



	Overall aim of Art at Blessed Robert Sutton all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding about diverse artworks, artists, media and materials, together with a deep understanding of the Arts enlightened by the Sutton Way .
	Subject will teach spiritual development by Art will teach spiritual development by pupils developing an appreciation of God's creation and an understanding of the spiritual connections to artwork. Pupils will understand the importance of Art in different religions and the Catholic faith. Pupils will learn to contribute to and engage as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts.
	Subject will teach social excellence through Art will teach social excellence through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas. Art provides an opportunity for and engagement in leisure pursuits that can yield lifelong benefits in health, wellbeing and life satisfaction .
	Subject will teach academic excellence by Art will teach academic excellence by enabling students to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings. These opportunities enable them to work with traditional and new media, so that they develop confidence, competence, imagination and creativity. Through these opportunities they learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Experiences will enable students to learn how to reflect critically on their own and others' work.
Enrichment opportunities in this subject include: Curriculum challenges Art competitions within school and the community	

The KS3 Art curriculum takes account of the National Curriculum and the need to prepare students for GCSE Art and Design through understanding the 4 assessment objectives. However the rationale behind the curriculum is driven by a vision of what all students should know, understand and be able to do by the end of key stage 3 and qualities that create an excellent Art student.

KS3 National curriculum

"Art embodies some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation"

Aims:

- ✓ produce creative work, exploring their ideas and recording their experiences
- ✓ become proficient in drawing and other art, craft and design techniques
- ✓ evaluate and analyse creative works using the language of art, craft and design
- ✓ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Content:

- ✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- ✓ to use a range of techniques and media
- ✓ to increase their proficiency in the handling of different materials
- ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Assessment

Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating. Formal drawing/painting assessments (Skill Checks) will take place each term. Through the term short knowledge tests will be completed.

Ways to help your child succeed

Check the personal learning checklist in the front of the class sketchbook and focus on developing any areas in red.

Share Art in the news articles and literature with your child to help support learning in the classroom.

Useful website: www.studentartguide.com Pinterest for research and inspiration

Our key stage 3 Art curriculum aims to ensure the following skills and knowledge are developed by the end of KS3,

We propose a forward-looking Art curriculum that fosters a broad range of modes of thinking, including visual perception and visual awareness. That embraces the historic, the contemporary and the future; and signposts to potential further and higher education, career choices and opportunities within the visual arts, creative and cultural industries.

Providing a high quality Art education that will engage, inspire and challenge students, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design.

All students should have some understanding in:

- Art history through the study of significant art movements and key artists that have influenced Arts developments
- The formal Art elements: line, colour, tone and form
- All students should be able to analyse the work of an artist or designer and create a response in their style or a copy
- All students should be confident in creating an observational drawing in a media of choice
- All students should be confident in experimenting with a range of Art techniques

Art Elements

Value

To understand the importance of including Value in artwork. It refers to the gradual change of lightness or darkness. It is created when a light source shines upon an object creating highlights, form shadows and cast shadows.

Line and texture

The importance of including various mark making techniques to show value and texture in drawings. We will develop various techniques of drawing and developing texture in artwork.

Art History

Art history through the study of significant art movements and key artists that have influenced Arts developments

Shape

In the visual arts, shape is a flat, enclosed area of an artwork created through lines, textures, colours. We will explore the basic techniques for breaking imagery into simple shapes when drawing

Colour

Developing basic colour mixing techniques and understanding the subtle difference between colours hues and shades. Developing understanding of primary, secondary, tertiary and complementary colour.



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KS4 Art GCSE

'The Eduqas GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. A rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.'

This specification encourages students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

Assessment

Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the 4 GCSE assessment objectives.

Component 1: Portfolio

60% of qualification: 120 marks

This component comprises a major practical portfolio based on 2 internally set themes. This component will be internally set, internally assessed and externally moderated. Work will be selected, evaluated and presented for assessment by the student. Evidence is required of how the student has met each of the assessment objectives.

Component 2: Externally Set Assignment 40% of qualification: 80 marks

Part 1: Preparatory study period

Externally Set Assignment materials by the exam board. **One** of the assignments is to be selected by the student and are developed during the preparatory study period which inform the resolution of the student's ideas in the 10 hour exam.

Part 2: 10 hour period of sustained focus work

The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work under supervised conditions.

Ways to help your child succeed

Students will be provided with a personal learning checklist and feedback in the back of their sketchbooks, please review this regularly with your son/daughter to ensure all work is up to date.

Eduqas specification: <https://www.eduqas.co.uk/qualifications/art-and-design/gcse/eduqas-gcse-art-and-design-spec-from-2016.pdf>

Our key stage 4 Art curriculum aims to ensure the following skills and knowledge are developed for them to achieve a GCSE in Art

This specification encourages students to:

- ✓ actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- ✓ develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- ✓ become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- ✓ develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- ✓ develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

Possible areas of study include:

- Drawing
- Installation
- Lens and light-based media
- Mixed media
- Land art
- Printing
- Painting
- Sculpture.

Assessment Objective 1,

Critical understanding:

For students to explore a wide variety of work produced by artists and designers. Develop ideas that are informed by these studies and analyse these contextual sources.

Assessment Objective 2,

Experimentation:

To refine and reflect upon work as it progresses. Selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment Objective 3, Reflective recording:

To record ideas through first-hand observations, especially drawing including examples of line, colour, tone and form. Reflect on progress and identify areas to develop.

Assessment Objective 4, Final Outcome:

To present personal, imaginative and meaningful final outcomes. Make connections to media and artists explored in the project.

Key stage 4 curriculum