

## Art at Casterton

### Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

### Hours of Study

Year (total in year group)	55 minutes per two-week cycle	Hours per year (40 weeks)	Number of students
7 (210)	1	22	215
8 (210)	1	22	210
9 (210)	1	22	180
10 (180)	5	110	40
11 (120)	5	110	55

## Programmes of Study

Terms	Year 7	Year 8	Year 9
1	<p>Core knowledge test</p> <p>Basic drawing skills- line, form, tone (Pencil and Fineliner)</p>	<p>Core knowledge test</p> <p>History of Art Timeline- Research and Knowledge Building.</p>	<p>Portrait Project</p> <p>Mood Board / Mind Map</p> <p>Observational Drawings (tone, shape, line, proportion, scale) (Pencil)</p>
2	<p>Tone and texture- Mark Making</p> <p>Mark Making Landscape (Pencil and Fineliner)</p>	<p>Art movement timeline continues referencing styles of art through history: Cubism, Fauvism and Surrealism.</p> <p>Reading for Meaning Cubism</p>	<p>Portrait Project</p> <p>Artist Research – Mark Powell</p> <p>Mark Powell Pastiche (Biro and Mixed Media)</p> <p>Working in the Style of Mark Powell -</p> <p>Checkpoint Assessment</p>
3	<p>Mark Making in Colour – Vincent Van Gogh</p> <p>Mark Making and Colour Checkpoint Assessment (Coloured Pencil and Oil Pastels)</p> <p>Reading for meaning – Colour Theory</p>	<p>Surrealism Art – Graham Holland collage.</p> <p>Perspective Drawing</p> <ol style="list-style-type: none"> <li>1. One point perspective</li> <li>2. Two point perspective</li> <li>3. Creating a building to go as part of a collage in a class Graham Holland piece.</li> </ol> <p>Surrealism Academic essay</p>	<p>Portrait Project</p> <p>Working in the Style of Mark Powell Continued- Checkpoint Assessment</p> <p>Reading for Meaning – Chris Ofili</p>
4	<p>Colour Theory – The Colour Wheel – Colour Mixing (Watercolour)</p> <p>Spelling Test</p>	<p>Surrealism Continued</p> <p>Perspective Painting</p> <p>Landscapes- David Hockney- Homework photography and layering</p> <p>Spelling Test</p>	<p>Portrait Project -</p> <p>Artist Research – Rachel Jones</p> <p>Abstract Art/Colour (Oil Pastel)</p> <p>Spelling Test</p>
5	<p>Colour Theory</p> <p>Academic Essay – Artist Analysis – Alma Thomas</p>	<p>Creative risks - intro to dada &amp; exquisite corpse</p>	<p>Portrait Project -</p> <p>Academic Essay -Critical Analysis – Rachel Jones</p> <p>Working in the Style of Rachel Jones</p> <p>Composition</p>
6	<p>Colour Theory</p> <p>Complementary Colour (Water Colour)</p>	<p>3D – Figures / Form</p> <p>3D Insect Sculptures (Mixed Media)</p>	<p>Portrait Project -</p> <p>Analysis – Reflective Evaluation</p> <p>Core Knowledge Test</p>

Terms	Year 10	Year 11
1	Natural Forms Project – Component 1	Curious Portraits Project – Component 1
2	Natural Forms Project – Component 1	Curious Portraits Project – Component 1
3	Natural Forms Project – Component 1	Exam Unit – Component 2
4	Natural Forms Project – Component 1	Exam Unit – Component 2
5	Curious Portraits Project – Component 1	Exam Unit / Exam – Component 2
6	Curious Portraits Project – Component 1	

#### Timetabling and Setting Notes

Art is grouped by mixed ability.

Year 7, 8 and 9 KS3 students have one lesson of Art every two weeks throughout the year.

There are currently two groups of Year 10 GCSE Art and three groups of Year 11 GCSE Art.

#### Year 9 Options Notes



## **Powerful Core Knowledge**

### **How we identify powerful core subject knowledge:**

The study of art can be created through a series of basic formal elements including line, shape, form, value, space, colour and texture. Art is a visual language which conveys a visual idea or concept.

The most powerful core knowledge for art is to be able to develop key skills that can be refined over time through the practice of different media and experimentation.

The study of artists, designers and crafts people throughout history inspires and develops knowledge and understanding of different techniques and processes used to explore visual language.

