



## **Curriculum Intent**

Within the Art/Textiles & Photography department we strive to nurture and foster an environment where students can discover their own creative talents within a safe and respectful atmosphere. Our learning environment is conducive to helping our students develop their ideas so creativity can flourish. Students are encouraged to explore all aspects of art, craft and design through an exciting and engaging curriculum that has been carefully planned. Our curriculum provides an abundance of opportunities to explore and investigate a diverse range of artists and practitioners, techniques and materials. To further student learning and experiences there are exciting visits and out of classroom activities that students can immerse themselves into, including The National Saturday Club at Staffordshire University.

As an enthusiastic and engaging team, the Art department is fully committed to developing not only artistic and creative thinkers but individuals who are evaluative and respectful of their peers and the different genres within the arts. Students are encouraged to discuss their own work as well as existing practitioners, helping to develop independent and critical thinkers who can successfully articulate opinions. We wish for all students to share the same passion for the arts as we do and to allow enthusiasm, confidence and curiosity to grow.

## **PROGRESSION**

Students undertake prescribed projects in KS3 where practical skills are developed and built upon providing the foundations for GCSE Art & Design. As students' progress into GCSE a higher level of thinking and independence is required allowing our students to access the key assessment objectives: develop, refine, record and present. Subject specialists guide students in their decision making throughout the course. Our A Level options of Art, Craft & Design and Photography allow a personal approach to our students' studies with independent decision making being at the forefront. This supports the practical element of the course with students creating sophisticated bodies of work. The annual exhibition provides a great foundation in displaying and presenting visual work for those students continuing their studies post 18.

## **SCHEME OF LEARNING/COURSES/CURRICULUM MAP**

**KS4:** OCR GCSE 9-1 Art & Design: Fine Art J171

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>

**KS5:** AQA A Level Art & Design: Art, Craft and Design 7201

AQA A Level Art & Design: Photography 7206

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design>

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| YEAR 9                                  | TERM 1   | TERM 2  | TERM 3   |
|---|--|---|--|
| <b>KEY STAGE 3<br/>Art &amp; Design</b> | <p><b>‘Cells’</b></p> <p>This is a transition project started in Year 8 which is developed during term 1 at BHS. This project covers: responding to an artist, exploring mixed media and mark making and realising intentions.</p> | <p><b>‘Hives &amp; Habitats’</b></p> <p>Students undertake a project focusing on insects and their habitats. Skills covered include: drawing and painting techniques, responding to an artist, working with 3D materials combined with decorative techniques.</p> | <p><b>‘Journal’</b></p> <p>Within this project there is emphasis on students developing their own ideas, preparing them for KS4. Reference will be made to specific movements, specialisms and topics from which students can then develop their own lines of enquiry.</p> |

| YEAR 10   | HALF TERM 1   | HALF TERM 2  | HALF TERM 3   |
|---|---|--|---|
| <b>KEY STAGE 4<br/>OCR 9-1<br/>Art &amp; Design</b> | <p><b>Skills Workshops</b></p> <p>Skill building and experimentation is introduced from September of Year 10. This covers a range of media and materials including drawing, printing and mark making techniques.</p>  | <p><b>Component 1- Project Setting</b></p> <p>Initial starting points and ideas are provided to develop and explore. Component 1 is worth 60% of the overall GCSE. Students are expected to select a starting and develop their ideas through research, contextual sources and drawings.</p> | <p><b>Component 1- Drawing</b></p> <p>Drawing and recording is a key element to the course. Students are exposed to various techniques including tonal, pointillism, watercolour, collage and acrylic painting. Skills are built through drawing workshops.</p> |
|   | <b>HALF TERM 4</b>  | <b>HALF TERM 5</b>   | <b>HALF TERM 6</b>  |
|   | <p><b>Component 1- Contextual Sources</b></p> <p>Discussing artists and being analytical is taught. Students apply this to an artist of their choice which helps to develop their lines of enquiry within their project. Practical outcomes are expected via their artist responses</p> | <p><b>Component 1- Practice Piece</b></p> <p>Students’ plan, design and make a minimum of 3 pieces of artwork that responds to the previous work. This allows students to realise their intentions, experiment and refine their work.</p>  | <p><b>Component 1- Practice Piece</b></p> <p>Students’ plan, design and make a minimum of 3 pieces of artwork that responds to the previous work. This allows students to realise their intentions, experiment and refine their work.</p>                       |

