

**CURRICULUM INTENT**

**We aim to develop visual literacy so that we can appreciate the rich diversity of art and design within our world.**

The art and design curriculum at Avanti Fields provides students with the knowledge, understanding, application and experience of the formal elements and principles so that they can create expressive and meaningful pieces with increasing confidence and progress. Students will explore a range of media and techniques and develop practical, critical and creative thinking skills. They will learn about works of art, craft and design and use their knowledge to inform their own creative practice

The curriculum aims to foster positive and ambitious attitudes toward art and design, to understand it's place in our world and its potential to enrich people's lives. It strives to develop students' confidence in their creative ability to respond to the rapidly changing world, including how art and design can shape and influence the social, cultural and political future of communities.

**THE AVANTI WAY**

**EDUCATIONAL EXCELLENCE**



**CHARACTER FORMATION**



**SPIRITUAL INSIGHT**



Exploration of art, design, craft and culture from around the world and from history. Striving to address the imbalance in the delivery of a white, male, middle class version of art history by embracing the diversity of art and culture available in our modern world.

Students are taught techniques to apply, explore and express values and interests.

Students develop expertise that allows for greater observational recording, creative expression and an awareness of the creative process.

Develop understanding of art as an international language; supporting their transcultural proficiency in a culturally appropriate manner.

Student voice reflected in A&D curriculum.

Personal choice encouraged.

Students supported to develop self and peer critique language and skills.

Development of commitment to create pieces of art work that require persistence and hours of application.

Understanding of responsibility to utilise art resources in a respectful way to the environment and future generations.

Develop skills to create art, craft and design that expresses social, moral, spiritual and cultural literacy.

Exploration of the inequalities of representation in the art and design world.

Use of art to explore feelings, identity, the world around them and complex issues within a safe environment.

Development of sense of awe and wonder for the creation of works of art, craft and design.

Understanding of the process and applications of being creative.

Experiencing mindful and meditative creative processes.

**PROGRAMME OF STUDY**

Students will be provided opportunities to develop the following knowledge, skills and understanding in art and design:

- Appreciation of how to work safely within the art studio
- Practical skills of using a range of media, equipment and techniques
- Visual communication
- Understanding of art, craft and design history and cultural influences
- Opportunities to explore their values and ideas and express them through art
- Understanding of career opportunities within the creative sector

The formal elements span across all years and every project

**LINE TONE FORM COLOUR TEXTURE SHAPE PATTERN**

| TERM            | YEAR 7   | YEAR 8  | YEAR 9   |
|-----------------|--|---|--|
| <b>AUTUMN 1</b> | <p><b>Wild Things</b><br/><i>Baseline test- leaf drawing</i></p> <p>Mark making in Pen,<br/>Introduction to watercolour</p> <p>Artists- Illustrator Maurice Sendak<br/>Dhruva Mistry</p> | <p><b>Underwater</b><br/><i>Baseline test- shell drawing</i></p> <p>Abstraction<br/>Watercolour painting<br/>Use of pens</p> <p>Artist- Yellena James</p> | <p><b>Heroes</b><br/><i>Baseline test- the eye</i></p> <p>Portraiture<br/>Proportion<br/>Pen and pencil<br/>Pattern</p> <p>Artist- Richard Levine<br/>Van Gogh</p>                       |
| <b>AUTUMN 2</b> | <p><b>Winter Foliage</b></p> <p>Observational drawing of winter plants- primary source<br/>Printmaking</p> <p>Introduction to Arts &amp; Crafts movement- William Morris</p>             | <p>Underwater cont.</p> <p>Marbling<br/>Composition<br/>Final pieces</p> <p>Mexican Day of the Dead</p>   | <p>Heroes cont.</p>  |
| <b>SPRING 1</b> | <p>Printing continued<br/>2 layer or repeat pattern<br/>printmaking</p> <p>Illuminated letters</p>   | <p><b>Ceramics</b><br/>Pinch pot design and make<br/>Drawing from secondary sources</p> <p>Artists- Kate Malone &amp; Dale Chiluli</p>                    | <p><b>Colour &amp; Close Up</b></p> <p>Oil pastel<br/>Wax resist<br/>Pencil crayon<br/>Acrylic paint<br/>Print- 2 layer press print</p> <p>Artists- Georgia O'Keefe<br/>Sarah Graham</p> |
| <b>SPRING 2</b> | <p><b>Ceramics</b><br/>Print developed into clay tile</p>  | <p><b>SPACE</b><br/>Collage<br/>Brusho</p>  | <p><b>Urban Environment</b><br/><b>Leicester architecture</b></p> <p>Acrylic &amp; masking tape<br/>painting techniques</p>  |

