**Shipston High School Art Department**

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| **Year 7** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | The scheme of work throughout Key Stage 3 will allow students to work with traditional and new media, developing confidence, competence, imagination and creativity.  The aim of this scheme of work is to introduce the basic elements of art colour, line, shape, form, and texture, and to show students how artists use these elements in different ways in their work. Students will answer questions as they look carefully at paintings and sculpture to identify the elements and analyse how they are used by different artists.  • Understand and identify the formal elements of art; tone, line, form, shape, texture and colour. Understand he ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour line form tone texture  **Foundation drawing:**  The aim of this project is to introduce the basic elements of art colour, line, shape, form, and texture, and to show students how artists use these elements in different ways in their work. Students will also build on knowledge from Primary and start to develop their drawing skills in our foundation drawing skills programme. The foundation stage allows are learners to become proficient in the basics of shading and drawing and seeing 2D shapes when drawing  **Extended learning:**  Work set is designed to extend or allow further practise of learning introduced through the schemes of work or to support learning through relevant image research, analysis and selection. The Art department aim to set work every 2 weeks where possible and allow 1 opportunity per half term for students to directly respond to a piece of feedback and make suggested improvements. Connect tasks also give learners an opportunity to extend their knowledge.  Visiting galleries/ Museums which now also offer online virtual tours such as the Tate Britain, Tate Modern, Saatchi Gallery and Whitechapel Gallery. ·Practicing techniques and technical skills learnt in lessons – using the connect skills tasks and demos. Entering art and design related competitions. You-Tube art experiments and techniques. · Visiting websites such as Pinterest, This is Colossal and studentartguide.com, BBC and the Arty teacher. | Relevant, completed pieces of classwork are marked according to the ART KS3 assessment criteria, providing a flightpath grade that aligns with a potential grade at GCSE. Assessment is broken up into the 4 assessment objectives :  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.  Baseline assessment observational primary drawing  Formative WWW and EBI assessment on drawing – tonal Sheep- Henry Moore.  Self and peer assessment opportunities are provided throughout the lessons. |
| **Spring** | **Cubism:**  The aim of this project is to continue building the foundation drawing skills and Formal Elements. Students will then explore the bigger picture of different art movements. The movement this term -Cubist, Movement .Understand the styles that artists have used; Understand the main characteristics of Cubism. | Formative assessment drawing – The Weeping Women.  Formative assessment WWW and EBI watercolour.  End of unit written assessment.  Self and peer assessment opportunities are provided throughout the lessons. |
| **Summer** | **Totem Poles - Symbolism**  The aim of this project is to look at the bigger picture and learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Students will explore Totem poles and create their own Totem pole. | Vocabulary test.  Formative assessment Totem poles plan and final piece- WWW/EBI.  Self and peer assessment opportunities are provided throughout the lessons. |

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| **Year 8** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Art History**  In Year 8 the aim is to continue to build the skills from year 7 and develop their knowledge learning the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Students will explore a range of movements. Art history helps us examine our histories and can actively shape how we understand what we see around us now. It gives us the skills and tools to interpret and connect to our visual world and enhances our ability to analyse, question and critically engage with issues confronting society and individuals.  Art history is both reflection and transformation, because if you can read the world around you, you can change the world around you. This is why we value and believe that art history is so vital today.  **Extended learning:**  Work set is designed to extend or allow further practise of learning introduced through the schemes of work or to support learning through relevant image research, analysis and selection. The Art department aim to set work every 2 weeks where possible and allow 1 opportunity per half term for students to directly respond to a piece of feedback and make suggested improvements. Connect tasks also give learners an opportunity to extend their knowledge.  Visiting galleries/ Museums which now also offer online virtual tours such as the Tate Britain, Tate Modern, Saatchi Gallery and Whitechapel Gallery. ·Practicing techniques and technical skills learnt in lessons – using the connect skills tasks and demos. Entering art and design related competitions. You-Tube art experiments and techniques. · Visiting websites such as Pinterest, This is Colossal and studentartguide.com, BBC and the Arty teacher. | Relevant, completed pieces of classwork are marked according to the ART KS3 assessment criteria, providing a flightpath grade that aligns with a potential grade at GCSE. The assessment is broken up into the 4 assessment objectives :  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.  Formative WWW and EBI assessment.  Self and peer assessment opportunities are provided throughout the lessons. |
| **Spring** | **Portraits:**  In year 8 students will build on the skills, techniques, knowledge and understanding introduced in year 7. They will be encouraged to refine their work and challenge themselves creatively.  Students will be asked to consider many different approaches to representing the human figure, starting with the dynamic and work of various artists. We will consider what is the purpose of a portrait and what needs to be included (or left out) in order that a portrait informs us about the person and not just what they look like. Students will study the portraits of a range of artist and consider their motivation and intentions in their work and the audience’s reactions. Students will be taught various skills and techniques to get a more ‘accurate’ likeness through proportion, scale, shapes and shading as well as being taught how to use photography as a tool in developing a portrait. Students will learn how to use their imagination to inform their Art to develop a piece or pieces that explores this theme of portraiture | Baseline assessment Eye drawing WWW/EBI  Formative assessment on : Nose, Mouth and ears  Formative assessment written test on prior learning on portraits.  Self and peer assessment opportunities are provided throughout the lessons. |
| **Summer** | The Portrait project continues with students exploring their own identity and creating a self-portrait. | Baseline assessment Response plans WWW/EBI  Formative assessment : Self- Portrait.  Self and peer assessment opportunities are provided throughout the lessons. |

