

## Art Unit Overview Year KS3, KS4 & KS5

The art, craft and design curriculum is based on humans' capacity, stretching back to pre history, for representing and shaping their world. The curriculum is as much about how young people learn as what they learn. It is important for them to know why they learn and what they might use their learning for.

The art, craft and design curriculum embodies personal expression, cultural understanding and creative responses to our world. It is about experience, ideas and making, making sense, making meaning, making things and making things happen.

The curriculum is not linear and sequential, it is iterative and spiral. Assessment is holistic, taking account of various interactive and interdependent elements.

Students will have missed much of their Y6 Art curriculum so we will revisit the elements of art, drawing skills, colour theory and how to develop ideas at appropriate times during each of the Year 7 units of work in order to check student understanding and make sure that any gaps in learning are addressed. . There will also be a low stakes diagnostic exercise during the first weeks of term to help teachers ascertain students' knowledge, skills and understanding. Y7 will develop their knowledge, understanding and skills during the Autumn term by exploring African Art and creating a 3D response to their investigations. Art teachers will track student progress against the following criteria: Drawing: Ability to draw accurately and expressively from observation to analyse and record, to communicate ideas and for design purposes; Control mark and tone: Use marks expressively and shading techniques to represent three-dimensions, form and space, with some knowledge of perspective. Knowledge of artists and designers: Know how to look at and analyse works of art, craft and design to inform their own designs. Creative: Be able to speak confidently expressing opinions and ideas, demonstrating the ability to interpret and synthesise from different sources/stimuli to create new/original outcomes. Selecting and controlling media with basic confidence. Colour and paint: Be able to mix and use colour with knowledge, understanding and control of primary, secondary and tertiary, warm, cool and complementary colours.

### Year 7 Art and Design Unit 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
Generating ideas: Select elements from the study of artists and designers inspired by African culture to creatively inform your designs and planning for a proposed outcome. Using drawing to analyse and record for design purposes	Knowledge: About the work of contemporary African artists. How to apply ideas gained from the work of those artists to help resolve own ideas. How to apply your experience of drawing, tactile and constructed processes/techniques, selecting suitable tools to enable you to design and make a junk head.	Demonstrate the ability to interpret and synthesise from different sources/stimuli to create new/original outcomes. Confidently develop practical skills by investigation and	This unit builds on learning at KS2 by revisiting and building on previously taught elements such as colour, pattern, texture, line, shape and form and encouraging greater control and proficiency with media through experimentation. Students will gain a greater understanding of how artists embed these techniques within their work. Students will develop a more critical understanding of techniques and	Lesson and home learning information on Sharepoint.  Gallery links:  <a href="https://www.britishmuseum.org/collect ion/galleries/africa">https://www.britishmuseum.org/collect ion/galleries/africa</a>

<p>Making: carefully explore the characteristics of each of the artistic elements with control to express personal intentions. Translating 2D designs into 3D outcomes.</p> <p>Evaluating: evaluate and express an opinion about the artists' work being investigated and your own work and that of other students, using descriptive and critical language when speaking and writing;</p>	<p>Understanding: drawing to analyse and record for design purposes including thumbnail sketches for sequencing design development.</p> <p>Skills: control selection and interpretations of elements from the study of art of another culture to creatively inform individual designs and planning for a proposed outcome.</p>	<p>experimentation demonstrating a high level of creative engagement.</p> <p>Be able to speak confidently expressing opinions and ideas using specialist art vocabulary.</p>	<p>processes used within the context of artists' and designers' work from the past and present. The unit will encourage debate and questioning, analysis and evaluation where students will use influences, make judgements and develop their creative skills independently to inform their own Junk Head outcomes.</p>	<p><a href="http://www.octobergallery.co.uk">www.octobergallery.co.uk</a></p> <p><a href="http://www.caacart.com">www.caacart.com</a></p>
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During school closure Year 7 students explored Aboriginal art, developed surface patterns based on their research and gained understanding of how to create contrasts in their artwork and adapt and apply their designs to streetwear, logos and branding. In this first unit of the Y8 curriculum students will further develop their knowledge about different areas of art and design practice and apply the research skills and the knowledge of surface design and composition gained in Y7 to the creation of independent artworks inspired by Street Art and Graffiti. Missed experimentation with materials and techniques will be addressed during the Natural World unit of work later in the year. Students painting skills and techniques will be reviewed and developed during the Pop Art unit.

