



HAGLEY CATHOLIC HIGH SCHOOL



Curriculum Plan – ART AND DESIGN

*Called as God’s family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement -

The department aims to give all pupils a balanced and structured programme of art and design, developed in association with the national curriculum and exam specifications. Pupils’ interest and enjoyment of the subject will be encouraged, while fundamental skills are taught and developed. We aim to increase knowledge and understanding of art and design within a student’s own work, and that of others. Our belief is that pupils should be encouraged to develop their creativity and individuality through their work, and value what they achieve. We aim to give students the opportunity to fulfil their full potential in art and design.

Key Stage 2

Knowledge Gained	Skills Developed
<p>(National Curriculum Guidance and SNOMAC Collaboration Used)</p> <p>Pupils Should Have:</p> <ul style="list-style-type: none"> created sketch books to record their observations and use them to review and revisit ideas learnt about great artists, architects and designers in history 	<p>(National Curriculum Guidance and SNOMAC Collaboration Used)</p> <p>Pupils Should Have:</p> <ul style="list-style-type: none"> developed their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]



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Key Stage 3 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 9?)

Knowledge To Be Built	Skills To Be Developed
<p>They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to increase their proficiency in the handling of different materials to use a range of techniques and media, including painting

Key Stage 4 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 11?)

Knowledge To Be Built	Skills To Be Developed
<p>Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study. Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.</p>	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> develop their ideas through investigations informed by selecting and critically analysing sources apply an understanding of relevant practices in the creative and cultural industries to their work refine their ideas as work progresses through experimenting with media, materials, techniques and processes record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses



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Students must learn how sources inspire the development of ideas. For example, drawing on:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- other relevant sources researched by the student in the chosen qualification title and area(s) of study
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
 - colour
 - line
 - form
 - shape
 - tone
 - texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:

- media
- materials
- techniques
- processes
- technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.



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Key Stage 5 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 13?)

Knowledge To Be Built	Skills To Be Developed
<p>Students will be to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design will be through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry. Students will develop practical and theoretical knowledge and understanding of:</p> <ul style="list-style-type: none"> • relevant materials, processes, technologies and resources • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles and traditions • a working vocabulary and specialist terminology. 	<p>Throughout the A Level course students will develop the skills to:</p> <ul style="list-style-type: none"> • record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information • explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements • use knowledge and understanding of the work of others to develop and extend thinking and inform own work • generate and explore potential lines of enquiry using appropriate media and techniques • apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations • organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.



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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	Basic drawing skills	Pupils are taught about line, tone, blending etc through a range of activities. Pupils are introduced to artists who have used these techniques in their work, e.g. Van Gogh.	<ul style="list-style-type: none"> • Mark making • Shape • Line • Texture • Pattern • Tone • Using a pencil • Experimenting with equipment that makes marks. 	Each Unit is graded using the Hagley grading system at the end of each Unit and at least once during the project. A 'Teacher Comment' and 'Area for Improvement' is given at the end of the Unit. Students also evaluate their work and progress and respond to both verbal and written feedback from both teacher and peer assessment. Homework is marked where necessary with a positive comment and given an Area for Improvement.
	Colour Theory	<p>This Unit develops from the pupils understanding of mark making and tone, developing another basic skill in Art and Design. This Unit is an important starting point to the Abstraction Unit.</p> <p>In this Unit, pupils will learn and explore colour theory. They will have opportunity to understand and use the colour wheel, investigating artists who use colour effectively in their work. Throughout this project, pupils will develop their understanding of colour, colour mixing, and using paint to mix colour effectively, whilst using the correct terminology.</p>	<ul style="list-style-type: none"> • Mixing colour • Painting 	



