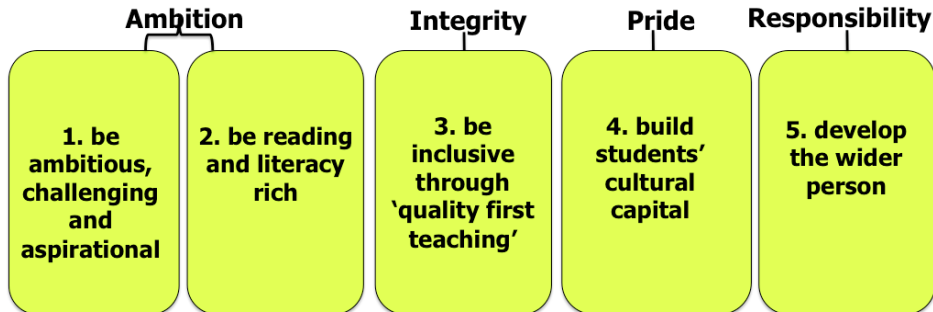


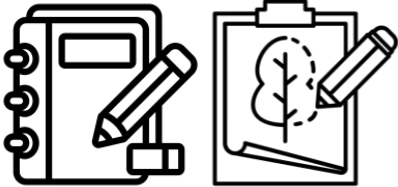





Department Curriculum Intent – DT – Art & Photography

Campsmount Academy’s curriculum aims to:



The ART Department’s vision is to develop:

<p>Recording creative experiences</p> 	<p>The department develops confident record keeping; using observational drawings, sketches, photographs and notes. We aim to embed self-reflection, using analysis techniques and evaluative processes. Students are provided with scaffolded writing guides and key art terminology, to ensure their reflections are informed and students can clearly link ideas, explain intentions and plan as work progresses.</p>
<p>Exploring appropriate materials</p> 	<p>We develop the curriculum to ensure students have access to a variety of art mediums. Students are encouraged to experiment with a range of outcomes, explore different ideas and media. We explore a range of techniques and processes. They review, select and refine their skills in several art mediums.</p>
<p>Creating imaginative and informed artwork</p> 	<p>Students have the facilities to create original artwork that is imaginative and informed. Students will draw from primary sources, use observational studies and show developed ideas and plans which will lead to and original outcome. The work will be informed; with connections to the artists explored.</p>
<p>Experiencing the work of other artists</p> 	<p>Students have access to a wide range of artists, crafts persons, designers and cultures as part of the curriculum. Students explore, investigate and research into art movements, artist and cultures.</p>



Department Curriculum Intent – DT – Art & Photography

What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

The aim of the Art & Design curriculum at Campsmount Academy is to provide students with the opportunity to produce creative work, become proficient in drawing, painting and sculpture; evaluate and analyse creative works and know about great artists, designers and crafts makers enabling students to stretch and challenge their knowledge and skills, whilst enabling students to learn more about themselves and the world around them. The artists selected are in line with the guidance set out in the National Curriculum; we ensure that historical and cultural development is explored within the development of their artwork, whilst encouraging students to explore their ideas and recording their experiences, embedding the use of artistic language in our curriculum design. Our local context is classed as 'more deprived' with a high proportion of students on Free School Meals and Educational Healthcare Plans. In light of this, we feel it is important that our students are given the opportunity to be exposed to high quality artist styles and technical skills using staff artist demonstrations and using high quality examples consistently every day so they can build their cultural capital. The art curriculum aims to tackle the disadvantage that our students face. This curriculum is delivered in conjunction with the cultural capital Strategy: an approach to creating cultured citizens and help in supporting the development of hands-on skills to support all students, but notably, the most vulnerable.

As a department, we run an extra-curricular Art Club, where students can explore new areas of art and design, as well as develop and strengthen their creative skills. We offer art competitions and encourage students to attend visits to local art galleries in an effort to support the development of the wider person.

What specifications do we follow at KS4 and 5 and why?

The specifications we follow are GCSE Pearson Edexcel Art & Design and Pearson Edexcel Fine art at KS5. All curricula are planned around the skills required in line with these courses. We follow Pearson Edexcel art and design because we believe it is more accessible for our students. The course is open to interpretation in terms of the creative exploration and as such, allows for fine art, textiles, photography, sculpture, graphics all of which enable students to find their own style and influence; the externally set exam is also based on one word; which ensures students are more focused on exploration and producing creative work exhibiting all skills and techniques they have developed over the duration of the course. At Post 16, we offer Fine art and Photography again with Pearson Edexcel.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

Key groups that we need to address in Art and Design are: SEND, Pupil Premium, boys and higher ability. Currently, students' progress is negative. Due to the pandemic, it is more important than ever that the curriculum is designed to identify gaps in knowledge, address misconceptions and reinforce pre-existing background knowledge, hence why quality first teaching is key to success. General good practice for memory and metacognition, includes the 'Activate' process. This stage has been embedded consistently in all Art and Design lessons whereby students are asked to recall their knowledge of a topic or the previous lesson's content before new learning can take place. This helps to reinforce students' knowledge schemas and results in them knowing and remembering more. A strategy adopted to reinforce this practice is the use of knowledge organisers for all topics. These are issued to students at the beginning of a topic and referred to throughout to reinforce teaching.

Why do we teach the topics/schemes in the order we teach them?

