surfaces and Textures (recording of various resources)	Component 1- Surfaces and Textures (artist analysis- development of ideas)	Component 1- Surfaces and Textures /Me and My Environment (exploring and refinement of own ideas)
GCSE Y11	Refinement and finalising of Component 1	Refinement and finalising of Component 1 Component 2 - externally set assignment	Component 2 - externally set assignment
A-level Y12	Foundation course	Foundation course	Component 1 – personal investigation
A-level Y13	Component 1 – personal investigation	Component 1 – personal investigation finalising Component 2 - externally set assignment	Component 2 - externally set assignment

KS3 National Curriculum coverage – Colour code for ease

	Analysis
	Recording of observations
	Experimentation/refinement

Rationale for Sequencing

Year 7 is based on skills and processes. Students will learn about the use of tone in their work, how tonal variation can support their understanding of light and dark. This will enable them to grow in confidence and to be more skilful when shading and adding tone to their work throughout their learning journey. Halfway through Year 7 students will study colour theory and application and explore different mark-making techniques in colour and tone to create texture and pattern. These skills will support students in creating imagery that is 3 Dimensional and will explore the use of different painting techniques. As students grow in confidence and their expand their skills-set the sequencing allows them to be more expressive and independent with ideas and thoughts, analysing others artwork to inspire and inform them of their own work. Skills are built on every year for example: students may experiment with block printing, then poly printing, they will then learn how to use tools to cut into lino and print using different colours, students will then advance to dry points and collagraphs exploring how different surfaces can add depth to their print work.

How do we support SEND students in Art?

Modelling – demonstrating the use of brushes and other tools, how to hold and use them appropriately to get the best results – Demonstrating how to use various materials

Scaffolding – Students will be provided with more steps and demonstrations to ensure they fully understand what they have been asked to do. Some may have written prompts so that they can remember key instructions or facts

Groupings- Students work best when they are in groups, collaboration works best when students can develop their individual skills within a group

Adaptive teaching – Tasks in lessons can be overwhelming, break these up into chunks for all students – individual demonstrations can support students with physical disabilities. Expression should be awarded the same as technical skill.

Literacy- provide students with examples of writing and writing frames, prompt word banks with meanings can be on each table or the teacher board. Differentiated success criteria for each lesson.

Equality and Diversity in the Curriculum

Art offers a platform for students to express themselves creatively and explore different perspectives and cultures. By promoting equality, diversity and inclusion, students can gain a broader understanding and appreciation of different cultures and identities, which can enhance their creativity and artistic expression. The creative arts industry itself is diverse and inclusive. By studying equality, diversity and inclusion, students can develop an understanding of the wider industry and its practices, which can better prepare them for future careers in the arts. Promoting equality, diversity and inclusion in creative arts education can help to tackle issues of discrimination and bias. By fostering an environment that celebrates diversity and promotes inclusivity, students can learn to challenge negative stereotypes and prejudices, which can help to create a more equal and fair society.