Drawing is a form of visual art and one of the most important key skills which is refined and developed to enhance student's visual language and express their ideas to convey a message or concept.

The aim of this subject to develop students journey of creativity and express their thoughts and feelings through visual elements.

### **How we sequence topics to create a logical, coherent narrative:**

At KS3 we start by teaching the fundamental basics of art including line, tone, texture, pattern and colour. Students study a range of artists from different eras linked to art movements in history. This links to the national curriculum, ensuring that all the formal elements are covered in lessons across the academic year.

Students develop these skills by using them in different projects throughout KS3 to enhance their knowledge, understanding and refinement of the basic skills.

At GCSE we use the learnt skills and develop conceptual ideas through research, experimentation and recording to present an informed and meaningful response which demonstrates analytical and critical understanding of visual language.

## **Retention**

### **How we secure mastery (long term retention) of powerful knowledge:**

We follow the school approach of learn, practice, test (LPT).

Each topic is accompanied by a Guidance Booklet/Knowledge Organiser with all powerful core knowledge and vocabulary included.

As the topic is taught students complete an end of topic assessment to review their skills-based knowledge. A final piece is reviewed by the teacher and developed using feedback and visual guidance.

KS3 students undertake a Core Knowledge Test every year. These tests have a diagnostic element, allowing teachers to understand each student's capability and progress. The Core Knowledge Tests are devised so that throughout KS3, key skills and knowledge is being reinforced and revisited.

## **Vocabulary and Spelling**

### **How we secure mastery of specialist academic vocabulary (T3 words):**

The specialist academic vocabulary for each topic (tier 3 words) is given in Guidance Booklets/Knowledge Organisers. This is taught explicitly in the context of each topic and tested through in the assessment of Academic Essays, Spellings and Reading for Meaning tests. Students that do not understand or use the terms correctly are required to learn them again and construct sentences that use them correctly.

Teachers emphasise the importance of specialist vocabulary in lessons using a practice system where students research and debate the meaning of words.

Core knowledge tests require students to explain specialist vocabulary.

### **How we secure mastery of vocabulary comprehension (T3 words in context):**

Vocabulary tables in knowledge organisers, break words down into prefixes and suffixes and explain their morphology and etymology. Examples are also given of how they can be used in actual sentences.

Reading for meaning tests are set regularly to test students understanding of specialist vocabulary in context.

### **How we secure mastery of spelling (T3 words):**

Vocabulary tables use morphology to break words down and help students to recognise patterns in their spelling. Etymology helps them to understand common roots.

The spelling of specialist vocabulary in art is tested at three key points across the year alongside end of topic tests.

## **Academic Writing**

### **How we define writing about art:**

Writing in art comes in different forms such as annotation, research and analysis of your own work and work of others. The SEMI (subject, elements, media and intentions) analysis is used to write detailed opinions about artists work and your own art.

We teach this format and students are expected to apply it when in their academic essays. In art, academic essays are not essays in the classics sense, they are written information about the work in depth including opinions and factual research. Students are taught to be use correct terminology, references and key words.

## **Academic Writing**

### **How we teach academic writing in art:**

We start with basic terminology in art and explore the words in practice. Specific vocabulary is discussed, and students are taught the meaning and context of the subject.

Teachers often model the correct words when discussing topics in lessons. Classroom presentations include vocabulary and how to write correct sentence structure when reviewing artists work.

In the academic essay, they receive marks for format and terminology as well as knowledge and understanding.

Students are required to draft their essay/analysis at home with the assistance of a writing frame before writing it out in class, under timed conditions. This is to emphasise the importance of careful preparation and attention to detail. Following feedback, students may then be required to rewrite a paragraph to an improved standard.

**Independent Learning (Prep)****Regularity**

<b>Year</b>	<b>Frequency</b>	<b>Hours per week or term</b>	<b>Main form or types</b>
7	Art is a 'open' subject so regular prep is not set until year 10. However, prep is set in advance of core knowledge tests, spelling tests and research for academic essays.	0-1 hours per 6 week term.	Research of artists and visual imagery is taken from knowledge organisers and used to guide students with their analysis.
8	Art is a 'open' subject so regular prep is not set until year 10. However, prep is set in advance of core knowledge tests, spelling tests and research for academic essays.	0-1 hours per 6 week term.	Research of artists and visual imagery is taken from knowledge organisers and used to guide students with their analysis.
9	Art is a 'open' subject so regular prep is not set until year 10. However, prep is set in advance of core knowledge tests, spelling tests and research for academic essays.	0-1 hours per 6 week term.	Writing and annotating in year 9 is slightly more advance and more time is required. Annotation and reviews are required for individual pieces of art work which specified in the AQA exam qualification.
10	Typically, 1 piece a week, though this may vary.	4-5 hours per week per term.	Artist Research Written analysis Annotations Wider reading of personal topics
11	Typically, 1 piece a week, though this may vary.	4-5 hours per week per term.	Artist Research Written analysis Annotations Wider reading of personal topics

