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

Art						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Unit 1 – Core Skills, shape, tone, form **Students Sit a baseline test and assessment of sketchbook work from which EAP's are set**		Unit 2 – Core Sills, colour theory and mixing.		Unit 3 – Proportions / sketching / 3D media	
	Over the Course of the year students will…….					
Year 7	Students develop a range of core skills. They will further their understanding of how to use tone and directional mark making to create form. Explore sketching		**Students Must study one of the following themes:** • Day of Dead • Some form of cultural reference		**Students must use the following media:** • 3D card relief / or cay • Print / mono print / relief / poly tile	

	and proportioning and the use of mark making to create texture. They go on to look at colour theory and colour mixing. Skills begin at a basic level and students develop skill, control and understanding of working in media. They make connections between media and purpose. Work is reinforced by critical reference to the work of contemporary and historical artists and towards the end of the year they begin to experiment with 3D media. Historical and contemporary references explore art in a wider social context and explore culture / social issues. Students explore links to the world or work and the importance of transferable skills when relevant.	**They may explore the following themes:** • Food / party / celebration • Popular culture / comic books / Marvel / Computer games • Seaside • Natural form / Karl Blossfeldt	**Students may explore the following Media:** • Clay • Other 3D media / cardboard, wire etc

Year 7 Curriculum Implementation Plan (Art)

Art				
Knowledge and Skills – Students will be taught to…	Reading, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
Introduction to the visual elements. Creating depth and solidity using tone Exploring mark making to capture textures	Reading: • Research into the work of Artists and Designers Literacy: • Use of subject specific vocabulary • Regular review of in class work focussed	Base line test in first half term Peer assessment activities against assessment criteria Regular self assessment at key stages against level descriptors	4 visual recording assessments throughout the year.	Program explores a range of core recording skills (AO3) explores various critical and contextual links (works of artists AO1) and experiments with a range of media (AO2). Ideas are generally resolved with

Exploring and experimenting with recording materials Colour theory and colour mixing. Critical and contextual links exploring aspects of Pop art and popular culture. 3D card construction or clay work Printing techniques.	on level of written response • Modelling of appropriate level of written response Numeracy: • Scaling and measuring • Proportions and fractions.	Regular opportunities to revisit previous tasks and improve based on feedback Verbal feedback on an individual basis Whole class feedback		some kind of final outcome (AO4)