**Year 8 Art and Design Unit 1  
Street Art: Murals, Graffiti and Stencils**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning</b>	<b>What additional resources are available?</b>
<p>Generating ideas: Research Street Art and Graffiti Art, its inspiration and purpose in contemporary culture. Explore the techniques and styles for optical illusions and lettering used in traditional and digital media. Effectively use web and book based research to inform your experience of how graffiti and street artists develop ideas to realise their creative and social intentions; Making: Independently improve your practical skills using lettering in perspective, paint and marker pens, painting techniques using stencils. Purposefully investigate the qualities of these different materials and processes and experiment with your ideas to create a piece of street art or graffiti inspired design. Evaluating evaluate your own work, adapting and refining research and experiments with media to improve and realise your own creative intentions.</p>	<p>Knowledge: About the work of graphic artists, street Art as a style and why artists may choose to work like this. Use your understanding of dry and wet techniques, colour theory and surface qualities to create and communicate moods and meaning. Understanding: How to use creative techniques to get a message to an audience. Possibilities of lettering design. Develop your ideas and plan intentions following a sequence of design steps evidenced with thumbnail studies, annotation and compositions. Skills: Control of drawing media including marker pens, use of stencils to create images, digital media to create impact, mood and meaning.</p>	<p>Ability to explain or show how your individual selection of a street artist or graffiti artist to study, informs your actions to realise creative intentions. Ability to discuss different aspects of your own and other's work, explaining how you refine your ideas, skills and methods, applying what you learn to improve your own outcomes. Compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts and cultures on their work.</p>	<p>Students will develop their knowledge of art movements by exploring the inspiration and meaning of Street Art and Graffiti in contemporary culture. They will expand their knowledge of art vocabulary and use it to analyse and debate the social and political status of Street Art and Graffiti. New techniques and processes for making art will be explored and used to build the students' knowledge and further their ability to develop their ideas. They will use their knowledge of design development to explore the strongest compositional arrangements for their outcome.</p>	<p>Lesson and home learning information on Sharepoint. Street Art and Graffiti magazine: <a href="https://streetart360.net/category/street-art-in-uk/">https://streetart360.net/category/street-art-in-uk/</a> <a href="https://graffitikings.co.uk/">https://graffitikings.co.uk/</a> D&amp;AD Creativity Pays Careers in the Creative industries: <a href="https://www.youtube.com/watch?v=ArnhltrVuFM">https://www.youtube.com/watch?v=ArnhltrVuFM</a> <a href="https://discovercreative.careers/#/">https://discovercreative.careers/#/</a> Arts Council resource <a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a></p>

During school closure Year 8 students explored how pattern can be used to create artwork, focusing on Abstract Pattern. They covered the main areas of knowledge, skills and understanding that would have taken place if they had completed the curriculum in school by developing their drawing skills, creating patterns with found objects, researching artists who used abstract pattern and developing, evaluating and changing their individual responses. Practical experimentation with materials will be revisited during the Architecture unit. During the Autumn term how to use knowledge, skills and understanding to support the development of individual responses will be revisited, as students generate ideas based on their research of the Surrealist art movement. Students will develop an understanding of surreal techniques and how to apply them, as well as further develop their understanding and knowledge of the principles of perspective, to create outcomes that effectively represent the real world and visually illustrate and evaluate their ideas.

**Year 9 Art and Design Unit 1a 1b**

Surrealism and Perspective				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Generating ideas: Research and contextualise the Surrealist art movement within Modernism. Investigate the Renaissance discovery of perspective and its influence on western art forms.</p> <p>Making: Development of drawing and painting skills towards realism and its subversion.</p> <p>Evaluating research and experimentation in order to design a 2D or 3D outcome.</p>	<p>Knowledge: The history and meaning of the Surreal art movement within the context of Modernism. The invention of perspective within the context of Renaissance art.</p> <p>Understanding: Recognition of surreal techniques and how to apply them. Understand and apply principles of perspective to create images that effectively represent the real world and visually illustrate your ideas.</p> <p>Skills:.. Effectively control the use of a range of drawing and designing techniques when recording several observations in sketchbooks and using digital media, as you plan for further investigations of ideas working towards an outcome</p>	<p>Demonstrate a confident and sensitive understanding of the artists studied with control of the artistic elements in the creation of effective and successful outcomes;</p> <p>Show perceptive evaluation when reviewing your strengths, development needs and actions leading to improvement; apply your understanding of the scope of the different creative, media and design industries when designing, making and creating.</p>	<p>Students will extend their knowledge and understanding of drawing from life by studying the techniques of one and two point perspective and increase their knowledge of major art movements and how they influence art and society today.</p> <p>Students will be able to speak confidently expressing opinions and ideas, demonstrating the ability to interpret and synthesise from different sources/stimuli to create new/original outcomes. Selecting and controlling media with increased confidence.</p>	<p>Lesson and home learning information on Sharepoint.</p> <p>Tate Modern collections: <a href="http://www.tate.org.uk">www.tate.org.uk</a></p> <p><a href="https://www.tate.org.uk/kids/explore/what-is/surrealism">https://www.tate.org.uk/kids/explore/what-is/surrealism</a></p> <p>Salvador Dali Museum: <a href="http://www.thedali.org">www.thedali.org</a></p>

