



## Art Curriculum Intent

### Aim

- The Aim of the Art curriculum at Willenhall is to challenge, motivate, engage, inspire and encourage creativity in our students.
- Whilst preparing and equipping students with Art knowledge and skills to allow them to be able to explore, create and not be scared to experiment with new materials techniques and processes across a wide range of Art, Craft and Design.
- The Art curriculum will develop students' knowledge and understanding of artists and designers and how they can be inspired by a style, a technique or material to inform their next steps.

### Art Philosophy

- Encourage all students to become inquisitive, imaginative and innovative and share responsibility for their own learning.
- Believe that creative thinking is often a risky process and that people learn from their mistakes as well as their successes.
- Believe that students should have opportunities to learn in a variety of ways that best suit their skills and interests.
- Recognise that celebrating the successes of our learners will inspire them to think creatively in other areas.
- Encourage learners to seek opportunities outside of the curriculum to engage in creative activities.
- Committed to sharing creative practice to enrich the experiences of our learners.

## KEY STAGE 3

- The KS3 curriculum is delivered over three-year programme that builds on the requirements of the National Curriculum. Year 7 Foundation Year -Basic skills and knowledge, Year 8 Extending skills and knowledge and Year 9 Developing skills and knowledge.
- The curriculum links to the National Curriculum as the aims and criteria flow in to the Assessment Objectives for GCSE so Key Stage 3 so it is important for students to understand the important assessment points

The National Curriculum for Art aims to ensure that all pupils:

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

## Year 7

- As each step in our learning journey develops, it incorporates a deeper understanding of prior learning, knowledge and skills.

### Unit 1

#### The Elements of Art

Starts by building on what students will have briefly learnt in primary school. The Art department has successful links with many of the feeder schools. Primary schools and they have advised they don't have time to do Art in as much details as they'd like and they don't have specialist teachers. During Elements of Art specialist vocabulary (see MTP's) is looked at and the basics for each element this helps students with no Art knowledge gain some understanding straight away and will also develop students will some basic Art knowledge to make sure they use the correct language right from the start of time at Willenhall. (View a list is in the MTP) Some students arrive from primary with a little knowledge of Art, but most don't know how to create or make Art correctly as primary schools have limited time and students aren't taught by specialist Art teachers.

The curriculum aims to get the students to understand the correct terminology from the start and the students use what they have learnt as a support. The curriculum starts with the Elements of Art as a starting point so students will be introduced to the basic skills and knowledge right at the start before the curriculum goes in to theme based unit's this is very important as students require this information to be successful in their creative journey in the subject.

Katie Lloyd Head of Art 2021

The Elements that students need to understand from the start of KS3 are:

- **Tone**
  1. How to create a shading chart exploring dark, mid and light tone.
  2. How to hold a pencil correctly and that there are a range of different pencils to use in Art.
  3. How to make an object look 3D using Tone.
- **Line**
  1. Line is the path left by a moving point. (A dot that went for a walk)
  2. It can be horizontal, diagonal or curved.
  3. It can also change over its length, starting off curved and ending up horizontal.
  4. It happens once and it is not repeated
  5. Types of line (Straight, curved, zigzag, dotted, dashed, cross hatched, continuous)
- **Pattern**
  1. To understand patterns are a repeated image they are series of repetitive lines that can include colours and a range of shapes.
- **Texture/ Mark Making**
  1. To understand how to create a range of marks using a pencil or pen.
  2. How to make drawing look rough or smooth
  3. How to use texture and mark making using clay.
  4. To understand that textures are how materials feel.
- **Shape/ Form**
  1. Shape are flat- 2 Dimensional is a flat shape (organic and Geometric)
  2. Form is 3 Dimensional that have height, width and length. (Cube, Cuboid, Sphere, Cone, Pyramid)
- **Colour – Primary Red, Yellow and Blue**
  1. By mixing red and yellow it creates orange.
  2. By mixing blue and yellow it creates green.
  3. By mixing red and blue it creates purple.
  4. Understand the difference between primary and secondary colours.
  5. How to use black to darken a colour.
  6. How to use white to lighten a colour.

