

# ***Art and Design*** at Elemore Hall School ***(Art, Craft & Design & Photography)***

## **Rationale**

Why study Art? As a school subject, Art and Design supports personal, social, moral, spiritual, cultural and creative development. It allows our pupils to engage with visual, tactile and sensory experiences and teaches them how to communicate ideas and infer meanings. They learn to enjoy and value art from across the world, cultures and history, and learn how to reflect critically on their own and others' work. They learn to think as artists and to use a wide range of tools and materials. It provides pupils with opportunities to step out of their comfort zone, think imaginatively and creatively and develop confidence in other subjects and life skills. It also provides an introduction to potential careers, such as the visual arts and creative, digital and design media. Pupils are taught to make critical judgements about aesthetics, quality and craftsmanship. It is motivating and develops positive attitudes to school and life beyond formal education and can provide lifelong benefits in well-being, health and happiness.

## **INTENT**

Our curriculum aims to engage, inspire and challenge pupils, to equip them with the knowledge and skills to experiment with a wide range of mediums and techniques and to invent and create their own art. We have based the curriculum on developing pupils' individual skills in a variety of areas, whilst enabling them to develop their knowledge and understanding of the world of art and how it can have a positive impact upon their lives.

At Elemore Hall School, Art and design is offered to all pupils in both key stage 3 and 4, and we have designed our curriculum in line with and beyond Government national curriculum guidelines, mapped out to purposely cover a wide range of knowledge and skills, both practical and theory based.

One of the biggest misconceptions around the subject, is that art is 'just drawing'. It is so much more than that. It is centred around creativity, experimentation and expression; it is not always representative, but often abstract and experimental.

Our main aims are for our pupils to:

- explore and develop ideas, and produce creative work
- record their experiences, using various techniques
- become proficient in drawing, painting, sculpture and other techniques
- know about and develop a critical appreciation of the work of contemporary and iconic artists, craft makers and designers, informing their own work
- learn about art from different cultures and history
- analyse and evaluate their own and other artistic works, using the specialist terminology of art and design.

We want our pupils to develop and improve their artistic dexterity, encouraging them to research and produce work relating to shout out topics – allowing them to have a voice and comment on issues within society through the creation of their art.

In Key Stage 3, pupils cover a range of artistic techniques and skills, including painting, drawing, mark making, printing, collage, mixed media, sculpture, moulding & casting and 3D creations, whilst exploring an array of art media and materials, such as card, paper, textiles, clay, wood, wire, water colour, pencils and monoprint. Topics have been carefully considered to trigger intrigue and to challenge pupils, as we want to allow occasions for them to work both within and outside of their

comfort and interest zones. This aids their development in a more open-minded and relaxed space, and supports accessing the key stage 4 exam questions.

At Key Stage 4, pupils can choose to study GCSE Art and Design and/or GCSE Photography. Throughout the course, a portfolio of work is compiled, exploring a range of themes, such as Portraiture, Surrealism, Still Life, Light and Dark, Composition, Birds and Feathers and the Human Figure. In year 10, for Art, Craft and Design, pupils engage in: a mini GCSE practice project and an individual sustained project on past exam papers. It is paramount, particularly for our pupils, that they get used to producing work with the same theme for a sustained amount of time, as it boosts their resilience as well as stretch their creative thinking to approach the same theme in different ways. In year 11, pupils will have the opportunity to complete the GCSE exam paper. Key stage 4 Photography is focused around two portfolios, allowing pupils to develop their own ideas based around specific themes. In year 11, pupils complete a controlled assessment.

We aim to explore each key topic in depth. For example, in print making, pupils experiment with various methods, such as lino, mono, block, dry point etching and screen printing. This allows them to create comparisons and identify how different methods are applied in and out of the classroom context, including in the creative industries.

The curriculum focuses on pupils' building on their prior knowledge and skills, around the understanding of the formal elements (line, colour, form and shape, value, texture, space, and movement) and how these can be applied to their work. For example, their knowledge of the formal elements will constantly be revisited and used throughout their journey - when analysing work of other artists, planning an idea and evaluating their own work.

Selected topics, often carry links between each other and vary, depending on the specific project. Some focus on a specific design movement or artist's style and others allow pupils to explore new skills and techniques in a contextual manner.