During school closure Y9 students who intended to take GCSE Art, Craft and Design or Graphic Communication completed a mini project exploring drawing for different purposes and then developed those drawings using a range of available media. This has enabled students to focus on the importance of drawing for different purposes and allowed them to explore different ways of presenting and developing their ideas. The skills and knowledge that they have developed will be built on during term 1 of their GCSE course. Extra support outside lessons will be provided for invited students who are not progressing in line with their target grade.

## Art and Design Curriculum Unit Overview KS4

### Year 10 GCSE Art, Craft and Design Term 1: Mini Foundation

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	Books
<p>A01 Critical Understanding Explore a wide variety of work produced by artists, craftspeople and designers and the differences in their methods, approaches, purposes and intentions. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive tasks.</p> <p>A02 Creative Making Explore ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Exercise skilful and safe application of these to maximise creative potential.</p> <p>A03 Reflective Recording Make purposeful use of different drawing techniques and processes to record information for different purposes.</p> <p>A04 Personal Presentation</p>	<p>Knowledge: Increase awareness of the wide variety of art, craft and design processes and outcomes and the differences between them, including the more utilitarian applications of art, craft and design forms. Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies.</p> <p>Use written annotation to consider the relationships between practical working methods and outcomes, as well as demonstrating ongoing critical review.</p> <p>Understanding: appraising, comparing and contrasting the work of relevant artists, craftspeople and designers and other historical and contextual sources, using this evidence</p>	<p>Thorough development of ideas through sustained and focused investigations. Rigorous critical analysis of sources, providing the basis for purposeful, independent responses. Ideas are refined and explored through relevant selection and creative experimentation. Appropriate media, materials, techniques and processes are confidently controlled and exploited. Effective and thorough ongoing review and evaluation informs the refinement and development of work as it progresses.</p>	<p>This unit builds on the skills taught at KS3; generating ideas, making, knowledge and evaluating; Developing ideas through sustained and focused investigations using drawing, marks, diverse materials design studies and using sketchbooks. Experimenting with ideas and composition. Gathering and organising research information and visual sources to inform design. Selecting materials and refining ideas through directly exploring and experimenting with diverse media and techniques. Capturing and recording ideas or observations relevant to intentions using drawing, marks, diverse materials and media. Applying skills of reflection, analysis, reasoning and interpretation to inform the refining of ideas, Thoughtfully apply</p>	<p>The Art Department have a wide range of books available to support the contextual, cultural, theoretical and practical elements of the course, including compendiums of the work of contemporary artists and those from art history.</p> <p>Websites: Google Arts and Culture features work from over 2000 museums and galleries from across the world which can be searched, by artist, movement and themes: <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a></p>

