

What are the fundamental concepts of art?

The subject encourages resilient learning, problem solving and learning from mistakes. Photography, collecting imagery and drawing from life are used as skills to help develop ideas. Final art works are produced on different scales and students have the opportunity to work individually and in groups, showing understanding of the themes and artists techniques. Opportunity is given for students to analyse and evaluate their own and others work to strengthen their designs and skills.

In art we want our students to:

- Become proficient in drawing, painting and other techniques
- Produce creative work, explore ideas and record their experiences, acting upon feedback given by others
- Be able to analyse and evaluate works of art using subject specific language
- Learn about great artists and designers, and understand the historical and cultural development of different art forms

What topics do students study in each year?

Year 7	Year 8	Year 9
Aboriginal Art	Op Art	African art
Self-Image	Objects and viewpoints	Decoration
Natural and man-made forms	Our surroundings	Still life

Year 10 Art	Year 11 Art	Year 10 Photo	Year 11 Photo
Key skills: develop observational drawings and paintings.	Modern inventions continued.	Natural forms: Research, generate and develop ideas on the theme 'Natural Forms' (leaves, trees, flowers, water etc.).	Music: Research, generate and develop ideas on the theme 'Music' (Instruments, dance, lyrics, show, music notes, etc.).
Natural forms: Research, generate and develop ideas on the theme 'Natural Forms' (leaves, trees, flowers, water etc.).	Exam Prep: choose a title from a list provided by the exam board, and then generate a variety of ideas, developing the use of materials and techniques.	Sport: Research, generate and develop ideas on the theme 'Sport' (running, biking, Gymnastics, football etc.).	Exam Prep: choose a title from a list provided by the exam board, and then generate a variety of ideas, developing the use of processes and techniques.
Modern inventions: Research, generate and	10 hours exam Produce a final response to the	Emotions: Research, generate and	10 hours exam Produce a final response to the

develop ideas on the theme of 'Modern Inventions' (Anything invented in the last 100 years).	chosen title, making use of the preparations made in sketchbooks.	develop ideas on the theme 'Emotions' (joy, happiness, anger, sadness, anxiety etc.).	chosen title, making use of the preparations made on the computer.
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Year 12 Art	Year 13 Art	Year 12 Photo	Year 13 Photo
Key skills: develop observational drawings and paintings.	Choose a title to use as a starting point and then generate a variety of ideas, developing the use of materials and techniques.	Key skills: Develop the understanding of operating an SLR Camera, setting up lighting and editing in Photoshop.	Choose a title to use as a starting point and then generate a variety of ideas, developing the use of processes and techniques.
Reflections: Research, generate and develop ideas on the theme 'Reflections' (Mirrors, metallic objects, water, etc.).	Exam prep: Choose a title from a list provided by the exam board, and then generate a variety of ideas, developing the use of materials and techniques.	Reflections: Research, generate and develop ideas on the theme 'Reflections' (Mirrors, metallic objects, water, etc.).	Exam prep: Choose a title from a list provided by the exam board, and then generate a variety of ideas, developing the use of processes and techniques.
	15 hours exam Produce a final response to the chosen title, making use of the preparations made in sketchbooks.		15 hours exam Produce a final response to the chosen title, making use of the preparations made on the computer.

What key skills do students develop over time?

Students are taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

How are all pupils learning in art?

Whilst the broad Key Stage 3 curriculum focuses on knowledge, skills and understanding, as well as opportunities to develop specialist techniques, every unit of work is structured to test the four assessment objectives that are used to assess the work in both Key Stage 4 and Key Stage 5. At the start of the unit of work, pupils research the project theme, produce a direct observational drawing, generate a range of ideas, develop their favourite design and create a final response that reflects their research and development. Each of the three units of work is provided in the form of an action plan. This includes areas for improvement and time is allocated for pupils to modify their work appropriately and respond to written or verbal teacher feedback, self-assessment or peer-assessment.

Pupils self-assess their work focusing on five key areas: Quality, Understanding of process, Accuracy, Creativity and Knowledge. This also giving the pupils direction when peer assessing.

To help improve the practical application, video demos are provided. This also allows for repeat viewing, supporting students with a lower ability in art and recaps for pupils who miss a lesson due to absence. Other forms of support involve the use of templates such as providing a basic outline to decorate when designing a mask, grids are often used to help make proportions more accurate and annotation help sheets provide examples of how to open a sentence, use of key words, structuring etc. Questions about artists work also help pupils to elaborate on their thoughts about the work.

Extension materials are used for higher band pupils. This can involve creating a frame, making a copy of an artist's work and trying a new medium, e.g. chalk pastels, inks or watercolours.

For both GCSE and A-Level, pupils are given a breakdown of the four assessment objectives, the total from this will give an indication of the grades that they are working towards. Colour coded spreadsheets are used to highlight if they are on target or not. All coursework and the exam are marked by the teacher. At the end of year 11 and 13 work is mounted and displayed. The moderator from the exam board will visit the school to assess the requested sample work.