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	Abstract Art	<p>This Unit combines all previous Units in which they will use their skills in pattern, form, texture, tone and colour and develop these skills further. They will have the opportunity to produce research on Abstract art developing research skills.</p> <p>In this Unit, students explore and learn about Abstract Art. They will use their knowledge of pattern, form, texture, tone and colour which they explored in the previous Units, and research Abstract artists such as Kandinsky, Matisse, Kline. Students will have the opportunity to develop skills using shape, composition, colour. They will gain opportunity in using media such as collage and paint, while linking their work to the Abstract artists.</p>	<ul style="list-style-type: none"> • Use of colour • Shape • Pattern • Composition • Form • Texture • Tone • Writing about artists • Collage • Painting 	
8	Still Life	<p>This Unit builds on previous Units from Year 7, students build upon their drawing skills and colour skills, while developing compositional and observational skills and skills in shape, form and proportion.</p> <p>In this Unit, pupils explore familiar objects from different viewpoints as a starting point to their work. They develop ideas by selecting qualities of objects for the basis of a piece of work. They learn about the ideas and approaches of Still Life artists, and their influences.</p>	<ul style="list-style-type: none"> • Introducing 3D work • Pencil • Observation drawing • Composition • Shape • Form • Proportion • Tone • Colour • Photoshop 	<p>Each Unit is graded using the Hagley grading system at the end of each Unit and at least once during the project. A 'Teacher Comment' and 'Area for Improvement' is given at the end of the Unit. Students also evaluate their work and progress and respond to both verbal and written feedback from both</p>



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	<p>Pop Art</p>	<p>This Unit builds on all previous Units, developing their research and colour skills further. Pupils will also gain experience of looking at and discussing Art work first hand. In this Unit, pupils have the opportunity to produce research into various Pop Artists. Pupils develop their creative and colour skills. Pupils then develop a final piece based on this research.</p>	<ul style="list-style-type: none"> • Pencil • Collage • Observation drawing • Drawing faces • Composition • Shape • Form • Proportion • Tone • Colour • Pattern 	<p>teacher and peer assessment. Homework is marked where necessary with a positive comment and given an Area for Improvement.</p>
	<p>Developing Skills</p>	<p>This Unit builds upon previous units by enabling pupils to develop their creativity further, it enables pupils to take creative risks and use a range of different media. In this Unit pupils develop their skills in a range of different materials and techniques, showing more confidence in their own skills. They will explore different artists work to enable them to develop their creativity further.</p>	<ul style="list-style-type: none"> • Pencil • Painting • Mixed media • Observation drawing • Composition • Shape • Form • Proportion • Perspective • Tone • Colour • Pattern • Creativity 	