<p>Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise your stated intentions.</p>	<p>to inform your own work, become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Skills: acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Refine ideas as work progresses through experimenting with media, materials, techniques and processes using drawing as part of the development process.</p>		<p>analytical, critical and contextual understanding of materials and their properties when making. Work with understanding of the properties and characteristics of materials and techniques to inform creative actions knowledge and experience of media, materials and processes to record ideas, observations and intentions</p>	
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**Year 10 GCSE Graphic Communication  
Term 1: Introduction to Graphic Design**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	Books
<p>A01 Critical Understanding Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary graphic design and other sources relevant to their selected area of study in their own and other societies. Explore a wide variety of work produced by graphic communicators and understand the differences in their methods, approaches, purposes and intentions such as ethical considerations, marketing strategies, promotional campaigning, and design for print and the web</p> <p>AO2 Creative Making Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of graphic communication approaches and processes, including the purposeful manipulation of digital software. Use line, tone, colour, shape,</p>	<p>Knowledge: Increase awareness of the wide variety of graphic design processes and outcomes and the differences between them, including Advertising, Communication graphics, Design for print, Illustration, Interactive design (including web, app and game), Multi-media, Package design, Signage and Typography. Use written annotation to consider the relationships between practical working methods and outcomes, as well as demonstrating ongoing critical review.</p> <p>Understanding: appraising, comparing and contrasting the work of relevant graphic designers and illustrators and other historical and contextual sources, using this evidence to inform your own work. become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>Skills: acquire and develop technical skills through working with a broad range of graphic media, materials, techniques, processes and technologies with purpose and intent. Refine ideas as work progresses through experimenting with media, materials, techniques and processes using drawing as part of the development process.</p>	<p>Thorough development of ideas through sustained and focused investigations. Rigorous critical analysis of sources, providing the basis for purposeful, independent responses. Ideas are refined and explored through relevant selection and creative experimentation.</p> <p>Appropriate media, materials, techniques and processes are confidently controlled and exploited.</p> <p>Effective and thorough ongoing review and evaluation informs the refinement and development of work as it progresses.</p>	<p>This unit builds on the skills taught at KS3; generating ideas, making, knowledge and evaluating; Developing ideas through sustained and focused investigations using drawing, marks, diverse materials design studies and using sketchbooks.</p> <p>Experimenting with ideas and composition.</p> <p>Gathering and organising research information and visual sources to inform design. Selecting materials and refining ideas through directly exploring and experimenting with diverse media and techniques.</p> <p>Capturing and recording ideas or observations relevant to intentions using drawing, marks, diverse materials and media.</p> <p>Applying skills of reflection, analysis, reasoning and interpretation to inform the refining of ideas, Thoughtfully apply</p>	<p>The Art Department have a wide range of books available to support the contextual, cultural, theoretical and practical elements of the course, including compendiums of the work of contemporary artists and those from art history.</p> <p>Websites: <a href="#">/</a></p>

<p>texture and other visual elements to explore and communicate ideas.</p> <p>AO3 Reflective Recording Record ideas, first-hand observations, insights and judgments by any suitable means, such as layout drawings, thumbnail sketches, storyboards and written notes that are relevant to and support personal intentions.</p> <p>AO4 Personal Presentation Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise your stated intentions, fulfil any design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication.</p>			<p>analytical, critical and contextual understanding of materials and their properties when making. Work with understanding of the properties and characteristics of materials and techniques to inform creative actions</p> <p>knowledge and experience of media, materials and processes to record ideas, observations and intentions</p>	
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## Year 11

Specification: GCSE Art, Craft and Design Exam board: Eduqas

The specification requires students to learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Practical and theoretical activities will be complementary. Students are required to develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. They must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of their personal intentions. Their extended responses should allow them to demonstrate their ability to develop a sustained line of reasoning which is relevant, well evidenced and coherent, drawing together different areas of knowledge, skills and understanding from across the course. All students must use drawing to support their development process.

During school closure Y10 Art, Craft and Design students continued to develop their 'My Environment' portfolio by focusing on their environment during lockdown. They experimented with materials, techniques and processes, researched the work of a wide range of artists and developed techniques to help them express themselves through their art making. Students will continue to develop their individual 'My Environment' projects in line with the exam board criteria and in discussion with and supported by their teacher during the Autumn term. Ofqual have now cancelled the ESA which was due to be set by the exam board on January 1 2021. This will enable students to develop their My Environment project to their full potential. Extra support for students who are not progressing in line with their target grade will be organised at lunchtimes or at weekly after school sessions.

### Year 11 term 1 GCSE Art, Craft and Design My Environment portfolio project

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
AO1 Critical Understanding Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources in your own and other societies. Explore a wide variety of work produced by artists, craftspeople and designers and the differences in their methods, approaches, purposes and intentions. AO2 Creative Making	Knowledge: Compare and contrast the work of relevant artists, craftspeople and designers and other historical and contextual sources, purposeful engagement with visual language and visual concepts. Understanding: Purposeful engagement with media, materials and the application of appropriate techniques and working methods. Refine and	Thorough development of ideas through sustained and focused investigations. Rigorous critical analysis of sources, providing the basis for purposeful, independent responses. Ideas are refined and explored through relevant selection and creative experimentation. Clay construction and decorative techniques and processes	Developing ideas through sustained and focused investigations using drawing, design studies and using sketchbooks. Capturing and recording ideas or observations relevant to intentions using drawing, marks, diverse materials and media. Gathering and organising research	See how contemporary artists, designers and crafts people describe their personal creative journeys: <a href="http://www.creativejourney.uk.com">www.creativejourney.uk.com</a>  Visit museums and galleries across the

