

### Curriculum Intent Statement for Art

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Art students are introduced to a range of historic and contemporary art practitioners and designers to broaden their understanding of what it means to be an artist, their working methods and the wider social/moral/political issues they explore. They explore how artists fit into the wider world and how those skills transfer into the wider artistic design community. Students develop skills in a range of media from drawing, painting and photography to printing, animation, textiles, sculpture and ceramics. They learn how to develop, refine and apply a skill with critical consideration, reflection and appropriate application. They explore how they can develop and communicate their own ideas independently. The emphasis is on developing skills, contextual understanding and resilience. Students learn how to work hard to succeed and celebrate the achievements gained from an art piece crafted with skill and care. Our KS3 curriculum models that of our KS4 and 5 curriculum and helps students develop the skills needed in order to succeed later on in school life and beyond. We strive to develop student's core skills and an appreciation of craft whilst also nurturing creativity and their ability to express themselves and their own ideas. A willingness to explore and take risks in their work is an important part of the curriculum.

#### Curriculum Implementation Plan

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 12	The beginning of the course is teacher led. We focus on developing skills and a deeper level of understanding that will prepare students to work more independently moving forward. Staff deliver workshops that focus on 3 of the assessment objectives. AO1 Develop ideas: Critical and contextual links, and AO2 Refine ideas: Experiment with and explore materials. These workshops may have / but do not always make critical reference. In the critical references students build upon skills learnt at KS4 learning how to write about increasingly			Critical and contextual links (AO1) Experimentation with media (AO2) Students research artists and produce media experiments along an independently chosen theme in their sketchbook for the coursework component. They research the work of relevant artists writing critically about them considering the wider cultural context. They explore a self negotiated theme. In responding to and presenting the work students develop skills in a range of media and understanding of artistic practise. The skills they develop prepare		

	<p>challenging artwork in an increasingly sophisticated and mature way. They explore cultural links and consider the work of artists and designers in context. Work is then presented appropriately often in sketchbooks. Often as responses, they will produce pieces of work in relevant media which could include lino cutting, silk screen printing, embroidery, etching etc. The intention is to develop and refine student's skill base and deepen their understanding of the aesthetic properties and communicative strengths of these media.</p> <p>Staff also lead workshops on AO3 Record: Ideas and insights relevant to their intentions. Here staff teach students how to draw and paint in a range of media from subject matter that will link to their course work. Again there may be critical and contextual links when appropriate. Students are required to handle materials with an increasingly mature level of skills and critical understanding.</p> <p>The themes explored in the workshops and the work produced offers students a base for a project they can develop more independently during the remainder of the course.</p> <p>The first term and a half aims to provide students with the skills to work independently of staff and the judgment needed to take charge of their own creative process.</p>			<p>them for higher education and beyond and are transferable to a wide range of careers and tasks. Links to the world of work and the transferable nature of the skills are explored when relevant.</p> <p>Visual Recording (AO3)</p> <p>Students draw, paint and photograph things relevant to the ideas explored in their coursework. Student's build upon skills learnt at KS4 producing drawings and paintings of an increasingly sophisticated and challenging nature. They work in a range of media appropriate to the subject and theme and they develop an understanding of how these are linked.</p> <p>At A Level the level of skill and refinement required increases as does the, maturity and sophistication of the critical and contextual content of the work. Themes are often more mature and challenging and reflect students personal interests. The emphasis is on students adopting a self-negotiated path with support and guidance from staff.</p> <p>Teachers begin to act in an increasingly advisory capacity guiding and making suggestions to students with less focus on instruction. Technical advice and instruction is still offered but this is on an increasingly bespoke and one to one basis as the course develops.</p> <p><b>(CW 60% of final mark)</b></p> <p><b>During this time, students also produce a 1000-3000 word critical essay that supports or is in some way linked to their practical work. This is delivered alongside their practical work as its content is informed by it.</b></p>			
Year 13	2.1 – As in the previous 3 terms detailed above students continue to Develop ideas (AO1), explore and experiment (AO2)	2.2 – Realising Intentions (AO4) Students produce a final piece that brings their coursework to a conclusion. They	2.3 – Exam work begins. Student produce drawings (AO3), artists research pages in sketchbooks and media experiments	2.4 – As with the previous half term students continue to work independently exploring their ideas and fulfilling	2.5 – Exam. Students produce a final piece (AO4) for their exam unit during a 15hrs controlled conditions exam.	*For the 2020/21 cohort students will not complete the exam component. This will mean that time lost due to absence on CW	



	and record things relevant to the CW topic (AO3). Their approach to their work is increasingly independent as they begin to think about how they will bring their ideas to a conclusion ( <b>realise their intentions</b> ) with advice and support from staff ( <b>CW 60% of final mark</b> )	use this as an opportunity to realise the ideas explored in earlier work and make connections to the work of other practitioners. At A Level outcomes are increasingly sophisticated ( <b>CW 60% of final mark</b> )	(AO1-2) to support ideas for their chosen exam title. This preparatory work follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves ( <b>Exam 40% of final mark</b> )	the assessment objectives. Staff support and guide them in this process whilst students negotiate their own creative process making connections for themselves ( <b>Exam 40% of final mark</b> )	They use this as an opportunity to realise the ideas explored in earlier work and make connections to the work of other practitioners. In doing so they bring their ideas to a well resolved considered conclusion. ( <b>Exam 40% of final mark</b> )	<b>will be caught up during this period.</b>
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### PHOTOGRAPHY