Photography topics build on previous skills, which are documented in pupils' portfolios. This is a core requirement for the course and used for evidence.

Our curriculum design embeds SMSC, e.g. addressing issues associated with the meaning of life; exploring ideas and feelings in others as well as their own; respecting the beliefs of others through references to work of historic and cultural significance; making links with their immediate environment as well as wider global concerns; exploring the social context of works of art and how it impacts on the world around us. Our curriculum also aims to build cultural capital, providing pupils with opportunities that allows them to be curious, to be creative, to have a desire to learn and find out more.

As pupils engage with their artwork, they are engaging in literacy and numeracy skills throughout.

The curriculum adheres specifically to our pupils' needs and interests and the local social and economic climate, including identifying specific career paths and local opportunities to work towards.

We hope that our pupils develop a passion for the subject, or at the very least, cultivate an understanding of processes which are followed within the creative industries. Industry knowledge is key and it is an important part of the curriculum, so that our pupils can see where an Art GCSE can lead them in terms of further education and future employment goals. Taking inspiration from the Creative Industries will allow pupils to broaden their horizons and raise their expectations.

## Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
7	<b>Intro to Art:</b> What is Art? <b>Explore Formal Elements:</b> - Line - Tone - Shape & Form	<b>Formal Elements</b> (in depth/detailed) & - Texture - Colour - Pattern  <b>Mini Project -</b> Christmas themed / concert	<b>Formal Elements</b> - Pattern cont. - Collage - Layering - Character Design - Doodle  <b>Final Product</b>	<b>Moulding &amp; Casting</b> consider elements personal <b>Paint &amp; Texture</b> artist style	<b>Observational Studies</b> referencing Art movements, i.e. Cubism / Expressionism / Constructivism etc. (brief intro) Environment Greek Mythology	<b>Art Movements</b> - Surrealism - Cubism	
8	<b>Bugs &amp; Creatures</b> Printing <b>Mixed Media</b> <b>Imagery</b>	<b>Clay Creatures</b>  <b>Mini Project -</b> Christmas themed / concert	<b>Human Figure / Skulls</b> <b>PRINTING</b>	<b>Plaster Casting</b> <b>Culture</b> <b>Soap Carving</b> <b>Spray Painting workshop</b>	<b>Spray Painting</b> <b>Gnarly Pen &amp; Ink</b>	<b>Outdoor Sculptures</b> <b>Outdoor Artists</b> <b>Mini Project –</b> Sports Day	
9	<b>Cartoon Characters</b> <b>Experimentation</b> <b>Drawing Styles</b>  <b>Final Piece</b>	<b>Further Development</b> (final piece) <b>Pastel Workshop</b> <b>Shout Out Topic</b> racism, litter, refugees etc. <b>Final Piece</b> (shout out topics)	<b>Lyrical</b> <b>Apply existing knowledge</b> 'mini' project on chosen song lyrics & self-expression / intro to GCSE <b>A-Z thankful for ...</b>	<b>Surface Experimentation</b> <b>Observational Drawing</b>	<b>Character &amp; Gaming Design</b> <b>Character Profile</b>	<b>Faces</b> <b>Reality vs. Virtual</b>	
10	<b>Past Exam Paper</b> Identity Artist research	<b>Past Exam Paper</b> Identity Artist research Researching own 'identity' theme	<b>Initial developing of artist research responses</b>	<b>Mini Project</b> (GCSE questions)	<b>GCSE Personal Projects</b> Spider diagram Mood boards Primary & Secondary Images Artist Research	<b>GCSE Personal Projects</b> cont.	
	<b>GCSE Photography – Component 1</b>						
11	<b>GCSE Personal Projects</b> cont. develop portfolio <b>Past Exam Paper</b> Identity Artist research	<b>GCSE Personal Projects</b> cont. develop portfolio	<b>Sustained Project</b> exam question Develop responses from the artist research	<b>Externally set Assessment</b>			
	<b>GCSE Photography – Component 1</b>			<b>GCSE Photography – Component 2</b>			

(A more detailed curriculum map version is available)