<p>Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas. AO3 AO3 Reflective Recording. Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing, including for example, line, colour, tonal and textural studies, photographs and annotation in sketchbooks, study sheets and/or on tablets or other means, to support personal intentions. AO4 Personal Presentation Present personal, imaginative final outcomes, presenting work that is meaningful, well-informed and in a sequence that can be easily followed. Consider different ways of presenting your outcomes and select the most appropriate.</p>	<p>reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. Critically reflect on your work as it progresses in order to review what has been learned, acquire deeper understanding and clarify purposes and meanings. Skills: Review and refine your sensitive control, for example, in refining detail in the design and production of ceramic pieces, or in using tone or colour accurately. Show discrimination in reviewing ideas as your work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.</p>	<p>are confidently controlled and exploited. Effective and thorough ongoing review and evaluation informs the refinement and development of work as it progresses. Confident recording of ideas, observations and insights by appropriate means through effective research and enquiry that is relevant to personal intentions. Rigorous and effective reflection as work progresses, demonstrating a good level of understanding and meaning. Imaginative, personal and meaningful response which realises intentions in a confident and effective manner. The portfolio shows a good understanding of visual language and the purpose and intention of the work is clearly and convincingly conveyed.</p>	<p>information and visual sources to inform design. Investigating and developing ideas by directly exploring materials, thoughtfully applying critical/cultural understanding. Evaluate recording approaches and outcomes in the context of intentions, and to inform further actions. Using personal research and critical understanding to evaluate and inform creative and written outcomes or actions. Apply understanding of diverse outcomes/times/cultures with discrimination and intelligence to inform intentions.</p>	<p>world using Google Arts and Culture: <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>  Look through the Art Department's own library and visit the Notley library to find books about artists, craftspeople and designers, art movements and mastery of technical skills.</p>
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<p>During school closure Y10 Graphic Communication students developed their individual briefs for the 'My Environment' portfolio by investigating the creative techniques and media used by graphic designers and illustrators and further developing their image making skills They experimented with materials, graphic techniques and processes, and researched the work of a wide range of graphic designers and illustrators. Students will continue to develop their responses to their individual 'My Environment' briefs in discussion with and supported by their teacher during the Autumn term. Extra support for students outside lessons who are not progressing in line with their target grade will be organised at lunchtimes or at weekly after school sessions.</p>	<p>GCSE Graphic Communication</p>	<p>My Environment portfolio project</p>		
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Year 11 term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>A01 Critical Understanding Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary graphic design and other sources relevant to their selected area of study in their own and other societies. Explore a wide variety of work produced by graphic communicators and understand the differences in their methods, approaches, purposes and intentions such as ethical considerations, marketing strategies, promotional campaigning, and design for print and the web</p> <p>AO2 Creative Making Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of graphic communication approaches and processes, including the purposeful manipulation of</p>	<p>Knowledge: Compare and contrast the work of relevant graphic designers and illustrators and other contextual sources, purposeful engagement with visual language and visual concepts.</p> <p>Understanding: Purposeful engagement with media, materials and the application of appropriate graphic techniques and working methods. Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate media, materials, graphic techniques and processes.</p> <p>Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. Critically reflect on your work as it progresses in order to review what has been learned, acquire deeper</p>	<p>Thorough development of ideas through sustained and focused investigations. Rigorous critical analysis of sources, providing the basis for purposeful, independent responses.</p> <p>Ideas are refined and explored through relevant selection and creative experimentation. Clay construction and decorative techniques and processes are confidently controlled and exploited. Effective and thorough ongoing review and evaluation informs the refinement and development of work as it progresses.</p> <p>Confident recording of ideas, observations and insights by appropriate means through effective research and enquiry that is relevant to personal intentions. Rigorous and effective reflection as work progresses, demonstrating a good level of understanding and meaning.</p> <p>Imaginative, personal and meaningful response</p>	<p>Developing ideas through sustained and focused investigations using drawing, design studies and using sketchbooks.</p> <p>Capturing and recording ideas or observations relevant to intentions using drawing, marks, diverse materials and media.</p> <p>Gathering and organising research information and visual sources to inform design. Investigating and developing ideas by directly exploring materials, thoughtfully applying critical/cultural understanding. Evaluate recording approaches and outcomes in the context of intentions, and to inform further actions. Using personal research and critical understanding to evaluate and inform creative and written outcomes or actions. Apply understanding of diverse outcomes/times/cultures with discrimination and</p>	<p>See how contemporary graphic designers and illustrators describe their personal creative journeys: <a href="http://www.creativejourney.uk.com">www.creativejourney.uk.com</a></p> <p>Visit museums and galleries across the world using Google Arts and Culture: <a href="https://artsandculture.google.com">https://artsandculture.google.com</a></p> <p><a href="http://www.designmuseum.org">www.designmuseum.org</a> The world's leading museum of design</p> <p>Look through the Art Department's own library and visit the Notley library to find books about graphic design principles, graphic designers and illustrators and mastery of technical skills.</p>

