

ART DEPARTMENT OVERVIEW of TEACHING FROM SEPTEMBER 2020

Statement of Intent. Aims and Values

These aims and values underpin our department vision, which is ‘to enable all students to be able to go to art college’.

The Art department aims to make art accessible for all and to enable students to unlock their own personal creativity. We aim to encourage students to extend, explore and expand their creative thinking, practical artistic and problem solving skills.

We aim to inspire students by immersing them in a creative experience which introduces them to many artists, craftspeople, designers and movements in art, alongside a variety of art made across different time periods, cultures, and countries.

We aim to expand student knowledge and understanding by putting into context different periods of art history.

We aim to expand student thinking and challenge preconceived ideas, encouraging them to develop their own opinions, be able to justify these, and broaden their own cultural capital.

We aim to enhance skills, both physical and analytical; to communicate concepts, experiences and ideas across a wide range of media, providing many new experiences allowing them to discover their own personal ways of working.

We aim to develop knowledge, inspire and enthuse, creating ‘awe and wonder’, encouraging students to question, query and analyse.

We aim for students to develop as creative beings to the point where they can work independently and achieve ‘Flow State’ when they become so immersed in their work they become unaware of time passing.

We aim to enhance and enrich students’ educational experience by encouraging them to express themselves creatively, to feel confident exploring media, and to be able to express their own feelings and opinions fluently, whether in the written or visual form.

We aim to facilitate students in producing the best work of which they are personally capable to achieve their best results and outcomes

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
SEVEN	<p data-bbox="253 169 837 233"><u>INTRODUCTION TO SMWCA ART & FOUNDATION SKILLS COURSE:</u></p> <p data-bbox="253 272 853 483"><u>Content & Knowledge.</u> Housekeeping & working methods in department/how to use a sketchbook/observational drawing skills /sketching and construction skills in drawing /watercolour technique/basic clay slab building techniques/poster paint techniques</p> <p data-bbox="253 523 831 555">For Implementation see detailed SoW document</p> <p data-bbox="253 595 853 1166"><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p data-bbox="887 169 1485 233"><u>FOUNDATIONS SKILLS COURSE & CRITICAL STUDIES:</u></p> <p data-bbox="887 272 1485 483"><u>Content & Knowledge</u> Abstraction/using imagination to respond to critical sources/using written descriptions of critical works as starting points. Revisit review and refine drawing skills/introduce further media and materials/introduce pencil crayon skills</p> <p data-bbox="887 523 1462 555">For Implementation see detailed SoW document</p> <p data-bbox="887 595 1485 1166"><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p data-bbox="1512 169 2078 233"><u>FURTHER FOUNDATION SKILLS WITH EXTENDED OUTCOMES:</u></p> <p data-bbox="1512 272 2136 483"><u>Content & Knowledge</u> Portraiture and cubism /Mixed media animals Revisit response to critical sources/imaginative outcomes/collage/mixed media techniques/ revisit review and refine colour theory/use of music as inspiration</p> <p data-bbox="1512 523 2089 555">For Implementation see detailed SoW document</p> <p data-bbox="1512 595 2163 1382"><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system. Progress from the first and second term of work should be clear on an individual basis for each pupil. End of year review of their 'Portfolio' of work created throughout the year by pupil and teacher. This builds towards the production of a Portfolio for holistic assessment as is the assessment method for GCSE and A level work</p>

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EIGHT	<p data-bbox="253 172 792 197"><u>POP ART CRITICAL STUDIES & 2D OUTCOMES:</u></p> <p data-bbox="253 240 837 448"><u>Content & Knowledge</u> Revisit, review and refine drawing skills /revisit painting techniques/ revisit, review and refine colour theory/introduce higher level sketchbook layouts & annotation skills/introduce basic printmaking techniques/ revisit collage & mixed media.</p> <p data-bbox="253 496 831 521">For Implementation see detailed SoW document</p> <p data-bbox="253 564 853 1134"><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p data-bbox="887 172 1426 197"><u>POP ART CRITICAL STUDIES & 3D OUTCOMES:</u></p> <p data-bbox="887 240 1469 448"><u>Content & Knowledge</u> Critical input, design, 3D making and construction of onomatopoeic 3D word explosions. 3D Design skills/3D making & card construction skills/ revisit, review and refine collage and mixed media skills.</p> <p data-bbox="887 496 1462 521">For Implementation see detailed SoW document</p> <p data-bbox="887 564 1487 1134"><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p data-bbox="1512 172 1783 197"><u>FISH & UNDERWATER:</u></p> <p data-bbox="1512 240 2157 448"><u>Content & Knowledge</u> With clay outcome. Revisit, review and refine drawing skills/ revisit review and refine watercolour skills/revisit pencil crayon skills/revisit 3D design skills/ revisit, review and refine clay slab making techniques/introduce surface pattern design and application techniques.</p> <p data-bbox="1512 496 2096 521">For Implementation see detailed SoW document</p> <p data-bbox="1512 564 2168 1350"><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system. Progress from the first and second term of work should be clear on an individual basis for each pupil. End of year review of their 'Portfolio' of work created throughout the year by pupil and teacher. This builds towards the production of a Portfolio for holistic assessment as is the assessment method for GCSE and A level work</p>

