

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. Drawing upon a department of skilled practitioners, specialists within fields, 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 Skills, 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		Students will explore a variety of themes throughout the year. Themes are curated by		Students must use the following media:	



	<p>how to use tone and directional mark making to create form. Explore sketching 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.</p>	<p>individual class teachers, drawing upon their expertise and specialism. Inspired by artists and movements, their individual artistic practise, popular culture or wider social/moral/political issues. For example:</p> <ul style="list-style-type: none">• Day of the dead / Favelas• Food / party / celebration• Popular culture / Comic books / Marvel / Computer games• Natural forms / Seaside / Beach	<ul style="list-style-type: none">• Pencil• Pen• Coloured crayon• Watercolour paint <p>Students may explore the following Media:</p> <ul style="list-style-type: none">• Clay• Wire• 3D card relief / or clay• Print / Mono print / Relief / Poly tile• Digital editing / 3D modelling / Photography / Stop frame
Year 8	<p>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 reinforced by critical reference to the work of contemporary and historical artists (GCSE AO1). This understanding</p>	<p>Students will explore a variety of themes throughout the year. Themes are curated by individual class teachers, drawing upon their expertise and specialism. Inspired by artists and movements, their individual artistic practise, popular culture or wider social/moral/political issues. For example:</p> <ul style="list-style-type: none">• Pop art• Germs / Disease• Under the sea / Environmental• Junk Food	<p>Students must use the following media:</p> <ul style="list-style-type: none">• Pencil• Pen• Coloured crayon• Watercolour paint <p>Students may explore the following Media:</p> <ul style="list-style-type: none">• Clay• Wire• 3D card relief / or clay• Print / Mono print / Relief / Poly tile



	<p>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>		<ul style="list-style-type: none">• Digital editing / 3D modelling / Photography• Textiles
Year 9	<p>Students build upon a the core skills learnt in Y7 and 8. 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 now demonstrating increased levels of refinement and control, with materials used increasingly purposefully. Subject matter is more challenging as are the concepts explored. Work is reinforced by critical reference to the work of contemporary and historical artists (GCSE AO1). This understanding of artistic and cultural references is</p>	<p>Students will explore a variety of themes throughout the year. Themes are curated by individual class teachers, drawing upon their expertise and specialism. Inspired by artists and movements, their individual artistic practise, popular culture or wider social/moral/political issues. For example:</p> <ul style="list-style-type: none">• Fears and Phobias• Crime and Punishment• Portraits / Human form / Self• Animals / Wildlife• Travel• Reflections• Architecture	<p>Students must use the following media:</p> <ul style="list-style-type: none">• Pencil• Pen• Coloured crayon• Watercolour paint <p>Students may explore the following Media:</p> <ul style="list-style-type: none">• Clay• Wire• 3D card relief / or clay• Print / Mono print / Relief / Poly tile• Digital editing / 3D modelling / Photography• Textiles

	<p>increasingly mature, demanding and detailed 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 a 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>					
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Critical and contextual links (AO1) Experimentation with media (AO2) Students research artists and produce media experiments along a 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 range of social, moral and cultural themes. 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 them for study at KS5 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) Students draw, paint and photograph things relevant to the ideas explored in their coursework. Student's build upon skills learnt at KS3 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. (CW 60% of final mark)</p>					
Year 11	2.1 – As in the previous 3 terms detailed above students continue to Develop ideas	2.2 – Realising Intentions (AO4) Students produce a final piece that brings their	2.3 – Exam work begins. Student produce drawings (AO3), artists research boards and media	2.4 - Exam work begins. Student produce drawings (AO3), artists research boards and media experiments (AO1-	2.5 – Exams Students produce a final piece (AO4) for their exam unit during a 10hrs controlled conditions exam. They use this an	



	(AO1), explore and experiment (AO2) and record things relevant to the CW topic (AO3) (CW 60% of final mark)	coursework to a conclusion. They use this an opportunity to realise the ideas explored in earlier and work and make connections to the work of other practitioners. (CW 60% of final mark)	experiments (AO1-2) to support ideas for their exam title. This preparatory work follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves (Exam 40% of final mark)	2) to support ideas for their exam title. This preparatory work follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves (Exam 40% of final mark)	opportunity to realise the ideas explored in earlier and work and make connections to the work of other practitioners. (Exam 40% of final mark)
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	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 12	<p>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 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</p>			<p>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 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. Visual Recording (AO3)</p>		



