

# ART

## Curriculum Vision Statement

"I wanted to make work where the viewer wouldn't walk away, he'd get pulled into history, into fiction, into something totally demeaning, and possibly very beautiful".

Kara Walker



## Vision

Through the Art curriculum at Northampton School for Girls (NSG) students will explore and interpret the language of the creative world by exploring Art in its many forms. Students will use a wide range of skills, developing their visual literacy and understanding of the world around them. Techniques and skills are taught through effective teacher demonstration, by looking at the work of others and skilful use of visual aids. Individuality and creativity are nurtured and encouraged with challenging, guided projects which allow personal ideas and concepts to be explored.

The three fundamental building blocks of observational drawing, critical analysis and media exploration, provide the structure for the development of the curriculum.

## Our Aims

- **To develop an understanding of visual language and communication** through the provision of high-quality visual aids, demonstration and class discussion.
- **To develop:**
  - **Observational drawing** - Students learn about the formal elements, drawing creatively and utilising a wide range of drawing techniques by looking at the work of others.
  - **Media exploration** - Students are encouraged to work with a range of materials and methods of application to build an extensive repertoire of skills that they are able to select from and apply to their individual ideas and projects as they progress.
  - **Analysis** - Students engage in analysing their own work and that of others to develop critical understanding of the visual world. Looking at international Art across time allows the students to gain valuable insight into different beliefs, cultures, and shows them methods of visually interpreting the world around them.
- **To prepare for GCSE** - We provide a curriculum that is constructed to encourage independence and autonomy. A curriculum that allows students to utilise their skills to develop a personal response to the task. In KS4, continued reinforcement and development of practical and analytical skills and drawing continues to provide the basis to all the work produced.
- **To reinforce cross-curricular skills** - ICT enables students to access imagery and galleries to develop their ideas and concepts. The analysis and annotation of work develops their literacy skills and encourages them to explore the geographical, historical and political context in which the Art is produced. Our students have access to Photoshop giving them an understanding of industrial standard software to produce and manipulate images.
- **To focus on independent learning** - We encourage our students to be resilient, self-motivated and autonomous by guiding them to use a variety of strategies. The NSG Art curriculum provides the opportunity for students to follow their own lines of inquiry. Students are encouraged to visit exhibitions and galleries and keep a personal sketchbook. Students are also regularly asked to research topics and bring in their own images to work from.
- **To open up future pathways** - Art can lead to an extensive range of careers; marketing, gallery curator, art therapist, lecturer, valuer, illustrator, graphic designer, textile designer, architect. Artistic vision and design skills are needed in other careers too. We support our students to identify these transferrable skills, encouraging them to understand the breadth of possibilities that Art provides.