## Unit 2

### Cells – Inside the Body

- Introduces students to new techniques, exploring mixed media, collage and surface design (see below for a break down) and ways of working, as well as show cross curricular links with Science.  
Cells focuses on the retrieval of knowledge and skill pupils have acquired in Unit 1 and develop further in Unit 2 and allows for students to expand understanding by further developing the Formal Elements of Art.
- **Tone**
- Pencil, Pen and Crayon in order to create tonal drawing of cells that show dark, mid and light tones.
- **Line**  
Demonstrating and using different lines e.g. dots, dashes, zig zag etc. to create observational drawings of cells.
- **Pattern**  
Using repetitive lines and into their drawings and transcriptions of cells.
- **Texture / Mark Making**  
Investigate a range of textures using pencil and pen to create dark, mid and light cells.
- **Shape/ Form**  
Working with PVA Glue and Ink to create Cells inspired by Klari Reis.
- **Colour**  
Working with sharpies, crayons, Water colours, card and tissue paper to create Andy Mercer inspired transcriptions.

## Year 8

- During Year 8 extending year we build on the skills and knowledge learnt in Year 7 and we repeat practise and build on skills and knowledge throughout 2 units.

### Unit 1

**Day of the Dead** Focuses on exploring the Formal Elements of Art and embedding the knowledge and skill pupils have acquired from Year 7. This Unit aims to get pupils to start to think critically about the artist's work and how they can use it as inspiration to develop their work from. Day of the Dead was chosen as students are interested in the theme after a pupil voice vote and it allows them to link to a current film Coco students' can visually see in a modern way what the theme is about. Day of the Dead introduces pupils to British Values by exploring mutual respect and tolerance by learning about the festival that celebrates lost loved ones in Mexico. Students look at Day of the Dead in RE in Year 7 and have some basic knowledge of the subject.

- **Tone**

Creating observational drawings of skulls using different medias and techniques that show a range of tones

- **Line**

Creating a set of designs for clay skull that begin to incorporate Zentangles.

- **Pattern**

Be inspired by the artist and Zentangles to create Day of the Dead Skulls / Creating transcriptions that are inspired by the work of Thaneeya McArdle.

- **Texture/ Mark Making**

Create textures using a range of mark Making techniques. Using Clay to create a skull and using a range of tools to apply different textures to the surface.

- **Shape/ Form**

Pupils to use Stoneware Clay to create their own Day of the Dead inspired skulls.

- **Colour**

Exploring the different techniques used to apply colour using Inks, Crayons, Sharpies, and Paints. Difference between Primary, Secondary and Tertiary colours. By mixing a Primary and a Secondary colour together to make a Tertiary colour.

### Unit 2

**At the Zoo** The curriculum focusses on Animals that refines the Basic Elements skills and techniques pupils have acquired further so that they are better prepared for Year 9 Developing year which expands the students personal ideas. At the Zoo was chosen so students could have a first-hand experience visiting a Zoo.

- **Tone**

Creating observational drawings of Tigers and Owls using different medias, techniques and processes that show a wide range of tone.

- **Line**

Explore the work of Si Scot by applying a range of lines.

- **Pattern**

Create a personal response (Final Outcome) that can explore a wide range of patterns including Zentangles.

- **Texture/ Mark Making**

Explore various tools and paints to create transcriptions inspired by Vincent Scarpace.

- **Shape/ Form**

Pupils to create a personal final outcome inspired by the artists and techniques they have learned about in this project and the previous ones.

- **Colour**

Understanding and applying a wide range of techniques used to apply colour using Inks (Jamie Taylor), Crayons, Sharpies, and Paints.

## Year 9

**Develops the students' knowledge and skills by revisiting** The Elements of Art with in themes with a big focus on Artist inspiration and presentation skills preparing students for GCSE.

- As students' progress, they should be able to think in more sophisticatedly and critical ways about the work of artists and their own creative work because of the knowledge and understanding of the Formal Elements and Assessment Objectives they have accumulated through their course of study.

### Unit 1

#### **Fantastic beasts (Bees, Bugs and Butterflies)**

Unit 1 develops the students' skills and knowledge of the Elements of art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. With a focus on observational drawing skills, presentation skills and experimenting with a wide range of media. Allowing students to be think more creatively and independent as the layout or what they draw doesn't have to be the same as everyone in the class. It needs to be more personal utilising the skills and knowledge from 7 and 8.

