

**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. Students learn about works of art, craft and design, applying their knowledge to inform their own creative practice. They are encouraged to form and express their opinions and preferences about historical and contemporary art. Contemporary art pieces are loaned from Creative Learning Services to ensure students engage with real pieces of art in situ.

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**



Students will undergo an exploration of art, design, craft and culture from around the world and from history. The curriculum strives 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. Encouraging students to engage with a diverse range of Art and to develop and express their opinions and preferences. Students will develop their understanding of art as an international language; supporting their transcultural proficiency in a culturally appropriate manner.

Students are taught to master techniques, processes and materials, and to explore and express their values and interests through their Art.

Students develop expertise that allows for observational recording,

Through the range of artists and themes studied we aim to encourage students to be custodians of the natural world, to appreciate their inheritance of their world and to engage with current debates around global issues. Exploration of their own personal issues and concerns is also encouraged. Personal choice is encouraged.

Students are supported to develop critical language to be able to discuss Art, Craft and Design thus developing their cultural capital.

Students will develop their commitment to create pieces of artwork that require increasing persistence and hours of application.

Students will be encouraged to develop skills to create art, craft and design that expresses social,

Students will experience that Art is used to explore feelings, identity, the world around them and complex issues within a safe environment.

Opportunities are exploited to create a sense of awe and wonder for the creation of works of art, craft and design.

Students are taught the process of being creative and experience being mindful and meditative in their creative processes.

<p>creative expression and engagement with the creative process. Students are challenged to develop resilience in embracing, and learning from, creative risk taking. Perseverance and independence is modelled and encouraged.</p>	<p>moral, spiritual and cultural literacy.</p> <p>Student voice is used to refine the Art &amp; Design curriculum.</p>	
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## 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
<p><b>AUTUMN 1</b></p>	<p><i>Introduction to Art- Expectations. The Art Studios. Using a sketchbook. Equipment usage and location. The Art shop.</i></p> <p><i>Baseline test- leaf drawing</i></p> <p><b>Winter Foliage</b> Observational drawing of Autumn plants- primary source Printmaking</p> <p>Introduction to Arts &amp; Crafts movement Artists: William Morris</p>	<p><i>Baseline test- shell drawing</i></p> <p><b>Underwater</b> Abstraction Watercolour painting Use of pens</p> <p>Artists: Yellena James</p>	<p><i>Baseline drawing-local architecture</i></p> <p><b>Art on Architecture</b> Drawing in perspective Masking tape and paint Mixed Media- Ink Monoprint A1 card and ink- (easels)</p> <p>Artists: Tim Fowler Lucy McLauchlan ATM street artist Local street art</p> <p><b>Optional extra- Landscape studies en-plein-air (outdoors) where possible</b></p>
<p><b>AUTUMN 2</b></p>	<p><b>Winter Foliage continued</b></p>	<p><b>Underwater cont.</b> Marbling Composition Final pieces</p> <p><b>Extension - Mexican Day of the Dead</b></p>	<p><b>Art on Architecture continued</b> Mixed Media Ceramics Monoprint</p> <p>Artists: British Contemporary (as above) Extension artists:</p>



			Stephen Wiltshire Claire Louise Halifax Sarah Kirby
<b>SPRING 1</b>	<p><b>Illustration</b> Mark making in Pen, Introduction to watercolour Printing continued 2 layer or repeat pattern printmaking</p> <p>Artists: Illustrator Maurice Sendak Quentin Blake Alex Scheffler Other</p> <p><b>Extension- Illuminated letters</b></p>	<p><b>Ceramics</b> Pinch pot design and make Drawing from secondary sources</p> <p>Artists: Kate Malone &amp; Dale Chiluli</p>	<p><b>Colour &amp; Close Up</b> Oil pastel Wax resist Pencil crayon Acrylic paint Print 2-layer press print</p> <p>Artists: Georgia O’Keefe Sarah Graham</p>
<b>SPRING 2</b>	<p><b>Ceramics</b> Print developed into clay tile</p>	<p><b>SPACE</b> Collage Brusho Watercolour &amp; salt experimentation Paper cutting</p> <p>Artists: Yellena James cont. Poppy Chancellor Rob Ryan</p>	<b>Close ups cont.</b>
<b>SUMMER 1</b>	<p><b>Attenborough’s Animals</b> Mixed media</p> <p>Artists: Mark Hearld</p> <p>Native Australian Art Paint</p>	<p><b>Architecture</b> Monoprint Mixed Media</p> <p>Architect: Gaudi</p>	<p><b>Heroes</b> Portraiture Proportion Pen and pencil Pattern</p> <p>Artists: Richard Levine Van Gogh</p>
<b>SUMMER 2</b>	<p><b>Animals Cont.</b></p> <p><b>African masks</b> Scruffito/wax resist Cardboard re-use build Ready Mix Paint Wax resist</p> <p>Group work: masks Artists: African pattern (or teacher’s choice)</p>	<p><b>Natural forms</b> <b>Summer foliage</b> Lino /press print</p> <p>Artists: Angie Lewin</p>	<p><b>Heroes cont.</b> Review &amp; Refine</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.

Art Clubs

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.