

“Creativity is contagious, pass it on.” - Albert Einstein

At All Saints Academy the Art curriculum follows the Academy vision of *Living Well Together with Dignity, Faith and Hope* through creating an environment in which our pupils can feel safe, secure, and have the ability to express themselves creatively through their art. Pupils practise ‘living well together’ through learning to speak confidently about their work and the work of their peers in a respectful and dignified way. Pupils will develop their threshold skills such as drawing, painting and sculpture throughout KS3, growing in challenge and independence over termly projects.. We hope that our pupils will build their love of creativity, art and design, and use their passion to develop faith in their own ability to produce a range of creative outcomes. Our students will be guided in developing

The intent of the keystage 3 art and design course is to inspire and challenge learners to express themselves creatively and imaginatively through a range of disciplines, media, and techniques. The course builds on the knowledge, skills, and understanding acquired at keystage 2, and enables learners to develop their personal interests, ideas, and responses to themes which are bespoke to the individual students passions and cultural heritage.

The course also fosters learners’ critical and analytical skills, and their appreciation of the historical, cultural, and social contexts of art and design. The course prepares learners for further study and careers in the creative industries, as well as enhancing their cultural and aesthetic awareness giving all learners the tools to be creative individuals alongside being prepared for GCSE choices in all subjects which require creative thinking and reflective practice.

We ensure that all barriers to learning are removed by providing all students with the range of media needed to experiment and sample a wide assortment of techniques. We provide individualised support and feedback to ensure every pupil can fully experience the art course.

In Art the learners’ prior knowledge is reviewed regularly and with three key assessment points. Students portfolios are used to identify their strengths and areas for improvement. Staff provide personalised feedback and guidance on how to improve their work and achieve their learning goals through feedback alongside differentiated and personalised learning activities that cater to the learners’ interests, needs, and abilities, encouraging peer collaboration and sharing of ideas and feedback to support and challenge all learners.

Topic based learning mats support and extend students and relate to the four assessment objectives of context, experimentation, recording and personal presentation. The learners are continually reviewing exam board expectations through the use of differentiated resources while completing portfolio and externally set assessments.

Year 7

Substantive Knowledge

We use the Eduqas GCSE Art and Design course to inspire and challenge learners to express themselves creatively and imaginatively through art, craft and design. The course covers a range of disciplines and we model keystone 3 on the keystone for assessment model to ensure learners are prepared and skilled when they choose art as a GCSE option.

In term 1 we are introducing pupils to a range of skills and bringing all learners up to the same skill level. Students will look at a new artist every week covering the key art concepts of TONE, PATTERN, COLOUR and LINE.

In term 2 students begin to explore further diverse cultural art forms and look at using research to inspire longer art pieces. Students look at the traditions of Kente Cloth using the skills of pattern and colour from term one to develop extended pieces responding to the Kente Cloth story and contemporary practice of textile design.

Students begin to develop abilities to analyse and critique art works, using appropriate terminology and criteria, and to appreciate the historical, cultural, and social contexts of art and design.

In term 3 students are being encouraged to develop their own personal interests, ideas, and responses further cultural traditions through projects called 'Cultural Objects' looking at craft pieces from masks through to textiles.

By the end of term 3 students are experienced in using the work of others to inform personal ideas and are beginning to work as individuals selecting ideas rather than completing guided tasks.

Disciplinary Knowledge

At keystone 3 students develop their research and critical skills by investigating the work of artists, craft-makers, and designers from different times and places, and by reflecting on their own work and that of others. They learn how to plan, develop, and refine their ideas, and how to present and evaluate their outcomes using GCSE models with adapted language.

In year 7 the focus is developing key artistic skills and challenging themselves to ensure their presentation is high quality. Written work focuses on reflection and evaluation of skills developed and students are guided on reflecting on their progress made.

Year 8

Substantive Knowledge

In year 8 students are focused on developing personal ideas and becoming creative individuals using their personal stories and family heritage to inform their outcomes through extended pieces. Students are still developing their techniques in line, tone, pattern and colour, which is done through a series of extended pieces based on personal experiences.

In term 1 the focus is on refining tone and drawing skills through looking at insects and the work of artists who use pattern and colour when representing insects. By the end of term 1 students are more reflective on the work they have produced and understand how to develop responses which combine skills from a number of test pieces.

In term 2 students respond to collage as a technique and looking at coast as a theme to begin bringing in personal histories and experiences to develop arts pieces with.

Students refine their ability to reflect and refine work based on self-analysis of skills used and quality of outcomes.

In term 3 students are being encouraged to develop their own personal interests, ideas, and responses through portraiture looking at the key artistic technique of observational drawing and character design as a future career route for artists.

By the end of term 3 students are skilled in developing their own responses and are focused on self reflection as a key element to developing art responses. Assessment terms from Eduqas art and design will be familiar to students and students will be familiar with the portfolio model of assessment.

Disciplinary Knowledge

At keystage 3 students develop their research and critical skills by investigating the work of artists, craft-makers, and designers from different times and places, and by reflecting on their own work and that of others.

In year 8 students are learning how to plan, develop, and refine their ideas, and how to present and evaluate their outcomes using GCSE models with confident use of written reflection to record intentions.

Artistic skills are refined and becoming increasingly complex in year 8 with students increasingly using higher level skills including print, colour washes and observational drawing/painting.

Year 9

Substantive Knowledge

In year 9 students are focused on becoming GCSE students and working of developing GCSE style personal portfolios. Students are refining their techniques in line, tone, pattern and colour through a series of extended pieces based on personal experiences. There are two distinct projects studied over the course of year 9 allowing students to work on the quality and depth of their investigations.

In term 1 the focus is on research skills and developing ideas in response to a set theme. Students will begin to develop work related to identity and looking at how text can be used alongside art pieces. Students will choose their own texts with personal meaning and use them to create imagery and combine with collage.

In term 2 students continue to develop work relating to identity. Focusing on portraiture and personal outcomes. Students will refine their responses using paint, sketching and print techniques.

In the second half of the term students will begin looking at a second, more abstract theme, From Above. Students will refine and develop the research skills from term 1 to respond to maps and personal locations.

In term 3 students use print and pattern making techniques to develop personal responses to the maps and images of the area 'from above' responding to the work of others and refining the work produced.

By the end of term 3 students are skilled in developing their own responses and are focused on self-reflection as a key element to developing art responses. Assessment terms from Eduqas art and design will be familiar to students and students will be familiar with the portfolio model of assessment.

Disciplinary Knowledge

At keystage 3 students develop their research and critical skills by investigating the work of artists, craft-makers, and designers from different times and places, and by reflecting on their own work and that of others.

In year 9 students are learning how to plan, develop, and refine their ideas, and how to present and evaluate their outcomes using GCSE models with confident use of written reflection to record intentions.

Artistic skills are refined and becoming increasingly complex in year 9 with students increasingly using higher level skills including print and abstract themes with presentation and reflection at an increasingly GCSE competent level.