- **Tone**  
Creating accurate observational drawings of Insects using different medias, techniques and processes that show a wide range of tones applied confidently.
- **Line**  
Understanding and being inspired by the work of Rosalind Monks by applying a range of lines.
- **Pattern**  
Creating intricate transcriptions that are inspired by the work of Rosalind Monks.
- **Texture/ Mark Making**  
Using a range of tools and medias to create confident drawings and paintings of Insects.
- **Shape/ Form**  
Creating 3D cardboard bee hives that will include a wide range of medias, techniques and processes.
- **Colour**  
Using various brush techniques when using Acrylics and Watercolours to create a Bee Page.

### Unit 2

#### **Who inspires you? (Portraits)**

Unit 2 further develops the students' skills and knowledge of the Elements of Art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives.

The Portraits Unit will further embed the students' skills and knowledge by refining the techniques they have learnt so far in Art. It develops the students' skills and knowledge of the Elements of art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. With a focus on observational drawing skills, presentation skills and experimenting with a wide range of media. Allowing students to be think more creatively and independent as the layout or what they draw doesn't have to be the same as everyone in the class. It needs to be more personal utilising the skills and knowledge from 7 and 8.

- **Tone**  
Creating accurate and proportional observational drawings of portraits of people who inspire the students showing a wide range of tones using a range of shading pencils.
- **Line**  
Creating pen drawings that investigate a wide range of lines and mark making techniques.
- **Pattern**  
Looking at weaving and creating patterns with the art and images.
- **Texture/ Mark Making**  
Looking at mixed media techniques linked to a range of Artists

- **Shape/ Form**

Drawing and painting faces – using proportion to make sure they are measured correctly.

- **Colour**

Using and investigating a wide range of techniques used to apply colour using Pencil Crayon, Inks, Watercolours, Acrylics, Sharpies, Posca Pens.

### **Other Activities**

It may also at time be required to add in one off lessons linked to things happening in the world or events that get arranged after our planning has been put in to place. E.g. Artist awards, e-act celebration, school production set.

In the past these events have benefited the students as it gives them the opportunity to have their work exhibited or viewed in different venues and or win prizes.

We try and plan for these extra to be on top of the curriculum so at lunch, after school or special arts days.

### **KEY STAGE 4**

- KS4 curriculum is GCSE in Art Craft and Design
- **Embedding** Year 10
- **Refining and Excelling** Year 11

### **GCSE - Art, Craft and Design**

GCSE Art at Willenhall develops pupils' independence and creativity by enabling students to explore the projects we have given them in their own way.

Students will be required to meet the 4 Assessment Objectives set out by AQA. These will focus on research (AO1), experimenting with a range of media, techniques and processes (AO2), ability to record ideas and thoughts via drawing, writing and photography (AO3) and finally come to a personal and meaningful response (AO4).

GCSE Art in Year 10 aims to embed the skills pupils have obtained in KS3 further by revisiting the Formal Elements of Art in lessons.

Tone will be explored through shading, Line will be looked at when students create line drawings of an image, Pattern will be explored when pupils are experimenting with their work, Texture/Mark Making will be looked at through drawing, Shape/Form will be explored through sculptural works and Colour will be looked at using a wide range of equipment including Paints, Crayons, Pens, Sharpies and Posca Pens.

Year 11 aims refines the skills pupils have obtained since Year 7 and enables them to gain autonomy and begin a journey with their individual projects. Students will grow in confidence and skill and begin to develop their own styles and processes when working with a wide range of medias.

#### **Year 10 Embedding**

##### **Abstract Nature Unit and Personal Unit –**

Students will be investigating the theme of Abstract Nature and Portraits for their GCSE coursework portfolio. They will be working towards meeting all four Assessment Objectives investigating various artists, craftspeople, designers, medias and techniques.

GCSE Art enables pupils to gain more autonomy within their work so that they are able to come to a personalised outcome which will be their interpretation of the overall theme.

The 2 Units aim to refine and embed the skills and techniques they have learnt during KS3 and in the Induction Unit about when using a range of medias during their time at the Academy.