## IMPLEMENTATION

Pupils work in a supportive and creative environment, which gives them a voice and allows them to tell their own story, show their background and convey their own message. Key knowledge is visualised, verbalised and becomes everyday discussion points. Pupils will be introduced to an abundance of creative knowledge and skills. Our lesson objectives are clear and pupils learn through verbal instructions and explanations, tutorials and visual aids, such as examples and demonstrations. They will be presented with artist research and terminology to enhance their vocabulary and, through exploration of conventions, modelling, collaborative composing and

scaffolding, develop their ability to write for a purpose. Regular feedback is given – be it point-of-need or through marking,

From their starting points, in order to monitor progression and develop their documentation skills for key stage 4 GCSE, each pupil will document their work in a sketchbook. As pupils progress, they are expected to demonstrate a more rigorous understanding and increasingly refined work.

Each year group follows particular topics/themes, which they will be encouraged to experiment with, using a breadth of materials, mediums and techniques. Throughout, pupils have access to resources - from basic materials (pencils, pastels, paints etc.) to facilities, such as the kiln, vacuum machine and computers. We use displays inside and outside the classroom – as a teaching tool, as well as to celebrate work.

From project to project, pupils will revisit key concepts and knowledge of core areas, such as drawing, colour theory, formal elements and experimentation; and specific skills, such as marbling and papier-mâché may be covered more than once to provide pupils with more informed options to choose from if they want to develop skills in these areas further in key stage 4.

Learning progresses from one term to the next. For example, pupils will start by producing their own research, experimentation and develop their own responses, and over time, techniques, terminology, depth of knowledge and understanding, is explored further and expanded upon (replicating steps progression on Classroom Monitor).

Pupils in key stage 3 are introduced to a breadth of knowledge, which is then amplified and explored in more depth at key stage 4. Throughout, all year groups will continually build on prior knowledge. Topics generally last one half term, although some aspects of the original topic may combine into a full term at key stage 3. To encourage experimentation and growth, we initially use bite size workshops to support pupils building their confidence and to give them opportunities to try new areas.

At key stage 4, pupils create coursework, based on a set topic or concept, lasting at least 10 hours. The past exam contextual questions are given to pupils at the end of year 10, to prepare them for the requirements of year 11.

When pupils start to contribute to their GCSE sustained project, they are encouraged to think critically, learn independently, challenged to apply their conceptual thinking and experiment further in their practical work to convey meaning, whilst demonstrating use of a range of skills and techniques in a more personalised manner, which allows them to identify and explore their own niche/specialism within the subject.

In order to ensure each pupil is challenged and stretched appropriately, we strive towards differentiated learning throughout, where tasks are often tailor-made to suit individual needs.

Our pupils learn through speaking and listening, through text and through writing. Technical language and key words are discussed throughout lessons and pupils have the opportunity to read about, verbalise, annotate and write about their work. Pupils are encouraged to examine a variety of source material - to distinguish between information needed to create their own research and identify what is not needed. Books, websites and magazines are frequently used. Various literacy support sheets are available. Numeracy skills can be developed at the experimental and design stage of projects, including experimenting with shapes, patterns, measurements, proportion, symmetry, scale and ratio.

Pupils have cross curricular opportunities with most subjects, such as Music, Food and Nutrition, Science, Photography, Culture and Humanities (particularly when pupils are exploring their own independent responses to exam style questions at key stage 4) and there are opportunities with English to make links with authors and illustrators from texts the pupils might be studying.

At some point in the year, all year groups will experience some form of seasonal work, relating to the environment around them. The Elemore site is fortunate to be surrounded by woods. Hence, where applicable, we provide outdoor lessons, which extend pupils' learning experiences and contribute to mental well-being.

### **Additional Support & Stretch/Extend/Challenge**

The curriculum is differentiated to ensure engagement and so that all pupils can access the content. This includes pupils who struggle with basic techniques and challenge those who need to stretch their existing knowledge and boost their technical skills.

In order to meet the abilities of each pupil, varied techniques and skills are implemented. For example, drawing from a secondary image can be carried out using freehand, carbon paper or with the aid of a step by step guide. Demonstrations, tutorials and/or verbal direction are also offered.

Tasks/artist styles' use of media might be adapted, where necessary. Sequence tasks include differentiation, as specific pupils can choose starting points and difficulty rating.