Year 7:

We believe that students need a strong understanding of the origins of art so that they are equipped to understand the skills and techniques artists apply to their work. Through our art curriculum, students are taught not only how to use formal elements within their artwork such as line, tone, colour, space, texture etc., but to also analyse how formal elements are used as powerful communication tools to create effect. We study Art to inspire that personal expression, foster curiosity of the world around us and explore the limitless capabilities of our imagination whilst engaging with different cultures, historical events as well as providing opportunities to question, critique and make decisions. Students will be able to identify how formal elements are used to create accurate and engaging work through developing and refining their skills. Through studying complex works of art and artists such as Paul Cezanne and Pablo Picasso, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual



Department Curriculum Intent – DT – Art & Photography

culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work. We explore still life drawing from observation and portraiture; drawing from secondary sources.

Year 8:

At the beginning of Year 8, students explore the Pop Art movement, with a focus on the artistic styles of Roy Lichtenstein and Andy Warhol, as well as how to use coloured pencil and oil pastel. Students learn how to accurately plot and use the grid when drawing in proportion. The colour theory and mark-making used in Pop Art is explored and applied in detail when producing artist study pages and recreations. Students are taught how to use the mono-print technique when transforming celebrities in the Pop Art style. Students work towards a final piece, whereby they produce a Pop Art self-portrait. The spring term project explores the Day of the Dead festival in a similar format. Students will learn how to effectively design a sugar skull and create a number of interesting styrofoam prints. The artist Jennifer Cahoon's Day of the Dead portrait work is also referenced as inspiration. In the summer term, students will work on an underwater project, where the zentangle technique is learnt. Students will study line and pattern work in detail and will collaborate with peers on various pieces of work, such as a large scale underwater zentangle scene.

Year 9:

A number of varied artists and styles are studied in Year 9 Art and Design. Jon Burgerman's anthropomorphic characters are explored in the autumn term. Students will learn to expand their imagination and creative skills when designing their own characters. They will work in various mediums such as coloured pencil, posca pen and acrylic paint, whilst developing colour blending and rendering skills. Students will produce a 3D cardboard character in response to Jon Burgerman, demonstrating their creativity and insight into the artist's style. The gruesome artwork of Basil Wolverton is examined in the spring term. Students recap the grid method when recreating the artist's fantastically odd characters. A focus on the artist's mark-making is studied, developing students use of biro. Collage is also explored with students developing their own grotesque characters. In the summer term students delve into the world of Steampunk. Vladimir Gvozdev's surreal style is studied by students and used as inspiration. Students will create study pages, as well as develop their own mechanical steampunk objects and animals. Students will work to draw the common features of steampunk in detail, including cogs, wheels and bolts.

Year 10 and 11:

The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey. In year 10 and 11 students explore the Food, Identity and Freedom projects as part of component 1 of their GCSE examination. In terms of creative skills students revise the skills required for the language papers. The curriculum is designed so that skills and knowledge are recycled over the two years. Information and skills are spaced and interleaved to ensure that they are committed to long-term memory.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language.

Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working overtime, considering purpose and intention.

Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience.

Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time.



Department Curriculum Intent – DT – Art & Photography

Statement of assessment intent: Purpose of Feedback and Assessment:

Feedback should improve students' understanding of the curriculum.

- Through looking at students' work, subjects should be able to amend the curriculum to respond to pupils' needs.
- The feedback MUST change students' outcomes, positively.
- Lots of in-class responsive feedback through targeted questioning should happen every lesson, every day. The use of whiteboards is integral to this strategy being effective.
- Lots of self-assessed/peer-assessed 'Activate' tasks should be evident every lesson.
- Peer or self-assessed critique and redrafting, using high-quality specific success criteria should be embedded in lesson design.

Method of Feedback:

- Verbal feedback and live marking in lessons. Teachers should mark in purple pen.
- Whole Class Feedback (WCF) in sketchbooks books.
- Self and peer assessment using clear success criteria. This should be completed in pink pen. It is expected that all summative assessments are quality-assured in every subject and that teachers mark extended writing sections, providing WWW and EBI comments. Staff should also address presentation when marking summative assessments.

Frequency:

If the purpose of feedback is to improve students' understanding of the curriculum and to enable staff to amend the curriculum to enhance progress, then frequency matters.

- Technique and skill along with presentation should be checked on a daily basis, live in lessons.
- Wherever possible, formative assessments should be marked by students. Pink for progress can be completed at the same time.
- Summative assessments will be completed within a two-week window. Feedback should be provided as close to the completion of the assessment as possible.
- Pink for Progress tasks relating to the summative assessment will be completed in students' Assessment Books.

Curriculum sequencing:

	Half Term 1:	Half Term 2:	Half Term 3:	Half Term 4:	Half Term 5:	Half Term 6:
Year 7	The formal elements of art and design	The formal elements of art and design	Drawing key facial features and expressions	Portraiture and Picasso	Architecture	Architecture
Year 8	Pop Art	Pop Art	Day of the Dead	Day of the Dead	Underwater: Zentangle	Underwater: Zentangle
Year 9	Jon Burgerman	Jon Burgerman	Basil Wolverton	Basil Wolverton	SteamPunk	SteamPunk



Department Curriculum Intent – DT – Art & Photography

Year 10	Component 1: Food	Component 1: Food	Component 1: Freedom	Component 1: Freedom	Component 1: Freedom	Component 1: Identity Introduction
Year 11	Component 1: Identity	Component 1: Identity	Component 2: Externally Set Project (Exam)	Component 2: Externally Set Project (Exam)	Component 2: Externally Set Project (Exam)	