## **Assessment**

### **How we assess progress at KS3:**

Progress is assessed by the following

- Core knowledge tests
- Spelling tests
- Reading for Meaning tests
- Academic essays
- Teacher demonstrations
- Class teacher feedback
- End of topic final pieces

In year 7 and 8, students are also assessed as being below, in line or above age expected progress, as defined by their baseline.

In year 9 students are also given a SAGE grade (Scholastic Excellence, Advanced, Good, Emerging).

This information is reported to parents three times a year in progress reports and further explained at parent's evenings.

## **Assessment**

### **How we assess progress at KS4:**

Progress is assessed by the following

Exams

Class based feedback

Prep

Teacher Marking and Assessment Grids

Detailed written teacher feedback

GCSE grading is used to calculate current working grades (CWG) and projected performance grades (PPG).



## **Teaching and Learning**

### **How we teach to the top:**

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary. This means we usually take a 'no hands' approach to questioning to avoid currently more able students giving a false impression of the general level of understanding of the class.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We also celebrate intellectual curiosity, never talk down our own knowledge nor make a virtue of our ignorance. We never use terms like 'gifted and talented', instead attributing progress to effort and deliberate practice and we never stigmatise achievement by using words like nerd, boffin or swot.

From a skills point, students are encouraged to find their strengths early on at KS3 and build on this each year. We aim to nurture their developing ability and guide them to reach their full potential.

### **How we ensure topics are introduced with direct instruction:**

For each topic we start big and go small. In other words, the teacher establishes the big picture before moving on to detail, examples and research. Powerful core knowledge is essential to establish an overall framework for each topic in art, having the knowledge of materials and techniques to explore their creativity with the skills to convey their message through visual art. Written analysis and research plays a large part in the subject therefore it is fundamental that students have a strong knowledge of written analysis, research and a wide vocabulary to support their conceptual ideas. Practice of materials and written work are explored in each topic and reinforced consistently throughout KS3 and KS4.

## **Cultural Capital:**

### **How we develop cultural capital:**

A knowledge of artists throughout different movements is a powerful knowledge to have when referencing specific styles and techniques. It can help with research, mind mapping, analysis and application.

Visual access to the original art works can be difficult and as a school we recognise the importance of visits/day trips to see art galleries and museums for research and understanding of modern and classic art.

Trips are organised to different places each year and these trips are a great way to inspire students for their GCSE projects.

**Additional Notes**

In order to help inspire students and expand their cultural experiences the art department run a series of workshops across KS3 and KS4 focusing on specific techniques and processes such as lino printing, dry point etching, clay and fine art painting.

KS3 and KS4 students are also encouraged to produce creative works of art to enter competitions/local art exhibitions. This is a great way for students to experience having their work exhibited in a gallery space in addition to boosting their confidence and meeting other young creatives in the community.

GCSE intervention starts in year 10 and continues into year 11. After school twice a week students will develop their coursework, seek guidance from their subject specific teachers and learn new skills through the use of mixed media.

**SEND**

At Casterton College, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. Every teacher at Casterton College is a teacher of SEND. We believe that all students should be equally valued in college and strive to provide an environment where all students can flourish and feel safe.

Through our high-quality planning, teaching and provision we:

- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Use a needs-driven SEND model, which supports individuals based on their presentation of need rather than relying on labels or diagnoses.

In the classroom a child with SEND may will:

- Receive a level of challenge suitable for their ability and needs.

- Have reasonable adjustments in place to help overcome their barriers to learning.
- Experience lessons which contain appropriate scaffolding and task modelling.

**Staffing**

Head of Faculty	H.Potter
Teaching Staff (specialism where appropriate)	E.Sewell R. Mitchelson
Senior Link	N. Rawes