<p>digital software. Use line, tone, colour, shape, texture and other visual elements to explore and communicate ideas.</p> <p>AO3 Reflective Recording Record ideas, first-hand observations, insights and judgments by any suitable means, such as layout drawings, thumbnail sketches, storyboards and written notes that are relevant to and support personal intentions.</p> <p>AO4 Personal Presentation Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise your stated intentions, fulfil any design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication.</p>	<p>understanding and clarify your purpose and message.</p> <p>Skills: Review and refine your sensitive control, for example, in refining detail in your illustration skills or the design of typography, or in using tone or colour accurately. Show discrimination in reviewing ideas as your work develops. Establish a clear working relationship between working methods and outcomes that fulfill your brief by keeping a record of significant steps so that final outcomes do not emerge without evidence of the creative process.</p>	<p>which realises intentions in a confident and effective manner. The portfolio shows a good understanding of visual language and the purpose and intention of the work is clearly and convincingly conveyed.</p>	<p>intelligence to inform intentions.</p>	
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## Art and Design Curriculum Unit Overview KS5

Specification: A Level Art, Craft and Design Exam board: Eduqas

The Eduqas A level in Art and Design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification provides students with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement. The specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. The programme of study is designed to extend experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike. There are two components to the A Level course; the personal investigation (60% marks) and the externally set task (40% marks).

The Personal Investigation consists of two integrated constituent parts: 1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance; 2. an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology. Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Students are required to select, evaluate and present their work for assessment. The focus of the Personal Investigation is determined by the individual student and teacher.

To prepare students for the challenge of the Personal Investigation they undertake a foundation term in order to improve and extend skills gained at GCSE, they are introduced to new methods of artistic expression making use of a variety of techniques and processes including drawing, painting, mixed media, digital work, printmaking, ceramics and sculpture.

The Externally Set Assignment begins in the second year of the course and consists of a series of visual and written stimuli set by Eduqas. Students select one of the stimuli and use it as a starting point from which to elicit a personal response. Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hour exam period in the second half of the summer term.

Y12 students undertake a foundation term in order to build on and extend skills gained at GCSE, they are introduced to new methods of artistic expression making use of a variety of techniques and processes including drawing, painting, mixed media, digital work, printmaking, ceramics and sculpture. They will have the ability this year to complete a mini project which fulfills all of the assessment criteria in order to build their self confidence which may have been affected by the cancellation of the GCSE ESA in year 11.

**Year 12**

**A Level Art, Craft and Design Inspired by Nature Term 1 and first half Term 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>A01 Contextual Understanding Awareness of the wide variety of work influenced by the natural world produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Development of ideas that are informed by investigative contextual study of historical and contemporary art, craft and design and other sources relevant to the selected area of study.</p> <p>AO2 Creative Making Generate and explore potential lines of enquiry using appropriate media and techniques. Purposeful experimentation with the materials, processes and techniques of drawing, painting, mixed media, digital work, printmaking, ceramics and sculpture. Exploration of stimulating resources and rich visual and tactile sources to initiate and develop innovative ideas, with due regard to relevant formal elements.</p> <p>AO3 Reflective Recording</p>	<p>Knowledge: knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures, selecting appropriate sources of enquiry. Use knowledge and understanding of the work of others to develop and extend thinking and inform own work, comparing and contrasting the work of artists, designers and craftspeople.</p> <p>Understanding: Understanding of the interrelationship between art, craft and design processes and an awareness of the contexts in which they operate. Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of your own and others' evaluations. Show discrimination in reviewing and refining ideas as work progresses. Establishing a clear relationship between working methods and outcomes by documenting each significant</p>	<p>Sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations. Perceptive and rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the perceptive and rigorous use of appropriate specialist vocabulary. Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts. Sophisticated evidence of selecting appropriate resources, media and processes. Rigorous and confident exploration of materials and highly skilful control of techniques to fully exploit</p>	<p>The A level course builds on the critical understanding, creative making, reflective recording and personal presentation skills gained on the GCSE course.</p> <p>Students are encouraged to develop depth and breadth of contextual understanding, creative recording and personal presentation, building on : intellectual, imaginative, creative and intuitive capabilities; investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement ;independence of mind in developing, refining and communicating their own ideas, their own intentions and their own</p>	<p>Trips Visits are made to view and engage with collections of international importance as well as to botanical gardens and museums for recording the natural world.</p> <p>Books The Sixth Form Art Department has a wide range of books available to support the contextual, cultural, theoretical and practical elements of the course, including compendiums of the work of contemporary artists and those from art history.</p> <p>Websites: Google Arts and Culture features work from over 2000 museums and galleries from across the world</p> <p><a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a></p>