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NINE	<p><u>SWEETS & TREATS:</u></p> <p><u>Content & Knowledge</u> Revisit, review and refine drawing skills/ revisit, review and refine critical studies skills/Introduce higher level sketchbook layouts & annotation skills/revisit, review and refine paint techniques/revisit, review and refine collage and mixed media techniques/ revisit, review and refine colour theory</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>SWEETS & TREATS OUTCOME:</u></p> <p><u>Content & Knowledge</u> Revisit, review and refine design skills/revisit drawing and construction skills/revisit colour theory/ revisit, review and refine paint technique/Planning and development of an outcome skills/production of a quality 2D outcome.</p> <p><u>FIGURE BASED CRITICAL STUDIES:</u></p> <p><u>Content & Knowledge</u> Revisit drawing skills/revisit critical studies skills/revisit higher level sketchbook layouts & annotation skills/revisit paint techniques/revisit collage and mixed media techniques/revisit colour theory/revisit 3D design theory</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>FIGURE IN 3D BASED ON CRITICAL STUDIES:</u></p> <p><u>Content & Knowledge</u> Revisit, review and refine 3D design skills/introduce wire sculpting skills/3D sculpting and building skills/ revisit review and refine paper mache skills/mixed media skills/ revisit review and refine collage and mixed media skills</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p> <p>Progress from the first and second term of work should be clear on an individual basis for each pupil. End of year review of their 'Portfolio' of work created throughout the year by pupil and teacher. This builds towards the production of a Portfolio for holistic assessment as is the assessment method for GCSE and A level work</p>

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TEN	<p><u>Natural Forms GCSE COURSEWORK PORTFOLIO BRIEF PROJECT:</u></p> <p><u>Content & Knowledge</u> Introduction to GCSE working methods/exam board requirements and assessment objectives/page background production/layouts and page design/titles and lettering skills/sketchbook production/ critical practical response to the work of artists/ drawing skills/painting skills/mixed media skills/planning and production of a GCSE standard outcome</p> <p>Produce final outcome in last 4 weeks of the project, which will be in the Spring term. This will be a painted or mixed media piece of work developed on an independently developed theme within the over all project theme.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>This completed project should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p><u>*NATURAL FORMS COMPLETION/PORTRAITURE GCSE COURSEWORK PORTFOLIO PROJECT:</u></p> <p><u>Content & Knowledge</u> Introduction to theme of Portraiture.</p> <p>Production of sketchbook work. Revisit, review and refine GCSE working methods/exam board requirements and assessment objectives/page background production/layouts and page design/titles and lettering skills/sketchbook production/ critical practical response to the work of artists/drawing skills/painting skills/mixed media skills.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>This project which rolls into year 11 should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project during year 11.</p> <p>*The Natural Forms project from the Autumn Term will continue into this term, and the Portraiture project will be launched at around the mid point of the term as appropriate.</p>	<p><u>PORTRAITURE GCSE COURSEWORK PORTFOLIO PROJECT:</u></p> <p><u>Content & Knowledge</u> Continuation of work on theme of Portraiture.</p> <p>Production of sketchbook work. Revisit, review and refine GCSE working methods/exam board requirements and assessment objectives/page background production/layouts and page design/titles and lettering skills/sketchbook production/ critical practical response to the work of artists/drawing skills/painting skills/mixed media skills.</p> <p>Encourage more independent development where possible in preparation for the exam.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>This project which rolls into year 11 should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project during year 11.</p>

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ELEVEN	<p data-bbox="253 172 600 197"><u>PORTRAITURE / MOCK EXAM</u></p> <p data-bbox="253 240 510 266"><u>Content & Knowledge</u> Continuation of sketchbook work. Mock exam paper issued in first lesson. Students select their path from three options and are expected to work more independently but with guidance. 2 day mock exam to produce completed outcome for portraiture. After mock exam days completion of any unfinished pages or work throughout the portraiture project.</p> <p data-bbox="253 675 831 700">For Implementation see detailed SoW document</p> <p data-bbox="253 743 506 769"><u>Impact & Assessment</u> This completed project should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project</p>	<p data-bbox="887 172 1032 197"><u>FINAL EXAM</u></p> <p data-bbox="887 240 1485 595"><u>Content & Knowledge</u> Paper given out after 2nd January. (staff cannot see the paper before this date under new specification) Pupils are expected to work independently on this, with limited teacher input on an individual level. Exam, followed by small amount of time for coursework mop up and completion. (The exam date is set internally annually, and will generally be in late April, but can vary from year to year)</p> <p data-bbox="887 638 1462 663">For Implementation see detailed SoW document</p> <p data-bbox="887 707 1420 774"><u>Impact & Assessment</u> In line with exam board requirements</p>	<p data-bbox="1512 172 1682 197"><u>MODERATION</u></p> <p data-bbox="1512 240 1962 308">In line with exam board specifications. Date set by exam board.</p> <p data-bbox="1512 351 2168 628">Lessons will continue from the start of the last term until pupils leave. However, as marks have to be issued in line with regulations and reported to the exam board before 31st May, and students will also be in other external exams, there may only be a small number of lessons available for them to work on coursework. Exam work cannot be touched after the end of the exam period.</p>