# Implementation

## KS3 Art Curriculum Framework

	YEAR 7	YEAR 8	YEAR 9
<b>Themes</b>	<p>Man-made - still life</p> <p>Natural forms - pattern</p> <p>Beliefs - cultural symbolism</p>	<p>Perspective - buildings, city or rural landscapes</p> <p>Human form - portraits / figures</p> <p>Cultural - masks or buildings or clothing</p> <p>Abstract Art - close up, distorted</p>	<p>One mini GCSE style project</p> <p>Theme - tropical</p> <p>2 sections:</p> <ul style="list-style-type: none"> <li>• vegetation, leaves and flowers</li> <li>• animals, insects, birds or/ and tribal portraits</li> </ul> <p>Then combined to create individual compositions</p>
<b>Media and Techniques</b>	<p>Drawing - pencil, biro, fine liner, graphite sticks</p> <p>Painting - ready mix (flat, blending and using different tools)</p> <p>Others - frottage, wax resist, relief printing, pencil crayons, collage, cut paper</p>	<p>Drawing - pencil, biro, fine liner, stick and ink, charcoal</p> <p>Painting - watercolours/ inks</p> <p>Others - wax resist, pencil crayon, cut paper, oil and chalk pastel, lino prints</p>	<p>Each observation drawing will be followed by a media experiment that is either new or a development of previous work using; wax resist, cut paper, oil and chalk pastel, monoprint, brusho inks, pen work, collage, pencil crayon, relief layers and prints, textured surfaces.</p>
<b>Visual Elements. Principles of Designing and Analysis</b>	<p>Line - thick, thin, broken, outline</p> <p>Tone - shading, dots, cross hatching</p> <p>Shape - geometric, organic</p> <p>Pattern - repeat, layered, organic, geometric, border</p> <p>Texture -implied</p> <p>Colour - primary and secondary. Warm &amp; cold</p> <p>Neutral /black and white</p> <p>Composition - use of negative and positive spaces</p> <p>Symbolism - meanings</p> <p>Proportion - measuring,</p> <p>Vocabulary - application of Art vocabulary</p>	<p>Continue to develop all learning objectives from year 7, plus:</p> <p>Colour theory - tints and shades, warm, cold and complimentary colours, neutral /black and white</p> <p>Perspective - linear and aerial</p> <p>Texture - real and implied</p> <p>Enlarging - using grids.</p> <p>Proportion - measuring</p> <p>Abstraction - distortion</p> <p>Analysing - other artists work, interpreting meanings and applying the learning to their own exploration of ideas</p>	<p>Continue to develop all learning objectives from year 7 &amp; 8, plus:</p> <p>Refining and developing use of media and techniques, composition sketches, making of a final piece that requires reflection and selection of appropriate media and technique based on knowledge, understanding and skills developed through the project.</p> <p>Direct use of other artists / cultures works to inspire their own ideas. Detailed artist analysis and consideration of the visual elements and effects achieved.</p>

# KS4 Art Curriculum Framework

PROJECT	CONTENT	DELIVERY
<b>Coursework Project 1</b>	A skills-based project that gives students an understanding of how a theme can be approached in different ways through a combination of visual research and artist analysis. The learning is sequenced so that it builds on drawing skills and gives students the opportunity to explore; mixed media, developed lino printing, acrylic painting, collage and oil pastel techniques.	Teacher Led
<b>Coursework Project 1</b>	Chosen from the previous year's exam paper, this requires the student to choose a theme from one of the set options and to develop a personal and insightful project. It brings all of their previous learning together. This project culminates in a final piece that derives from the development of their own ideas that are usually presented within a sketchbook.	Student Led
<b>Controlled Assignment</b>	This reflects the same structure as the second coursework project but has a limited time frame and culminates in a final piece that is created in a 10-hour exam.	Exam Board

## Assessment

### Key Stage 3

At the beginning of Year 7 all students complete a baseline assessment from which their progress can be monitored. Throughout the course the students are provided with individual verbal feedback or class critiques. Students regularly receive formative and summative written feedback on easily distinguished colour assessment slips, which maps their progress in the areas of observational drawing, materials experimentation and analysis. The assessments are filed in their sketchbooks along with their own self or peer assessments allowing the student to track their own progress and easily identify the areas that need development. This is tracked at the front of their sketchbook on a progress ladder, giving an immediate visual indicator of their progress.

### Key Stage 4

At the start of year 10, in project one, the feedback is focused on developing the quality of a wide range of skills. In project two, feedback is clearly linked to the exam board objectives and each student's individually selected and developed project. Individual action plans are developed with students as part of the feedback to give them every chance to build on and increase their level of attainment in each of the assessment objectives.

In the end of year 10 exam and in the year 11 PPE exam, students receive whole project marks. The assessment objectives set by the exam board are holistic. These are:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Independent Learning

Home Learning is set to work alongside the learning that occurs in school. Observational drawings, research, presentation and analysis work are all common features. These tasks are either self-contained exercises or opportunities to complete a drawing or an idea to ensure students finish the piece to the best of their ability or to allow accelerated progress in future lessons.

We strongly encourage students to buy their own media to explore at home and we have an art shop where these can be purchased at cost price.