

CURRICULUM INTENT

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

The KS4 Art and Design curriculum at Avanti Fields develops student’s knowledge, understanding, application and experience of the formal elements and principles so that they can create personal, expressive and meaningful pieces with confidence. Students will build upon the knowledge gained at KS3 and continue to explore a range of media and techniques, with the introduction of new ones more suitable for GCSE, further developing practical, critical and creative thinking and problem solving skills. The first project in Year 10 is a **materials and techniques** project that recalls and refines student’s prior learning whilst also introducing new materials, techniques and processes. It aims to develop confidence and gently embed the higher expectations of quality and mastery at GCSE level.

Students will develop a personal response to historical and contemporary works of art, craft and design using their knowledge to inform their own creative practice which should become increasingly personal to them. The Year 10 coursework project focuses on exploring the natural world (Earth, Sea, Sky) revisiting the work of artist’s studied at KS3 whilst in contrast the Yr11 Coursework project explores the locality of urban architecture in Leicester and uses the work of contemporary local artist’s to do so. Students who are new to the city, and those who have lived here for much longer, will gain insight and appreciation for the architecture of their local area.

Some students may begin to develop a personalised style, although this will be challenged to ensure a broad mastery of techniques and processes. All 4 Assessment Objects at GCSE (develop, refine, record, present) will be covered in the development of two coursework units and in response to an assessment starting point in the externally set test.

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. Students will be introduced to further study in the Arts in post 16 education. They will be supported and encouraged to pursue their Art practice further at KS5 and beyond. Additionally, students will be supported and encouraged to explore their own practice in Art, Craft and Design beyond the requirements of the GCSE Art & Design course.

THE AVANTI WAY

EDUCATIONAL EXCELLENCE



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,

CHARACTER FORMATION



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

SPIRITUAL INSIGHT



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



<p>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. It is important that students also appreciate the art and architecture of their local area and develop cultural capital through confident discussion about it.</p> <p>Students are taught to master techniques, processes and materials, and to explore and express their values and interests through their Art.</p> <p>Students develop expertise that allows for observational recording, 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>current debates around global issues. Exploration of their own personal issues and concerns is also encouraged. Personal choice is encouraged.</p> <p>Students are supported to develop critical language to be able to discuss Art, Craft and Design thus developing their cultural capital.</p> <p>Students will develop their commitment to create pieces of artwork that require increasing persistence and hours of application.</p> <p>Students will be encouraged to develop skills to create art, craft and design that expresses social, moral, spiritual and cultural literacy.</p> <p>Student voice is used to refine the Art & Design curriculum.</p>	<p>Opportunities are exploited to create a sense of awe and wonder for the creation of works of art, craft and design.</p> <p>Students are taught the process of being creative and experience being mindful and meditative in their creative processes.</p>
---	--	--

PROGRAMME OF STUDY

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

- actively engage with the creative processes of art, craft and design in their chosen title(s) and area(s) of study
- develop, through the course of study, to be reflective thinkers with enquiring minds
- become effective and independent learners through the study of art, craft and design
- develop their creative, imaginative and intuitive capabilities when exploring, creating and producing their images, artefacts and products
- become confident in taking risks, learning from their experiences through exploring and experimenting with ideas, processes, materials, techniques, digital and nondigital media
- develop critical understanding through their chosen area(s) of study, using personal interpretation, considered selection of sources and independent judgements through an active investigation process
- develop and refine their ideas, supported by an understanding of their context and what has informed them
- work through purposeful engagement with an appropriate range of media, materials, techniques, processes and technologies with the purpose and intent to impact on the progress of work



- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures appropriate to their chosen area(s) of study
- develop through the course of study, an awareness of the different work practices and roles of the creative and cultural industries in the production of art, craft and design
- show an understanding of the purpose, intentions and functions of art, craft and design, and how this impacts on their own work
- identify and acknowledge all sources used during their research (which should be in the form of a bibliography of books, journals and websites)
- demonstrate safe working practices in art, craft and design.

