

ART CURRICULUM

PROGRESSION OVERVIEW

Depending on how far pupils want to take **Art & Design** after leaving school, each course offers students a range of options that build on those experiences gained in **Key Stage 4**, giving them an excellent foundation to take them forward into a range of future options and courses.

All courses rely on students ability to follow the basic principles of **RECORD, DEVELOP, REFINE & PRESENT**. This can be elaborated on further by using the ALevel assessment objectives which summarise the goals perfectly.

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Develop ideas through investigations, demonstrating critical understanding of sources.
 - 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.



For more course information –
please scan the QR code



A LEVEL FINE ART CURRICULUM PROGRESSION OVERVIEW

During the duration of the course students will be directed / guided through internally set units and one externally set one. The coursework contributes to 60% of the final grade and the externally set task 40%. This final unit culminates in a 15 hour practical exam where they can really showcase the skills and knowledge they have acquired during the course.

There will also be opportunities to visit places of interest to allow them to broaden artistic experience and understanding of the creative world.

	Coursework Unit 1	Coursework Unit 2	Exam Unit
Topic	Foundation	The Everyday	Externally Set Choice
Core Knowledge/	Initial foundation term to investigate the use of different media – under the theme of experimentation.	The Everyday – Personal Investigation - In depth project looking at artists, developing, refining, recording and presenting a series of original final outcomes.	Exam unit - paper distributed – Preparatory period looking at artists, developing, refining, recording and presenting original final-outcome.
Why this learning now?	<p>Within the structure of the course, students given the opportunity to in their specialist area whether it be within the Fine Art, Textiles and Photography course there will also be opportunities for students to work across disciplines. such as those listed below.</p> <p>Painting and drawing, Mixed media, including collage and assemblage, Sculpture, Installation, Printmaking, Film, television, animation, video, photography, Lens-based and/or light-based media and new media, Textiles based media</p>		
Assessment Opportunities:	<p>In line with school policy students' work will be assessed;</p> <ul style="list-style-type: none"> • Regular feedback using the departmental assessment booklets. • 1to1 assessment on a lesson by lesson schedule. Students given guidance all the time – verbal. <p>Students work needs to reference the assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>		

	<p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
Learning at Home	For all units, work at home will consist of a continuation of the work being done in class – it may be research, working on targets, design ideas or finishing off tasks. Opportunities exist for all students to come up to the art rooms after school as use the facilities if this is a better option.
Key Vocabulary	LINE – TONE – TEXTURE – SHAPE – COLOUR – SPACE – FORM – PATTERN – DEVELOP – REFINE – RECORD – PRESENT – INDEPENDENT – HIGHLY DEVELOPED – CONSISTENCY - ORIGINAL

A LEVEL PHOTOGRAPHY CURRICULUM PROGRESSION OVERVIEW

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There will also be opportunities to visit places of interest to allow them to broaden artistic experience and understanding of the creative world.

	Coursework Unit 1	Coursework Unit 2	Exam Unit
Topic	Foundation	Personal Investigation	Externally Set Choice
Core Knowledge/	Initial foundation intro – looking at skills developed and understanding of the course – within this section there is an element of collecting info in the guise of fieldwork.	Main project that pupils will spend most of the course focussing on – within this unit they will also be expected to produce a piece of extended writing to accompany and enhance their practical assignment.	Externally set task set by the board.
Why this learning now?	<p>Within the structure of the course, students given the opportunity to in their specialist area whether it be within the Fine Art, Textiles and Photography course there will also be opportunities for students to work across disciplines. such as those listed below.</p> <p>Painting and drawing, Mixed media, including collage and assemblage, Sculpture, Installation, Printmaking, Film, television, animation, video, photography, Lens-based and/or light-based media and new media, Textiles based media</p>		
Assessment Opportunities:	<p>In line with school policy students' work will be assessed;</p> <ul style="list-style-type: none"> Regular feedback using the departmental assessment booklets. 1to1 assessment on a lesson by lesson schedule. Students given guidance all the time – verbal. <p>Students work needs to reference the assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p>		