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| **Year 9** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | Students in Y9 complete three main projects in Art over the course of the year. The projects are based on the GCSE assessment objectives giving our students a first-hand experience what GCSE Art is like. The students will bring together their learning from KS 3 and really start to take creative risks. These projects build strong observational skills and an understanding of how artists' work can be interpreted to create new artwork. Their project are inspired by the theme of Birds and insects, Steampunk and endangered animals. The key learning includes:  Observation drawing/recording from primary and secondary sources using a range of drawing materials and techniques  Exploring and analysing the work of other artists using the art formal elements. Planning and refining ideas and skills. Producing final pieces showing inspiration from the work of other artists.  **Insects:**  The aim of this project is for our students will explore the theme of insects. The work will allow students to explore the formal elements - revisiting key skills taught in Year 7 and 8. Students will drawn from primary and secondary observations. The students have connect tasks to embed learning and will take inspiration from artist and craftspeople to create their own compositions. Students will employ previous skills in their final pieces- consolidating key skills  **Extended learning:**  Work set is designed to extend or allow further practise of learning introduced through the schemes of work or to support learning through relevant image research, analysis and selection. The Art department aim to set work every 2 weeks where possible and allow 1 opportunity per half term for students to directly respond to a piece of feedback and make suggested improvements. Connect tasks also give learners an opportunity to extend their knowledge.  **Extended learning:**  Visiting galleries/ Museums which now also offer online virtual tours such as the Tate Britain, Tate Modern, Saatchi Gallery and Whitechapel Gallery. ·Practicing techniques and technical skills learnt in lessons – using the connect skills tasks and demos. Entering art and design related competitions. You-Tube art experiments and techniques. · Visiting websites such as Pinterest, This is Colossal and studentartguide.com, BBC and the Arty teacher. | Relevant, completed pieces of classwork are marked according to the ART KS3 assessment criteria, providing a flightpath grade that aligns with a potential grade at GCSE. Assessment is broken up into the 4 assessment objectives :  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.  Baseline assessment observational primary drawing insects.  Formative assessment artist links and techniques.  Self and peer assessment opportunities are provided throughout the lessons. |
| **Spring** | **Steampunk:**  In the Spring we continue exploring projects that allow students the freedom to explore. Units of work at KS3 match the structure of the GCSE coursework unit developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process. This is expanded in Year 9 to give even greater freedom of choice over image and outcome choice and topic selection – closely matching the freedom of choice of outcomes and theme provided at KS4 .  In this project we explore the strange but interesting genre of Steampunk This project links with Compton Verney where students broaden their focus outside of the classroom working with artists and a range of materials. | Baseline assessment observational primary drawing insects.  Formative assessment artist links and techniques. |
| **Summer** | **'Endangered Species'**  The project in the summer is based on the theme of 'Endangered Species' and involves learning about current issues which affect the environment and natural world and creating artwork in response to this The project allows us to link to a range of cultures. The project includes:  Observation studies and recording from secondary sources using a range of drawing materials and techniques. Exploring and analysing the work of other artists using the art formal elements. Exploring a range of 2D and 3D processes  Planning and refining ideas and skills including composition and layout. Producing final pieces showing inspiration from the work of other artists. Raising awareness of current issues through exhibitions of work in the local community and school | Formative assessment of key pieces such as artist links and technique pages.  Self and peer assessment opportunities are provided throughout the lessons. |

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| **Year 10 and Year 11** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn**  **Spring**  **Summer** | As our students transition into KS4 we challenge their independence to make personal choices when developing their portfolio. This approach has been commended by our moderator OCR and has resulted in improved outcomes and highly developed skills across a range of techniques.  Skills are teacher led and students are encouraged to stretch their abilities by using a wide range of media and creating personal responses. To build on personal outcomes students are encouraged to create pastiches of artist work first which allows them to develop and refine their skills.  Students are assessed on four main areas:  **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  **Exam Board OCR**  **Structure of Assessment:**  **Component 1: Portfolio 60% of qualification: 120 marks**  • This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.  • This component will be internally set, internally assessed and externally moderated.  • Work will be selected, evaluated and presented for assessment by the student.  • Evidence is required of how the student has met each of the assessment objectives.  • No time limit: duration to be determined by the centre  [GCSE - Art and Design (9-1) - J170-J176 (from 2016) - OCR](https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/) | The coursework is assessed formally throughout Yr 10 and 11.  Mock examinations  Year 11 Final 5 hour exam. |

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| **Year 11** | | |
| **Term** | **Content covered** | **Key Assessment** |
| **Spring /Summer** | **Component 2: Externally Set Assignment 40% of qualification: 80 marks**  The Externally Set Assignment consists of two parts:  Part 1: Preparatory study period  • Externally Set Assignment materials set by OCR are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.  • One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.  • Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student’s ideas in the 10 hours sustained focus study.  • The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after 2 January. The preparatory study period finishes upon commencement of the sustained focus work.  • Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to OCR  [GCSE - Art and Design (9-1) - J170-J176 (from 2016) - OCR](https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/) | Mock Examinations  Final examinations controlled assessment – 10 hours. |