The needs of pupils are always taken into consideration when planning, due to the educational setting of Elemore Hall, and pupils who work at greater depth, are catered for through extension activities and differentiation to make tasks more challenging. Independent learning opportunities are encouraged, in order to develop confidence and personal learning and thinking skills.

If a pupil were to fall behind, due to external issues, lack of engagement or absenting/absconding, they would be assessed on how well they are supported at home, reassurance and assistance given, 1:1 support offered and homework encouraged. Alternatively, we offer an Art club, which allows extra time, providing the pupil is willing to commit to a learning agreement. Learning Support Assistants are paramount and used to ensure pupils are given support when it is needed.

### **Enrichment**

Extra-curricular opportunities, such as trips to art galleries, exhibitions, studios and other locations that link to projects, will be planned, as these enhance pupils' understanding and cultural capital. Other opportunities, such as competitions and events are also embraced.

### **Links with evening activities**

Pupils can attend a creative art clubs on offer on an evening in school.

### **Steps and Assessment**

Pupils are assessed when they first join us, to determine their baselines, following the 'Back to Basic: Introduction to Art, which covers a wide range of knowledge and techniques.

Pupil progress is digitally recorded on Classroom Monitor through the use of Steps, building a clear image of where each individual pupil is in their learning journey, pinpointing their level and how to progress further.

All content covered in our steps is formally assessed and recorded at termly intervals. Group discussions, as well as practical and written work found in pupils' sketchbooks/photographs are assessed and monitored, using a teacher/pupil tracking sheet and/or notes in pupils' sketchbooks. We carry out both formative and summative assessments throughout and self and peer assessments are commonplace.

Classroom Monitor is utilised as a way to track and record progression, assessed and updated regularly.

As we teach the whole school, it is easy to monitor and identify which class groups are on target and which are behind in the curriculum plan, informing future planning.

## IMPACT

Throughout their journey, pupils will develop a set of creative skills, gain experience of processes and an insight of industry knowledge.

By the end of key stage 4, they have the opportunity to gain a GCSE in Art and Design and opportunities to work in a variety of media, including drawing, painting, 3D sculpture, digital photography, graphics, textiles, printing and mixed media.

Through effective teaching and delivery of our curriculum, pupils should:

- develop creative and critical thinking abilities
- develop collaboration and teamwork skills
- enhance their ability to use specialist Art terminology
- develop documentation skills
- improve ICT, English and Math skills
- develop problem solving skills
- gain knowledge within cultural influences and understandings
- increase their understanding of world issues e.g. environmental issues
- build upon communicational skills, using both verbal and visual language
- gain an understanding of Health and Safety both within the classroom and in the creative industry

The outcomes proposed are designed to allow pupils to leave school equipped with key skills, knowledge and understanding that will not only inspire creativity and interest but also to equip them for success after they leave.

## Accreditation

### GCSE ART & DESIGN

<b>Art, Craft &amp; Design / Photography (AQA) Component 1</b>	<b>Art, Craft &amp; Design / Photography (AQA) Component 1</b>
<b>What's assessed</b> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.	<b>What's assessed</b> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
<b>How it's assessed</b> No time limit 96 marks 60% of GCSE	<b>How it's assessed</b> 10 hours - supervised 96 marks 40% of GCSE
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.	

<p><b>Questions</b></p> <p>Pupils must show evidence of working in areas of study drawn from <b>two or more</b> of the following titles: graphic communication, fine art, textile design, 3D design and photography, taking into account the distinguishing characteristics of art, craft &amp; design.</p>		<p><b>Questions</b></p> <p>Pupils must show evidence of areas of study drawn from <b>one or more</b> of the following titles: graphic communication, fine art, textile design, 3D design and photography</p>	
<p>Pupils must explore, through a range of 2D and/or 3D 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.</p>			
<p>Pupils must develop and apply the subject knowledge, understanding and skills within the context of their selected title(s) and area(s)</p>			
<p>The artwork produced must coincide with written annotation... following the four Assessment Objectives.</p>			
AO1	AO2	AO3	AO4
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions are work progresses.	Present a personal and meaningful response that realise intentions and demonstrates understanding of visual language.