	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Learning at Home	For all units, work at home will consist of a continuation of the work being done in class – it may be research, working on targets, design ideas or finishing off tasks. Opportunities exist for all students to come up to the art rooms after school as use the facilities if this is a better option.
Key Vocabulary	LINE – TONE – TEXTURE – SHAPE – COLOUR – SPACE – FORM – PATTERN – DEVELOP – REFINE – RECORD – PRESENT – INDEPENDENT – HIGHLY DEVELOPED – CONSISTENCY – ORIGINAL – CONTRAST - EXPOSURE

Spiritual, Moral, Social and Cultural in ART

Spiritual, Moral, Social and Cultural concepts covered

In Art:

- We encourage students to analyse, engage with and question their own and others work.
- We encourage students to identify how beliefs, values and meanings are expressed and shared through art.
- We encourage students to express themselves through their art, supported by research into the wider world around them.

In Art the four strains of SMSC are covered by:

Spiritual - The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that teach students to discover, adapt and overcome.

We encourage students to:

- ask questions about art and communicate their ideas and feelings
- investigate visual and tactile sensory qualities of their own work and that of others
- think independently about how to develop and express their ideas in an appropriate manner
- build confidence through the progression of skills
- develop individuality that is purposeful and meaningful
- explore their own ideas and promote self-identity
- reflect on their work through self-evaluation
- experiment and trust in their own ideas
- use different resources and equipment to develop creative responses and express personal opinions

Moral - Develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised through art and the art community.

We encourage students to:

- look at art work/paintings that pose a moral question.
- begin to learn how to "read" and understand a piece of art in order to relate to a concept/idea within the piece that conveys a meaning.
- give an opinion of the work of others with a justification for their view.

Social - We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We place an emphasis on developing the ability to work with others and to accept each other's personality. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism to improve.

We encourage students to:

- be given opportunities to work independently and collaboratively to develop art work.
- discuss a range of artists and their work, encouraging and developing communication skills.

Cultural - We aim to expand student's knowledge of other cultures influences on art and the world around them. Exploring different contextual themes and recognising the global make-up of the art world both past and present, including the impact this can have on countries.

We encourage students to:

- develop knowledge & understanding of artists' ideas and concepts, identifying how meanings are conveyed.
- look at work from a variety of cultures, beliefs and religions.
- study pieces of art linked to British Values/Diversity.

Careers in ART

Links to careers and the world of work

Not many people know it, but outside the money industry, the arts are the next biggest industry.

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity. So, if you're an ideas person and you like creating things that are useful and visually appealing, look at some of these jobs.



Animator, Antique dealer, Architect, Architectural technician, Art editor, Art gallery curator, Arts administrator, Art Therapist, Art valuer, Blacksmith, Body piercer, Bookbinder/Print finisher, Cabinet maker, CAD technician, Cake decorator, Ceramics designer/maker, Clothing alteration hand, Community arts worker, Conservator, Costume designer, Dressmaker, Ergonomist, Exhibition designer, Fashion design assistant, Fashion designer, Fine artist, Florist, Footwear designer, French polisher, Furniture designer, Furniture restorer, Glass engraver, Glassmaker, Graphic designer, Hat design/milliner, Illustrator, Interior designer, Jewellery designer/maker, Landscape architect, Leather craft worker, Machine printer, Make-up artist, Medical illustrator, Model maker, Museum assistant, Museum Curator, Musical instrument maker/repairer, Naval architect, Pattern cutter, Pattern grader, Photographer, Photographic stylist, Photographic technician, Picture framer, Pre-press operator,

Printing administrator, Product designer, Prop maker, Reprographic assistant, Sample machinist, Set designer, Sewing machinist, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Textiles production manager, Upholsterer, Visual merchandiser, Web designer, Web engineer

And many more!!