The formal elements span across all years and every project

LINE TONE FORM COLOUR TEXTURE SHAPE PATTERN

Assessment Objectives are taught across each project -

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

TERM	YEAR 10 Portfolio project 1 Our World	Year 11 Portfolio project 2- Externally set paper
AUTUMN 1	<p>Recap/re teach the formal elements Materials & Techniques introduction to GCSE project Line Tone Form Texture Shape Markmaking Weekly Overview- 1.Introduction & pencil crayon 2.Pen & markmaking 3.Watercolour 4.Oil pastel 5.Anilinky & wax resist 6.Acrylic</p> <p>Presenting your work Using a sketchbook Creating display sheets</p> <p>Artist research homework- independent work with guidance on goggle classrooms</p>	<p>Portfolio project 2: Leicester architecture</p> <p>Mindmap of chosen topic</p> <p>Observational drawings from secondary sources</p> <p>Annotation</p> <p>Local Artists Study- Tim Fowler</p> <p>Experimentation in style of artists- neon paint without brushes</p>
AUTUMN 2	<p>Coursework project- Our World Earth/Sea/Sky Observational drawing of birds (CLS loan)</p> <p>Artist study- Dave White How to create an artist Research Page Annotation</p>	<p>Local artist study- Lucy McLaughlan</p> <p>Ink – brushes and dip pens</p> <p>Print making - monoprint</p> <p>Composition</p>

	<p>Experimentation with anilinky and mixed media in the style of the artist (increasing student selection/personal choice)</p> <p>Feather drawing in pen- direct instruction drawing. Modelled by teacher.</p> <p>Introduction to Acrylic- application and colour mixing The colour Wheel Oil pastels</p> <p>Introduction to Composition Earth/sea/sky brainstorm Personal image research</p>	<p>Creating a personal response- final piece</p> <p>Exam conditions practice (mock exam)</p> <p>Presentation of Portfolio project</p>
<p>SPRING 1</p>	<p>Focus- Sea</p> <p>Artist study- Yellena James</p> <p>Introduction to abstraction Direct instruction drawing and teacher modelling of Yellena’s abstract style</p> <p>Experimentation with pen, watercolour, inks, marbling, anilinky Monoprint</p> <p>Development of design & composition. Review and refine. Annotation.</p> <p>Personalising your project- Personalised experimentation</p>	<p>Externally Set Paper Available from 2nd January</p> <p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses.</p>
<p>SPRING 2</p>	<p>Focus- Land</p> <p>Observational drawing of Landscapes. Deserts. Experimentation with pastel, acrylic, collage, watercolour. Abstraction. Horizons. Depth of field.</p> <p>Artist- Georgia O’Keefe</p>	<p>Exam conditions- Development and refinement of Final piece for timed test (30/31 March)</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
<p>SUMMER 1</p>	<p>Development of composition</p> <p>Personalising your project Working towards a final piece Presentation of work Annotation Evaluation</p> <p>Reflection Refinement</p> <p>Exam conditions practice</p>	<p>Presentation of work for Moderation and portfolio. Summer Exhibition</p> <p>Revision for other subjects. Personal art projects supporting transition to KS5</p>

SUMMER 2	<p>Completion of final piece</p> <p>Refinement of portfolio.</p> <p>Summer sketchbook project-</p> <p>Extension- Print/ceramics</p>	Summer Exhibition
---------------------	---	-------------------

ASSESSMENT AND FEEDBACK

Students are assessed regularly in Art through a combination of formative and summative assessments. 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) and providing the teacher with useful information of the student's prior learning. Especially useful for new students.

Whole class feedback takes place throughout every lesson and informs weekly planning. Re-teaching occurs wherever necessary as a result of whole class sketchbook 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'.

FORMATIVE ASSESSMENT: Student's work is assessed at the end of a portfolio project and a key times throughout the year (data drops). Each assessment objective is assessed to enable the teacher to form a judgement on the student's progress towards their predicted target grade.

SUMMATIVE ASSEMENT: students are assessed on two components: a Portfolio (60%) and an Externally set task (40%)

EXAM BOARD AND OCR WEBSITE

EXAM BOARD: OCR
 SPECIFICATION: FINE ART J171
www.ocr.org
art@ocr.org.uk

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. Students are directed to appropriate online learning content through their lessons.
Some helpful website examples:
<https://www.okeeffemuseum.org/about-georgia-okeeffe/>
www.yellena.com
<https://www.tate.org.uk/>
<https://www.nationalgallery.org.uk/>
4. Support with homework is available through approaching your teacher
5. 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. An art shop is held twice weekly and in lesson time 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 with homework, 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, including the Creative Learning Services. Students and parents will be informed of all local exhibition 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.