<p>Gathering, selecting, organising and communicating relevant information in undertaking research into visual and other sources of reference, showing personal interests and judgements. Recording, by drawing and other suitable means, such as colour, tonal and textural notes, photographs and annotation in sketchbooks and on study sheets, noting ideas, observations and insights that are in line with personal intentions.</p> <p>AO4 Personal Presentation</p> <p>Presentation of truly personal, imaginative final outcomes that, together with selective evidence of the processes by which they were produced, effectively realise stated intentions. Presenting work that is meaningful, well informed and in an order which can be easily followed.</p> <p>Consideration of different presentational formats and selection of the most appropriate of these for the work.</p>	<p>step in the creative process with particular focus on composition. Explicit connections made, where appropriate, between the different elements of the portfolio, including contextual, practical and written responses, Where appropriate, transferring learning to new contexts, such as adapting an expressive, abstract painted response to cross sections of fruit to develop graphic designs for new, locally-produced fruit yoghurts.</p> <p>Skills: Analytical skill comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the formative and summative evaluation of personal outcomes. Suitable control of selected media to maximise creative potential.</p> <p>Exercise skilful control in attending to detail, such as re-constructing parts of three-dimensional craft pieces, to produce well resolved outcomes of quality.</p>	<p>their creative potential. Significant and perceptive relationships established between working methods and outcomes that are continually reviewed and sensitively refined.</p> <p>Sophisticated ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough and coherent research and enquiry. Perceptive, rigorous and effective critical reflection on work and progress is demonstrated.</p> <p>Highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way. Significant and perceptive connections between visual, written, oral and other elements, where appropriate, conveyed in a highly convincing way.</p>	<p>personal outcomes; an interest in, enthusiasm for, and enjoyment of art, craft and design; the experience of working with a broad range of media including printmaking and ceramics; an understanding of the interrelationship between art, craft and design processes and an awareness of the contexts in which they operate; knowledge and experience of real world contexts and, where appropriate, links to the creative industries; knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures; an awareness of different roles, functions, audiences and consumers of art, craft and design.</p>	<p>Students are fortunate to be based near London galleries and museums which house some of the foremost collections in the world. If it is not possible to visit much of their collections are available to view on line.</p> <p>National Gallery <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a></p> <p>Tate <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a></p> <p>Barbican <a href="https://www.barbican.org.uk/whats-on/art-design">https://www.barbican.org.uk/whats-on/art-design</a></p> <p>Hayward <a href="https://www.southbankcentre.co.uk/venues/hayward-gallery">https://www.southbankcentre.co.uk/venues/hayward-gallery</a></p> <p>V&amp;A <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p> <p>Natural History Museum <a href="https://www.nhm.ac.uk/">https://www.nhm.ac.uk/</a></p> <p>British Museum <a href="http://britishmuseum.org/">http://britishmuseum.org/</a></p>
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Y12 students began their contextual research for their Personal Investigation during lockdown. The Personal Investigation consists of two integrated constituent parts: 1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance; 2. an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology. Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Students are required to select, evaluate and present their work for assessment. The focus of the Personal Investigation is determined by the individual student and teacher. Due to the small cohort art staff are able to give one to one tuition, assessment and feedback which will enable us to build students self confidence after the period of closure. Ofqual has now cancelled the ESA which was due to be set in February 2021 so that students may have time to develop their Personal Investigation to its full potential.