	<p>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>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>(CW 60% of final mark)</p> <p>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.</p>		
Year 13	<p>2.1 – As in the previous 3 terms 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</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</p>	<p>2.3 – Exam work begins. Student produce drawings (AO3), artists research pages in sketchbooks and media experiments (AO1-2) to support ideas for their chosen exam title. This preparatory</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 their own creative process making connections for themselves</p> <p>(Exam 40% of final mark)</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 work of other practitioners. In doing so they bring their ideas to a well resolved considered conclusion.</p> <p>(Exam 40% of final mark)</p>	



	work is increasingly independent as they begin to think about how they will bring their ideas to a conclusion (realise their intentions) with advice and support from staff (CW 60% of final mark)	work and make connections to the work of other practitioners. At A Level outcomes are increasingly sophisticated (CW 60% of final mark)	work follows the same format as their CW.(details above) Students produce work increasingly independently making connections for themselves (Exam 40% of final mark)		
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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	<p>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.</p> <p>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.</p> <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>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> <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>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>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. (CW 60% of final mark)</p> <p>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.</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 independent as they begin to think about how they will bring their</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 work of other practitioners. At A Level outcomes are</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 work increasingly independently making connections for</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 their own creative process making connections for themselves (Exam 40% of final mark)</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 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. (Exam 40% of final mark)</p>



	ideas to a conclusion (realise their intentions) with advice and support from staff (CW 60% of final mark)	increasingly sophisticated (CW 60% of final mark)	themselves and covering (AO1-3) (Exam 40% of final mark)		
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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: <ul style="list-style-type: none"> Research into the work of Artists and Designers Literacy: <ul style="list-style-type: none"> 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. 3 Knowledge 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

<p>Exploring and experimenting with recording materials</p> <p>Colour theory and colour mixing.</p> <p>Critical and contextual links exploring aspects of Pop art and popular culture.</p> <p>3D card construction or clay work</p> <p>Printing techniques.</p>	<p>on level of written response</p> <ul style="list-style-type: none"> • Modelling of appropriate level of written response 	<p>Regular opportunities to revisit previous tasks and improve based on feedback</p>		<p>some kind of final outcome (AO4)</p>
	<p>Numeracy:</p> <ul style="list-style-type: none"> • Scaling and measuring • Proportions and fractions. 	<p>Verbal feedback on an individual basis</p> <p>Whole class feedback</p>		

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
<p>Continued development and refinement of core skills. (AO3) Students will continue to develop their skills in range of recording media learning how to create solidity, use accurate</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Research into the work of Artists and Designers 	<p>Peer assessment activities against assessment criteria</p> <p>Regular self-assessment at key stages against level descriptors</p>	<p>3 visual recording assessments throughout the year.</p> <p>3 Knowledge assessments throughout the year.</p>	<p>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</p>
	<p>Literacy:</p> <ul style="list-style-type: none"> • Use of subject specific vocabulary 			



<p>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>Drawing / recording skills build upon those learnt in Y7 with source images and outcomes becoming increasingly challenging</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">• Regular review of in class work focussed on level of written response• Modelling of appropriate level of written response <p>Numeracy:</p> <ul style="list-style-type: none">• Scaling and measuring• Proportions and fractions.	<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>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>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.</p>				
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Year 9 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
<p>Continued development and refinement of core skills. (AO3) Students will continue to develop their skills in range of recording 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>Reading:</p> <ul style="list-style-type: none"> Research into the work of Artists and Designers <p>Literacy:</p> <ul style="list-style-type: none"> Use of subject specific vocabulary Regular review of in class work focussed on level of written response Modelling of appropriate level of written response Modelling of appropriate level of written response 	<p>Peer assessment activities against assessment criteria</p> <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>3 visual recording assessments throughout the year.</p> <p>3 Knowledge assessments throughout the year.</p>	<p>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 some kind of final outcome (AO4)</p>



<p>Exploring and experimenting with recording materials</p> <p>Drawing skills build upon those learnt in Y8 with source images and outcomes becoming increasingly challenging</p> <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>Media used is age appropriate and builds towards the skills and media used at GCSE Outcomes are increasingly refined and sophisticated.</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>Numeracy:</p> <ul style="list-style-type: none">• Scaling and measuring• Proportions and fractions.			
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<p>Critical and cultural links and the way in which they are explored is increasingly in-depth and mature.</p> <p>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.</p> <p>Class room teachers are free to negotiate the best fit for the organic evolution of a project and development of skills and learning.</p>				
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