Throughout this Units students will be reflecting on their work through annotations and one to one's with staff in the Art department so that they are able to show a journey of how certain techniques and skills have impacted and developed their work.

- AO1 – Mind maps, Theme boards, Artist Research.
- Abstract Nature = Rex Ray, Peter Randall Page and Kathy Klein plus personal artists
- AO2 – Experimenting with a wide range of medias, digital and manual (Sharpies, Crayons, Marbling Inks, Brusho, Collage, Mixed Media effects, Posca Pens, Felts, Fine liners, Pencil, Pen, Collage, Treated Pages, Apps on Computers, Use of Acetate).
- AO3 – Drawings, Photography, Annotations.
- AO4 – Designs, Merges and Final Piece(s).

## Year 11 Refining and Excelling

### Abstract Nature Unit and Our World linked to 2020/21

Students will be investigating the theme of Nature and Portraits for their GCSE coursework portfolio. They will be working towards meeting all four Assessment Objectives investigating various artists, craftspeople, designers, medias and techniques.

GCSE Art enables pupils to gain more autonomy within their work so that they are able to come to a personalised outcome which will be their interpretation of the overall theme.

The 2 Units aim to refine and embed the skills and techniques they have learnt during KS3 and in the Induction Unit about when using a range of medias during their time at the Academy.

Throughout this Units students will be reflecting on their work through annotations and one to one's with staff in the Art department so that they are able to show a journey of how certain techniques and skills have impacted and developed their work.

- AO1 – Mind maps, Theme boards, Artist Research including Transcriptions and samples
- AO2 – Experimenting with a wide range of medias, digital and manual (Sharpies, Crayons, Maberbellng Inks, Brusho, Collage, Mixed Media effects, Posca Pens, Felts, Fine liners, Pencil, Pen, Collage, Treated Pages, Apps on Computers, Use of Acetate).
- AO3 – Drawings, Photography, Annotations.
- AO4 – Designs, Merges and Final Piece(s).

Students are due to start a 12-week project in January of year 11 where the exam board will set the theme. Students will work towards the AO's and sit a 10-hour exam.

### Supporting Evidence for Year 10 and 11

#### Artist in a Box

This Mini unit enables pupils to fully grasp the idea of what constitutes artist research. Student will be expected to present their findings of an artist in the form of a box. Students will have the opportunity to research and find an artist of their own choice. This is to open students' eyes about a range of different ways of presenting their work.

- AO1 – Artist Research – Name, Images, Critical Analysis and Transcription(s).
- AO2 – Backgrounds, Transcription(s).
- AO3 – Drawing, Photography, Annotations.
- AO4 – The Box will be the Final Piece.

#### Possible Gallery Visit and or Artist workshops

### Presentation in Art

Is an important aspect of our curriculum and the aim is that students take pride and care in their work, this doesn't mean that every page will be perfect we want students to be able to express themselves and use the books in a personal but professional way. Sketchbooks in KS3 will be presented over double pages. Students are required to write in Pencil in sketchbooks. They can use black fine liner or white/silver or gold gel pens for annotation. Students are invited to type up their written work.

#### Sketch books KS3

Year 7 students will be given an A4 book at the start of year 7. They will keep this book for the whole of KS3. This will allow students to refer back to their knowledge organisers and all units to retrieve information they require to support them in lessons and it will also allow staff and students' to see personal progress.

Year 8 and 9 -This year students will have a new book and they will keep it for the rest of KS3 in future year students will have had the book from Year 7 and when finished will start a new book and they'll be stapled together.

#### Sketchbooks GCSE

Students will continue to use sketchbooks Year 10 and 11 will use A4. Students will also have the opportunity to present work in unique ways such as in boxes and on display boards so that they can create an exhibition for their supporting evidence work. Students will do both and this will support those who plan to continue with Art based subjects after GCSE.

Sketchbooks are used as it helps students document progress and develop their ideas, also refer back to retrieve information.

## **Admin Folder**

This will be utilised in all year groups, these will be used to document do now / exit tickets and feedback from teachers. Admin pages will be used as a quizzing method to check pupils' understanding at the end of each lesson through questions and mini practical activities. They will be used for Do now's to see what students have remembered from the lesson before to retrieval practice. Staff do not comment and write in sketch books all comments marking and feedback will be in the Admin Folder. Admin pages were created to keep students and staff organised as sketchbooks are kept to the Art work. It also helps when students are absent to support when they miss learning time.