|          |  |  |   |
|----------|--|--|---|
|          |  | <p>Watercolour &amp; salt experimentation<br/>Paper cutting</p> <p>Artists- Yellena James cont<br/>Poppy Chancellor<br/>Rob Ryan</p> | <p>Artist- Tim Fowler</p>   |
| SUMMER 1 | <p><b>Attenborough's Animals</b><br/>Mixed media</p> <p>Artists- Mark Hearld</p>   | <p><b>Architecture</b></p> <p>Monoprint<br/>Mixed Media</p> <p>Architect- Gaudi</p>  | <p>Urban Environment cont</p> <p>Mixed Media<br/>Ceramics</p> <p>Artists- Stephen Wiltshire<br/>Claire Louise Halifax<br/>Sarah Kirby<br/>Ceramics craftspeople</p>   |
| SUMMER 2 | <p><b>Animals Cont.</b><br/>Ready Mix Paint<br/>Wax resist<br/>Cardboard</p> <p>Group work: Carnival masks<br/>Artists- carnival craft</p> | <p><b>Natural forms</b><br/>Summer foliage</p> <p>Press Print</p> <p>Artist- Angie Lewin</p>   | <p>Review &amp; Refine</p> <p><b>Local Environment (around school)</b></p> <p>Mixed Media</p> <p>Artist study- personal choice.<br/>Suggestions- Impressionists</p> <p>Landscape studies en-plein-air (outdoors) where possible</p> |

**ASSESSMENT AND FEEDBACK**

An observational drawing baseline test is completed by all students at the start of the year, or on entry to the class in term 1. The test is assessed by the teacher, providing a baseline against which to mark progress during the year (A03 Record). Each project is assessed on completion, or at whole school designated assessment points during the year using the 4 assessment objectives (develop, refine, record and present)

Whole class feedback takes place throughout every lesson and informs weekly planning. Re-teaching occurs wherever necessary as a result of whole class book analysis during and at the close/start of lessons. Marking in sketchbooks is kept to a minimum. Teachers are encouraged (rather than to write the same phrase in sketchbooks multiple times e.g. 'add more tone') to reteach what is required (addressing misconceptions) and add the learning point to the lesson objectives\*.

Individual feedback takes place in 1:1 teacher conversations during lessons. Students receive verbal feedback throughout lessons as they are learning techniques and creating art, craft and design.

Key knowledge is tested with questioning every lesson, teachers check for understanding of knowledge, processes, safety and techniques throughout each lesson. Students are taught how to give and record a personal response to art, craft and design as well as how to write about art, craft and design and to take inspiration from contemporary and historical works in order to build their own art practice. Key vocabulary is taught and tested every lesson through recall.

Dedicated Review and Refine opportunities are built into lessons, at the end of projects, and post assessments to allow students to reflect and act upon feedback and improve to make further progress in their knowledge, skills and understanding.

\* This approach is informed by Jo facer's research and thinking in her book 'Simplicity Rules'.

### SUPPORT AND GUIDANCE

1. Explore galleries sites for information, quizzes and ideas for creating> students are given specific relevant websites to research for each artist studied (Google Classroom)
2. Use BBC BITESIZE: <https://www.bbc.com/bitesize> to learn more about artists, try quizzes and watch video clips.
3. Support with homework is available through approaching your teacher
4. Google classroom is used to support students with homework and to ensure absent students are able to continue learning at home

Regular practise of art techniques learned in class is the most effective way to improve at art. Students are encouraged to take their sketchbooks home regularly and/or use a personal sketchbook outside of the classroom. A twice weekly art shop is held and students are encouraged to purchase equipment to further their experimentation and practice of art outside of lessons.

### EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Use of Google classroom to support students isolating or away from school for other reasons.

Art Shop- students encouraged to purchase their own art equipment to continue with their art learning and development at home.

Throughout the year, students will have the opportunity to engage in various art competitions, campaigns, trips and working with visiting artists and designers. Students and parents will be informed of all opportunities as and when they are organised. E.g. Leicester Open exhibition

Support with cross curricular opportunities e.g school productions and PTA sales and celebrations.

Student work is showcased through in school display and more widely via social media.