Year 13 Term 1 A Level Art, Craft and Design Personal Investigation				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>A01 Contextual Understanding: Awareness of the wide variety of work influenced by the natural world produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions. Development of ideas that are informed by investigative contextual study of historical and contemporary art, craft and design and other sources relevant to the selected area of study.</p> <p>AO2 Creative Making Generate and explore potential lines of enquiry using appropriate media and techniques. Purposeful experimentation with the materials, processes and techniques of drawing, painting, mixed media, digital work, printmaking, ceramics and sculpture. Exploration of stimulating resources and rich</p>	<p>Knowledge: knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures, selecting appropriate sources of enquiry. Use knowledge and understanding of the work of others to develop and extend thinking and inform own work, comparing and contrasting the work of artists, designers and craftspeople. Understanding: Understanding of the interrelationship between art, craft and design processes and an awareness of the contexts in which they operate. Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of your own and others' evaluations. Show discrimination in reviewing and refining ideas as</p>	<p>Sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations. Perceptive and rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the perceptive and rigorous use of appropriate specialist vocabulary. Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts. Sophisticated evidence of selecting appropriate resources, media and processes. Rigorous and</p>	<p>Students continue to develop mastery in the skills, understanding and knowledge which they have acquired in Y12 becoming more sophisticated in their intellectual, imaginative, creative and intuitive capabilities; investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement ;independence of mind in developing, refining and communicating their own ideas, their own intentions and their</p>	<p>Students must organise independent visits to places, spaces, galleries and museums to research their chosen theme and record from primary observation.</p> <p>Books The Sixth Form Art Department has a wide range of books available to support the contextual, cultural, theoretical and practical elements of the course, including compendiums of the work of contemporary artists and those from art history.</p> <p>Websites: Google Arts and Culture features work from over 2000 museums and</p>

<p>visual and tactile sources to initiate and develop innovative ideas, with due regard to relevant formal elements. AO3 Reflective Recording. Gathering, selecting, organising and communicating relevant information in undertaking research into visual and other sources of reference, showing personal interests and judgements. Recording, by drawing and other suitable means, such as colour, tonal and textural notes, photographs and annotation in sketchbooks and on study sheets, noting ideas, observations and insights that are in line with personal intentions. AO4 Personal Presentation. Presentation of truly personal, imaginative final outcomes that, together with selective evidence of the processes by which they were produced, effectively realise stated intentions. Presenting work that is meaningful, well informed and in an order which can be easily followed. Consideration of different presentational formats and selection of the most appropriate of these for the work.</p>	<p>work progresses. Establishing a clear relationship between working methods and outcomes by documenting each significant step in the creative process with particular focus on composition. Explicit connections made, where appropriate, between the different elements of the portfolio, including cotextual, practical and written responses, Where appropriate, transferring learning to new contexts, such as adapting an expressive, abstract painted response to cross sections of fruit to develop graphic designs for new, locally-produced fruit yoghurts. Skills: Analytical skill comparing and contrasting the work of relevant artists, craftspeople and designers and other contextual sources and in the formative and summative evaluation of personal outcomes. Suitable control of selected media to maximise creative potential. Exercise skilful control in attending to detail, such as re-constructing parts of three-dimensional craft pieces, to produce well resolved outcomes of quality.</p>	<p>confident exploration of materials and highly skilful control of techniques to fully exploit their creative potential. Significant and perceptive relationships established between working methods and outcomes that are continually reviewed and sensitively refined. Sophisticated ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough and coherent research and enquiry. Perceptive, rigorous and effective critical reflection on work and progress is demonstrated. Highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way. Significant and perceptive connections between visual, written, oral and other elements, where appropriate, conveyed in a highly convincing way.</p>	<p>own personal outcomes; an interest in, enthusiasm for, and enjoyment of art, craft and design; the experience of working with a broad range of media including printmaking and ceramics; an understanding of the interrelationship between art, craft and design processes and an awareness of the contexts in which they operate; knowledge and experience of real world contexts and, where appropriate, links to the creative industries; knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures; an awareness of different roles, functions, audiences and consumers of art, craft and design.</p>	<p>galleries from across the world  <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>          Students are fortunate to be based near London galleries and museums which house some of the foremost collections in the world. If it is not possible to visit much of their collections are available to view on line.          National Gallery  <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a>          Tate  <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a>          Barbican  <a href="https://www.barbican.org.uk/whats-on/art-design">https://www.barbican.org.uk/whats-on/art-design</a>          Hayward  <a href="https://www.southbankcentre.co.uk/venues/hayward-gallery">https://www.southbankcentre.co.uk/venues/hayward-gallery</a>          V&amp;A  <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a>          Natural History Museum  <a href="https://www.nhm.ac.uk/">https://www.nhm.ac.uk/</a>          British Museum  <a href="http://britishmuseum.org/">http://britishmuseum.org/</a></p>
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