## **Show and Tells**

### Year 7- **Foundation/ Basic**

Show and tells play an important part in all lessons from the start of Year 7 discussion where students will all come together at certain points in lessons / mainly at the end of a lesson to share what they have done and view each other's sketchbooks and practical's. (it supports students build confidence in speaking in front of the class, it stops students being worried about what their work looks like as they know all will see it straight from the start)

### Year 8 **Extending**

During Year 8 students will extend on their discussions about their work and their peers work. They will start to review the work of artists and designers. Students will continue to end lessons viewing all students work. WAGOLL will be shared with students.

### Year 9 **Developing**

As students go in to Year 9 these will become more detailed conversations, and allow for students to evaluate and give their own thoughts on student's work and their own work. It will also verbally support analysing the work of artists and designers. This embeds and extends students' knowledge of artistic concepts and principles along with the appropriate language for discussing works of Art. WAGOLL's will be shared.

### Year 10 **Embedding** and Year 11 **Refining and Excelling**

Students will continue to develop what they have learnt in KS3. Students will review and analyse the work of others and their own. Sharing thoughts and being able to critique and debate.

## **Knowledge Organisers**

All knowledge organisers have 1 side linked to the Elements of Art and one side linked to the Units and the AO's.

## **Feedback and Assessment**

- **Quizzes on Teams** will be used for all years at the end of each half term or section of study this will allow staff to see who has understood sections of the units and help put support in place or level up those who need it.
- **Verbal feedback** will be shared with all students during lessons especially during practical's – these conversations can be documented by the students on their admin pages/ back page of their sketchbooks as these comments help them make improvements/ changes to their work and if documented they don't forget the feedback.
- **Purple Feedback Slips** (For more specific one to one feedback) Staff will produce these at set point in the units that are documented on the MTP for Feedback lessons.
- **Questioning** – this will be at various stages of the lesson and also on feedback sheets to help students to think about their own learning.
- **End of Unit assessments** – This will be when students are given a mark for each AO a mark out of 10. This is when students have the opportunity to showcase everything they have learnt during the unit.
- **RAG rating** will continue to happen in KS3 and KS4 – with the use of success criteria's. Students will RAG each lesson at KS3 and at least once a week at KS4. Teacher to rag every 6 lessons.

## AO's for KS3

- KS3 AO-1 Observing
- KS3 AO- 2 Artist Links
- KS3 AO -3 Making
- KS3 AO- 4 Final Outcome

These link to the National curriculum requirements and also for further knowledge towards GCSE

## AO's for KS4



The GCSE curriculum follow the Assessment Objectives of AQA each objectives is marked out of 24 for Coursework and Exam unit.

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

Art at Willenhall is a knowledge rich curriculum which enables students to refine and develop their skills they have obtained through the different units that are covered.

By teaching a skills based curriculum, Art enables pupils to express their creative imagination as well as afford them with the opportunity to refine processes such drawing, printing, textiles, painting, sculpture and mixed media linked to The Elements of Art and the Assessment Objectives in KS3 and GCSE.

Throughout the years the curriculum focus on and builds upon the Formal Elements of Art by scaffolding units so that students are consistently retrieving and accessing the knowledge they have acquired since Year 7.

Students are taught the substantive content of each Formal Element of Art- Line, Tone, Colour, Texture, Pattern, Shape and Form throughout all of the projects using a wide range of medias, techniques and processes. This content is regularly discovered in lessons so that students have an understanding of how each Element plays a part in creating Art work.

Incorporated in the units are a range of artists, crafts people and designers for students to be inspired by. These artists, crafts people and designers teach students' innovative techniques and processes that they can then developed further. Students will be introduced to both contemporary and traditional artists so that they can begin to understand the diversity that this subject offers.

Disciplinary knowledge is embedded throughout the years through questioning, written evaluations, critiquing work and promoting the investigation of various medias, techniques and processes to see what outcome students will get. By ensuring the Formal Elements have been revisited in all years through different units the knowledge will be established and embedded within students.