| YEAR 11   | HALF TERM 1  | HALF TERM 2   | HALF TERM 3   |
|---|--|---|---|
| <b>KEY STAGE 4<br/>OCR 9-1<br/>Art &amp; Design</b> | <p><b>Component 1- Practice Piece</b></p> <p>Students plan, design and make a minimum of 3 pieces of artwork that responds to the previous work. This allows students to realise their intentions, experiment and refine their work.</p> | <p><b>Component 1- Final Outcome</b></p> <p>Reviewing and refining the portfolio so far is undertaken. Students plan and develop a final outcome realising their intentions for this component of work.</p> | <p><b>Component 2- ESA</b></p> <p>January of Year 11 is the start of the externally set task. Students select one of the five starting points to explore and create a unit of work.</p> |
|   | <b>HALF TERM 4</b>   | <b>HALF TERM 5</b>  | <b>HALF TERM 6</b>  |
|   | <p><b>Component 2- ESA</b></p> <p>Development of the externally set task is continued through drawings, research, experimentation and sketchbook work. This results in the ten hour supervised time.</p>                                 | <p><b>Component 1- Completion</b></p> <p>A return to component one allowing students to complete their final outcome and annotate their portfolio,</p>  |   |

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| <b>YEAR 12</b><br><b>A Level Art,</b><br><b>Craft &amp; Design</b><br><b>AQA</b> | <b>Various projects throughout the year which covers the four assessment objectives: Develop, Explore, Record and Present</b> <ul style="list-style-type: none"> <li>• Workshop Refreshers</li> <li>• Drawing the Net</li> <li>• Colour: Painting &amp; Drawing</li> <li>• Independent Project</li> <li>• Personal Investigation introduction</li> </ul>   |
| <b>YEAR 13</b><br><b>A Level Art, Craft</b><br><b>&amp; Design</b><br><b>AQA</b> | <b>Students focus on Components 1 and 2 with exhibition preparation</b> <ul style="list-style-type: none"> <li>• Personal Investigation- Component 1</li> <li>• Written Element: 1000-3000 word essay supporting the practical work of the personal investigation</li> <li>• Externally Set Task- Component 2</li> <li>• Exhibition Preparation</li> </ul> |

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| <b>YEAR 12</b><br><b>A Level</b><br><b>Photography</b><br><b>AQA</b> | <b>Various projects throughout the year which covers the four assessment objectives: Develop, Explore, Record and Present</b> <ul style="list-style-type: none"> <li>• Skills workshops: covering technical skills alongside editing techniques</li> <li>• Project 'Decay'</li> <li>• 10 Week Project- this is directed by students in terms of themes</li> <li>• Personal Investigation introduction</li> </ul> |
| <b>YEAR 13</b><br><b>A Level</b><br><b>Photography</b><br><b>AQA</b> | <b>Students focus on Components 1 and 2 with exhibition preparation</b> <ul style="list-style-type: none"> <li>• Personal Investigation- Component 1</li> <li>• Written Element: 1000-3000 word essay supporting the practical work of the personal investigation</li> <li>• Externally Set Task- Component 2</li> <li>• Exhibition Preparation</li> </ul>   |

## FEEDBACK POLICY

### Department Rationale

To provide a consistent approach to feedback whereby students know how to improve their outcomes and skills. A range of strategies should be used with students taking ownership of their learning, striving for excellence.

### Formative Assessment

Formative assessment can be seen across all Key Stages, evidenced in sketchbooks, feedback folders and in learning walks. As part of the planning for 2021-2022 assessments have been carefully considered and interweaved into the curriculum design.

### During the lesson

- Verbal feedback is provided
- Modelling is evident through teacher examples and demonstrations.
- Self and peer assessment is used to inform students' next steps with success criteria and examples
- Self and peer assessment is used when assessing low stakes quizzes and retrieval activities

Questioning during 1:1 scheduled tutorial slots will allow students to fully develop their ideas and portfolios as well as articulate their views

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## **Summative Assessment**

Assessments in Art and Design have been calendared in line with the school's assessment calendar to correlate with key assessment dates such as mock examinations. Students can expect to receive written feedback through STAR marking at least once per half term. Depending on the stage of portfolios and projects students may also receive additional written feedback and tutorial sessions.

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