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TWELVE	<p data-bbox="253 180 707 209"><u>MIXED MEDIA ART JOURNAL MODULE</u></p> <p data-bbox="253 252 510 280"><u>Content & Knowledge</u></p> <p data-bbox="253 288 860 676">Working to a common theme*. Introduction to A level working methods and exam board requirements, assessment objectives etc. Revisit sketchbook skills/Printmaking skills including gelli plate printing, mono printing, safeprint, lino printing Urban sketching visits revisit drawing skills/shading/photography/visual resource gathering, critical practical response to the work of artists Mixed media skills with a wide variety of art media</p> <p data-bbox="253 719 831 748">For Implementation see detailed SoW document</p> <p data-bbox="253 791 506 820"><u>Impact & Assessment</u></p> <p data-bbox="253 828 860 1286">All art work completed project should be of a high enough standard to be used as part of their A level portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p data-bbox="887 180 1014 209"><u>OUTCOME</u></p> <p data-bbox="887 252 1478 639"><u>Content & Knowledge</u> Continuation of Mixed Media journal theme working towards outcomes to produce work for the school learning environment and/or an exhibition. Revisiting of a wide variety of drawing/painting/mixed media skills/ planning of and production of outcomes skills on an individual basis in partnership with teaching staff/working to industry and professional deadlines. The preparatory work at this stage of the project will be production of A2 Study Sheets.</p> <p data-bbox="887 683 1462 711">For Implementation see detailed SoW document</p> <p data-bbox="887 754 1485 906"><i>*This theme is often decided on late or changed after initial planning in response to opportunities and events such as The Stoke 2000 brief, or Lasallian Centenary exhibition which can provide additional opportunities for students to experience 'real world' art briefs. There is flexibility of theme and brief built into this part of the course for this purpose.</i></p> <p data-bbox="887 949 1137 978"><u>Impact & Assessment</u></p> <p data-bbox="887 986 1485 1434">All art work completed project should be of a high enough standard to be used as part of their A level portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p data-bbox="1512 180 1877 209"><u>INDIVIDUAL PORTFOLIO BRIEF:</u></p> <p data-bbox="1512 252 2175 604"><u>Content & Knowledge</u> Selection of coursework theme. Each student selects a topic or area of interest that they wish to pursue in artistic depth. This is in negotiation with staff. Begin production of sketchbooks and study sheets. Revisiting various sketchbook skills from all years of prior learning. Development will include: brainstorming, research, photography, page backgrounds and layout, annotation, drawing and all other 2D practical skills, critical practical response to the work of artists</p> <p data-bbox="1512 647 2175 783">Essay/ Written Component Research and formal writing skills to produce 1000 - 4000 word essay embedded in the content of their coursework and supporting the practical element.</p> <p data-bbox="1512 826 2089 855">For Implementation see detailed SoW document</p> <p data-bbox="1512 898 1765 927"><u>Impact & Assessment</u></p> <p data-bbox="1512 935 2175 1359">All art work completed project should be of a high enough standard to be used as part of their A level portfolio. Frequent verbal feedback and AfL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. STAR marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>

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THIRTEEN	<p><u>COURSEWORK</u> <u>Content & Knowledge</u> Production of coursework to individually selected themes. Each student is expected to progress through at least the minimum task requirement on their individual portfolio brief, with addition of revisiting planning of and production of outcomes skills. Practical skills will revisit most if not all of those learned in previous A level and GCSE studies, and other development will be individual and in negotiation with staff as appropriate to each student's project theme and working preferences as the sketchbook and study sheet work progresses. Completion of outcomes will be carried out during the three day/15 hour mock examination. Dates set internally. For Implementation see detailed SoW document</p>	<p><u>EXAMINATION</u> <u>Content & Knowledge</u> Exam paper issued in February. Pupils are expected to work independently on this, with limited teacher input on an individual level. Skills revisited as previously taught throughout all examination studies at both GCSE and A level. For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with exam board requirements</p>	<p><u>EXHIBITION</u> <u>Content & Knowledge</u> Completion & mounting of coursework. Skills as before with the addition of mounting and display techniques. For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with exam board requirements</p>