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<p>10</p>	<p>SEPT – JAN WORKSHOPS Students will produce a body of work which will be built up through a series of workshops. This will enable students to experiment with a range of materials and techniques and build a portfolio of different ideas that they can use to develop their projects further.</p> <p>FEB-JULY PORTFOLIO OF WORK -PROJECT 1 – <u>TEACHER LED PROJECT.</u> Students produce preparatory work relating to a theme, from this preparatory work, students will produce a final</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> Actively engage in the process of art and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artifacts that are original and of value. Becoming confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques. Develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions. Learning to actively engage with the experience of working with a broad range of media, materials and techniques, including, when appropriate, traditional and new media technologies. Develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures. Also, an understanding of the different roles, functions, audiences and consumers of art, craft and design practice. 	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> develop their ideas through investigations informed by selecting and critically analysing sources apply an understanding of relevant practices in the creative and cultural industries to their work refine their ideas as work progresses through experimenting with media, materials, techniques and processes record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses 	<p>AQA Assessment Objectives Continual assessment of homework using A-E grades/AQA marking criteria Worked marked regularly and assessed using A-E grades/AQA marking criteria and according to Hagley’s homework policy. Students set target. Attainment and PPG grades regularly throughout the course.</p>
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	<p>piece. Students must fully cover the AQA Assessment Objectives throughout this coursework Unit.</p>	<ul style="list-style-type: none">• Develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures. Also, an understanding of the different roles, functions, audiences and consumers of art, craft and design practice• Develop critical understanding through investigative, analytical, experimental, interpretive practical, technical and expressive skills to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds• Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.		
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<p>11</p>	<p>SEPT-OCT PORTFOLIO OF WORK -PROJECT 1 – Students to complete their final piece relating to the theme and ensure all preparatory work is completed. Students must fully cover the AQA Assessment Objectives throughout this coursework Unit.</p> <p>OCT-JAN MOCK EXAM PROJECT Students will chose from starting points to produce preparatory studies and then a final piece. The final piece will be completed within a 10 hour controlled period. Starting points will change each year after discussion</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> • Actively engage in the process of art and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. • Develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value. Becoming confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques. • Develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions. Learning to actively engage with the experience of working with a broad range of media, materials and techniques, including, when appropriate, traditional and new media technologies. • Develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures. Also, an understanding of the different roles, functions, audiences and consumers of art, craft and design practice. 	<p>Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study. Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> • develop their ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant practices in the creative and cultural industries to their work • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses. 	<p>AQA Assessment Objectives Continual assessment of homework using A-E grades/AQA marking criteria Worked marked regularly and assessed using A-E grades/AQA marking criteria and according to Hagley’s homework policy. Students set target. Attainment and PPG grades regularly throughout the course.</p>
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	<p>within the department about student interests and abilities.</p> <p>JAN – APRIL EXTERNALLY SET TASK Students will have a choice of questions set by AQA, and will produce preparatory work relating to their theme. They will have a preparatory period, followed by a 10 hour exam to complete their final piece. Students must fully cover the AQA Assessment Objectives throughout this unit.</p>	<ul style="list-style-type: none"> • Develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures. Also, an understanding of the different roles, functions, audiences and consumers of art, craft and design practice • Develop critical understanding through investigative, analytical, experimental, interpretive practical, technical and expressive skills to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds • Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment. 		
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<p>12</p>	<p>SEPT – FEBRUARY PORTFOLIO Summer work to be produced over the holiday to include collection of artists work and collection of their own observations.</p> <p>Students produce preparatory work based on chosen themes</p> <p>They are required to submit a final piece/s which must be accompanied by preliminary studies. The coursework should include a range of techniques and mediums.</p>	<p>Students must be introduced to a variety of experiences that explore a range of two-dimensional and/ or three-dimensional media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.</p>	<p>Students will be encouraged to develop:</p> <ul style="list-style-type: none"> • 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 personal outcomes • an interest in, enthusiasm for and enjoyment of art, craft and design • the experience of working with a broad range of media • an understanding of the interrelationships 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 	<p>AQA Assessment Objectives Continual assessment of homework using A-E grades/AQA marking criteria Worked marked regularly and assessed using A-E grades/AQA marking criteria Students set target, PPG and attainment grades regularly throughout the course.</p>
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	<p>MARCH – JULY COMPONENT 1 – PERSONAL INVESTIGATION. (60%) This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. This personal investigation is supported by a 1000-3000 word written element.</p>		<ul style="list-style-type: none"> • an awareness of different roles, functions, audiences and consumers of art, craft and design. 	
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<p>13</p>	<p>SEPT – JAN COMPONENT 1 CONT. – PERSONAL INVESTIGATION. Continue work started in June and complete preparatory work and final piece developed from their own starting point and written element.</p> <p>FEB – MAY COMPONENT 2 – EXTERNALLY SET ASSIGNMENT. (40%) Students will be required to select from a range of questions set by AQA. They will produce preparatory work until their 15 hours of supervised time takes place.</p>	<p>Students must be introduced to a variety of experiences that explore a range of two-dimensional and/ or three-dimensional media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.</p>	<p>Students will be encouraged to develop:</p> <ul style="list-style-type: none"> • 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 personal outcomes • an interest in, enthusiasm for and enjoyment of art, craft and design • the experience of working with a broad range of media • an understanding of the interrelationships 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 	<p>AQA Assessment Objectives Continual assessment of homework using A-E grades/AQA marking criteria Worked marked regularly and assessed using A-E grades/AQA marking criteria Students set target, PPG and attainment grades regularly throughout the course.</p>
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			<ul style="list-style-type: none">• an awareness of different roles, functions, audiences and consumers of art, craft and design.	
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