Key Stage 4

AQA GCSE Art and Design

AQA GCSE Art and Design offers a unique platform for students to express and evolve their artistic capabilities across various media. This course encourages experimentation while focusing on the development of strong conceptual and practical skills.

Key Stage 5

A Level Art and Design

The A Level Art & Design: Fine Art course is designed to stretch students' imaginative and intellectual capabilities and to foster an interest in, enthusiasm for and enjoyment of art, craft and design. Students develop investigative, practical and expressive skills, working in a broad range of media on independent projects. Students will also increase their knowledge and understanding of art practices in contemporary and past societies and cultures.

Pupils are supported linked to the individual needs. A range of teaching strategies such as scaffolding, EEF drivers and adaptive are implemented. Staff make adjustments to instructions and teaching materials for children, based on how their needs present in the moment. One to one support and after school intervention sessions are offered to support students further.

How are pupils assessed in art?

Key Stage 3

Key Stage 3 pupils are assessed against the five key areas: Quality, Understanding of process, Accuracy, Creativity and Knowledge. Individual Action Plans inform pupil progress, attainment and areas for improvement.

Key Stage 4

AQA GCSE Art and Design

2.2 Assessments

Component 1: Portfolio
What's assessed 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.
How it's assessed <ul style="list-style-type: none">• No time limit• 96 marks• 60% 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.



Component 2: Externally set assignment
<p>What's assessed</p> <p>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.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
<p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p>

Key Stage 5

A Level Art and Design

2.2 Assessments

Component 1: Personal investigation
<p>What's assessed</p> <p>Personal investigation - 7201/C, 7202/C, 7203/C, 7204/C, 7205/C, 7206/C</p>
<p>Assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of A-level
<p>Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.</p>



Component 2: Externally set assignment
<p>What's assessed</p> <p>Response to an externally set assignment - 7201/X, 7202/X, 7203/X, 7204/X, 7205/X, 7206/X</p>
<p>Assessed</p> <ul style="list-style-type: none"> • Preparatory period + 15 hours supervised time • 96 marks • 40% of A-level
<p>Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.</p>

How can pupils progress in art?

As pupils progress throughout each year, the standard and expectation is raised. As they reach Key Stage 4 and Key Stage 5 there is an expectation for greater independence and creative problem solving. We offer GCSEs and A-levels in both fine art and photography, given students a wide choice for progression in the arts. Students are also able to study GCSE Design and Technology and elements of artistic design and textiles in this course complement the art and design curriculum.

Attending exam board standardisation meetings art teachers gather exemplar work with grade descriptors. This is presented to the class on a regular basis and gives students the opportunity to peer-assess and self-assess in comparison to standards set by AQA.

Students may progress to further and higher levels of study including A-levels and vocational courses (such as BTECs and Cambridge Technicals in Art and Design) at colleges and then potentially on to Bachelor of Arts degrees at university.

Up-to-date prospectuses are provided to year 13 students offering a wide range of courses:

- Animation
- Concept Art
- Fashion Design
- Fashion Photography
- Filmmaking
- Fine Art
- Graphic Design
- Illustration
- Textiles Design
- Visual Communication

How can pupils enrich their knowledge and understanding in art?

Artistically skilled pupils are encouraged to enter competitions at a county or country level. Competing with other schools in the area and seeing past winners all act as motivation to challenge their own creativity. Afterschool art club is provided once a week for all pupils, they have the choice of either working on or developing their existing class work or undertake a new challenge. At A-level students get the opportunity to visit an art gallery, past visits have included a trip to the Tate Liverpool and traditional printmakers based in Cumbria. To give pupils a better understanding of career opportunities in art, professional photographers have provided talks ranging from war photography, fashion, weddings and portraiture. They have also discussed their experiences working with the press.

Across all year groups, pupils are shown how their topic relates to professional artists who have carved out successful careers for themselves. This can include artists commissioned to create large murals, illustrate books, installation art, engineering involved in the construction and gallery creators.

To become familiar with high-end student work for both sketchbooks and final outcomes, it is recommended that they visit the 'student art guide' website, this covers a wide range of techniques for both art and photography and introduces students to new contemporary artists.

Parents can support their child studying art by providing opportunities, where possible, for children to develop the key values that enrich their knowledge in art as follows:

Provide a stimulating environment in which creativity, originality and expressiveness are valued.

- Offer a wide range of activities that pupils can respond to by using many senses, techniques and tools.
- Allow time at home for pupils to explore and develop ideas.
- Practise observational drawing, e.g. drawing objects at home and views outside a window.
- Display the pupil's work at home for the enjoyment and appreciation of all.
- Develop pupil's aesthetic awareness and enabling them to make informed evaluative responses to their work and that of others.
- Encourage pupils to value the contribution made to their world by artists. When on holiday, visit galleries showcasing local artists.
- Make use of new technologies such as tablets and DSLR Cameras.
- Teach pupils to adopt safe practices when working.