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 12	The beginning of the course is teacher led. Lessons are taught as a series of workshops designed to develop the essential skills and critical understanding required to work more independently as the course progresses. Workshops focus on the 3 of 4 Assessment Objectives. AO1 Develop ideas: Critical and contextual links, AO2 Refine ideas: Experiment with and explore materials and AO3 Record: Ideas relevant to intentions.			Students begin to work independently on their own self-negotiated projects. They research photographers and designers (AO1) that help them develop their own ideas and critical understanding. They respond to the work of photographers and designers by producing photos inspired by them (AO3). They develop their images in Photoshop using skills already learnt and by developing new ones and evidence this process in their sketchbooks (AO2)		



	<p>Workshops teach students the core technical skills needed in order to be able to capture images effectively. They learn about exposure, composition, use of studio lighting, props and staging and how to work with models. (AO3)</p> <p>They are also introduced to the work of photographers (AO1) to both develop their critical understanding and advance their practical work. They evidence this in their sketchbook as Artists research pages.</p> <p>Workshops develop Photoshop and basic Mac Skills required for the course and help students to begin to understand how they can develop / enhance their images with software. (AO2)</p> <p>The focus at this stage is on developing core and transferable skills that can be employed for a wide range of tasks. Students also develop the critical understanding and research skills needed in order to develop their own ideas in an increasingly independent way.</p> <p>The first term and a half aims to provide students with the skills to work independently of staff and the judgment needed to take charge of their own creative process.</p>			<p>This work is undertaken and negotiated independently along a theme chosen by students. Staff support the development of technical skills and advise on critical content.</p> <p>Themes are often mature and challenging and reflect student's personal interests. The emphasis is on students adopting a self-negotiated path with support and guidance from staff.</p> <p>Teachers begin to act in an increasingly advisory capacity guiding and making suggestions to students with less focus on instruction. Technical advice and instruction is still offered but this is on an increasingly bespoke and one to one basis as the course develops. Students are required to work independently for an extended period of time on a self-negotiated project that forms their coursework unit. <b>(CW 60% of final mark)</b></p> <p><b>During this time, students also produce a 1000-3000 word critical essay that supports or is in some way linked to their practical work. This is delivered alongside their practical work as its content is informed by it.</b></p>		
<p>Year 13</p>	<p>2.1 – As in the previous term and a half detailed above students continue to Develop ideas (AO1), explore and experiment (AO2) and record things relevant to the CW topic (AO3). Their approach to their work is increasingly</p>	<p>2.2 – Realising Intentions (AO4) Students produce a final piece that brings their coursework to a conclusion. They use this as an opportunity to realise the ideas explored in earlier work and make connections to the</p>	<p>2.3 – Exam work begins. Student produce a sketchbook and photographs that explores the theme of their chosen exam title. This preparatory work follows the same format as their CW.(details above) Students produce</p>	<p>2.4 – As with the previous half term students continue to work independently exploring their ideas and fulfilling the assessment objectives. Staff support and guide them in this process whilst students negotiate</p>	<p>2.5 – Exam. Students produce a final piece (AO4) for their exam unit during a 15hrs controlled conditions exam. They use this as an opportunity to realise the ideas explored in earlier work and make connections to the</p>	<p><b>*For the 2020/21 cohort students will not complete the exam component. This will mean that time lost due to absence on CW will be caught up during this period.</b></p>



	<p>independent as they begin to think about how they will bring their ideas to a conclusion (<b>realise their intentions</b>) with advice and support from staff <b>(CW 60% of final mark)</b></p>	<p>work of other practitioners. At A Level outcomes are increasingly sophisticated <b>(CW 60% of final mark)</b></p>	<p>work increasingly independently making connections for themselves and covering (AO1-3) <b>(Exam 40% of final mark)</b></p>	<p>their own creative process making connections for themselves <b>(Exam 40% of final mark)</b></p>	<p>work of other practitioners. In doing so they bring their ideas to a well resolved considered conclusion. The final piece takes the form of a photo or more often series of photographs. <b>(Exam 40% of final mark)</b></p>	
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