

### 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 8	Students build upon a range of core skills learnt in Y7. They further their understanding of how to use tone and directional mark making to create form. Explore sketching and proportioning and the use of mark making to create texture (GCSE AO3). Skills are beginning to demonstrate increased levels of refinement and control, with materials used increasingly purposefully. Work is		<b>Students Must study one of the following themes:</b> <ul style="list-style-type: none"> <li>• POP Art</li> </ul> <b>They may explore the following themes:</b> <ul style="list-style-type: none"> <li>• Germs / disease</li> <li>• Under the sea</li> <li>• Natural Forms</li> </ul>		<b>Students must use the following media:</b> <ul style="list-style-type: none"> <li>• Cardboard Construction / recycling</li> <li>• Poly Tile Printing</li> </ul> <b>Students may explore the following Media:</b> <ul style="list-style-type: none"> <li>• Print / mono print / relief / poly tile</li> <li>• Clay</li> <li>• Other 3D media / cardboard, wire etc</li> <li>• Textiles</li> </ul>	

	<p>reinforced by critical reference to the work of contemporary and historical artists (GCSE AO1). This understanding of artistic and cultural references is increasingly mature in content. Artists research is often used a platform for exploring a range of appropriate media (GCSE AO2). They make connections between media and purpose in an increasingly mature way. 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. Schemes of work build skills, knowledge and critical thinking required for the KS4 curriculum and develop an increasingly independent and in-depth understanding of artistic practise.</p>		
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## Year 8 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
Continued development and refinement of core skills. (AO3) Students will continue to develop their skills in range of recording	Reading: <ul style="list-style-type: none"> <li>Research into the work of Artists and Designers</li> </ul>	Peer assessment activities against assessment criteria	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
	Literacy:			

<p>media learning how to create solidity, use accurate proportioning and apply surface texture as appropriate to drawings, paintings etc.</p> <p>Creating depth and solidity using tone</p> <p>Exploring mark making to capture textures</p> <p><b>Drawing / recording skills build upon those learnt in Y7 with source images and outcomes becoming increasingly challenging</b></p> <p>Exploring and experimenting with are a range of recording materials</p> <p>Colour theory and colour mixing explored when appropriate.</p> <p>Critical and contextual links exploring aspects of Pop art and popular culture.</p> <p>3D card construction or clay work</p>	<ul style="list-style-type: none"> <li>• Use of subject specific vocabulary</li> <li>• Regular review of in class work focussed on level of written response</li> <li>• Modelling of appropriate level of written response</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Scaling and measuring</li> <li>• Proportions and fractions.</li> </ul>	<p>Regular self assessment at key stages against level descriptors</p> <p>Regular opportunities to revisit previous tasks and improve based on feedback</p> <p>Verbal feedback on an individual basis</p> <p>Whole class feedback</p>		<p>experiments with a range of media (AO2). Ideas are generally resolved with some kind of final outcome (AO4)</p>
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<p>Students will continue to work in wide range of media (AO2) to including Printing techniques.</p> <p>Experimenting with a range of 3D media.</p> <p>Students will continue to develop their critical contextual understanding by examining the work of a range of Art practitioners and designers.</p> <p><b>Topics and skills can be taught in the order most appropriate to the scheme of work. They should build progressively with artist's research often but not always driving media work and experimentations. Class room teachers are free to negotiate the best fit for the organic evolution of a project and development of skills and learning.</b></p>				
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