



# Ansford Academy

**Art & Design**

**Curriculum Booklet for 2024 – 2025**

**Subject Lead: Mrs Sian Reddick**

## Art & Design Curriculum Intent:

We believe at Ansford Academy that Art is a subject that can help us to understand and give meaning to the world in which we live. Art affects everyone's lives and as such is an extremely valuable subject.

We support our students to aspire through their learning experiences to standards of excellence intellectually, practically, and aesthetically. The curriculum we provide is rich in skills and knowledge. Through our curriculum, we aim to provide students with an experience that is exciting and to ensure that our students combine practical skills with creative thinking, developing highly valuable and transferable skills for future careers and life.

Through our Art curriculum, students are taught not only how to use formal elements within their art work such as line, tone, colour, space, texture etc., but to also analyse how formal elements are used as powerful communication tools to create effect. Students experience a variety of media, techniques and processes over their studies.

We support students in learning to co-operate and negotiate and be able to share good practice and learn from others. We actively promote looking at the work of others, celebrating other cultures and encouraging diversity. We develop students' awareness of the impact of art on society and expect them to achieve by applying a variety of skills from the wider curriculum together with those specific to art to produce effective and considered artworks.

### Art Curriculum Core Principles:

- We strive to offer a diverse approach to the course which includes Fine art, Sculpture, Printmaking, Textiles, Mixed- Media, Photography as well as learning how to critically analyse the work of practitioners.
- We encourage imaginative, experimental, practical and expressive skills in order for students to develop creative independence whilst refining and communicating their own intentions and personal outcomes.
- We teach students how to make informed decisions about the development of their own art. Students refine and develop outcomes to the best standard possible; building problem solving skills, which support individuals in their further studies and in life.
- We enable students to reflect on their work. They learn how to communicate the development of their ideas using annotation, sketches, plans, modelling, sample art pieces, etc.
- Students develop their personal qualities (such as resilience, teamwork, leadership and oracy skills) so they are able to 'learn to lead their lives together' both now and in the future.
- We ensure that students are equipped with the knowledge and skills needed for the next stage of their education and career.

## Art & Design Curriculum Implementation:

At Key Stage 3 and 4, Art is taught in mixed ability classes. A spiral curriculum builds on the golden threads of:

- Developing ideas through investigations, demonstrating critical understanding of sources.
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording observations and ideas, reviewing and refining work.
- Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Students' work is monitored through formal assessment during lessons and summative assessment of sketchbooks including independent project work is assessed every half term. Progress is measured by focusing on:

- Artist analysis skills
- Recording
- Development
- Final outcome

### Key Stage 3

In KS3 students will develop their skills and understanding with progressive complexity and sophistication, so that they are able to make informed choices and work with increasing independence into Key Stage 4.

The formal elements of Art are studied in Year 7 underpinning the curriculum with a focus on Line, Tone, Texture, Pattern, Colour and Texture with students building on this knowledge in Year 8 and 9. Projects allow students of all abilities to access the curriculum to explore, experiment and develop ideas and skills using a diverse range of techniques and processes.

### Key Stage 4

Students complete two coursework projects in Year 10 and Terms 1 and 2 in Year 11. In Year 10 the initial theme acts as a foundation to introduce a range of skills and processes touched on at Key Stage 3. Students then go onto focus on their own area of interest refining their skills and broadening their artistic understanding.

Progress is measured by two trial exams one in Year 10 and another in Year 11 as well as summative assessment of portfolio work at the end of each main term.

### Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	2	2	2	5	5

## Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 & 2	<p><b>Theme 1- Life as an artist</b></p> <ul style="list-style-type: none"> <li>● Students focus on the formal elements line and tone.</li> <li>● Engaging with observational work looking at a shell structure to fuel a range of tonal studies.</li> <li>● Introduction to the mono printing technique to develop previous drawing work further.</li> <li>● They build on their knowledge by looking at Stanley Hayter engaging with artist analysis and presentation.</li> <li>● To construct a chair installation to draw and develop from creating an abstract expressionist oil pastel piece focusing on hard and soft edges.</li> <li>● Students engage with compositional factors engaging in the grid enlargement method to experiment with scale.</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline drawing at the start of Term 1 - one lesson</li> <li>● Students create their own piece of art using the style of Stanley Hater over 4 lessons</li> </ul>
3 & 4	<p><b>Theme 2-Transformation</b></p> <ul style="list-style-type: none"> <li>● Introduction to the concepts of colour theory looking at and recreating the colour wheel looking how colour theory is utilised in art and the food industry.</li> <li>● Introduction of painting and brush techniques looking at colour mixing.</li> <li>● Students engage with the work of Michael Craig- Martin building on analysis skills studying a piece of his work.</li> <li>● Students create their own everyday object composition using magazine imagery.</li> <li>● To focus on positive and negative space.</li> <li>● Development of collaged objects into graphically painted compositions.</li> </ul>	<ul style="list-style-type: none"> <li>● Students create their own version of a Michael-Craig Martin piece over 4 lessons</li> </ul>
5 & 6	<p><b>Theme 3- Architecture</b></p> <ul style="list-style-type: none"> <li>● Students engage with the work of LS Lowry and Stephen Wiltshire building on artist analysis and presentation skills.</li> <li>● Students conduct visual research copying parts of Lowry's artwork.</li> <li>● They focus on architectural detail through drawing using pen and pencil techniques.</li> <li>● Students design their own cityscape engaging with construction skills creating a card 3D piece.</li> <li>● Students look at the design work of Robert Dunlavey to add pattern and coloured elements. to their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Year 7 Art Exam</li> <li>● 50 minutes to create a final design based on their analysis and development of an image</li> </ul>

## Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 & 2	<p><b>Theme 1- Inspiration &amp; Innovation</b></p> <ul style="list-style-type: none"> <li>● Students focus on the formal element texture looking at the work of Max Ernst.</li> <li>● Students engage with making rubbings from various surfaces within their environment focusing on mark making and pattern making.</li> <li>● Students create imaginative collaged landscapes using the rubbings in keeping with Ernst's surreal style.</li> <li>● Students then draw from this to build on observational skills using tone and definition to create depth and detail.</li> <li>● Final outcomes consist of large scale landscapes building on colour mixing and painting techniques learnt in Year 7.</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline drawing at the start of term 1 - one lesson</li> <li>● Students create their own Max Ernst landscape over 4 lessons.</li> </ul>
3 & 4	<p><b>Theme 2- Changes for the modern world</b></p> <ul style="list-style-type: none"> <li>● Students focus on the abstraction of form looking at the illustrative work of Claire Youngs.</li> <li>● Students build on presentation and artist analysis skills.</li> <li>● Students engage in observational studies of birds building on their tone and shading skills using pen or pencil.</li> <li>● Drawings are used to develop compositions by breaking up the form into geometric and patterned shapes that they fill with painted papers. Students use artist inspiration to inform their designs.</li> <li>● Students develop modelling skills using construction techniques to create a 3D bird based on their previous drawings. As in Year 7 students are taught to modify and evaluate work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>● Students create their own bird sculpture over 4 lessons.</li> </ul>
5 & 6	<p><b>Theme 3- Our world</b></p> <ul style="list-style-type: none"> <li>● Students engage with map making learning about how maps were created creating a presentation of the historical nature of cartography.</li> <li>● Students create their own imaginary map using rice as an outline and fill using a range of graphical symbols and creatures linking to their initial visual research.</li> <li>● Students move onto looking at the map of the school developing this into the style of Eduardo Paolozzi using his abstract style to add colourful graphical patterns and arrangements.</li> <li>● Students develop this further into a 3D card relief piece or using clay to create an abstract composition building on modelling skills.</li> <li>● Students engage in evaluating their work.</li> </ul>	<ul style="list-style-type: none"> <li>● Year 8 Art Exam</li> <li>● 50 minutes to create a final design based on their analysis and development of an image</li> </ul>

## Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
	<p><b>Theme 1- Society</b></p> <ul style="list-style-type: none"> <li>● Students focus is on Protest art looking at the work of Jamie Reid and Bob &amp; Roberta Smith building on artist research skills learnt in Year 7 &amp; 8.</li> <li>● Students experiment with text and slogan art using collage techniques using artist inspiration to develop their ideas.</li> <li>● Students create their own banner art expressing a point of view.</li> <li>● Students finalise the project looking at the work of Ralph Arnold looking at cultural references and selecting the most appropriate sources to analyse.</li> <li>● The final outcome consists of a combination of ideas combining text and imagery in layered collages, paint and ink.</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline drawing at the start of term 1- one lesson</li> <li>● Students create their own version of Ralph Arnold's work over 4 lessons.</li> </ul>
3 & 4	<p><b>Theme 2- Perceptions</b></p> <ul style="list-style-type: none"> <li>● Students focus on the art movement Surrealism understanding the key concepts and how it was established.</li> <li>● Students look at a range of artists and focus on the work of Shawn Marie Hardy building on presentation skills and engaging with how a narrative is conveyed.</li> <li>● Students use a range of artist inspired imagery constructing paper stage sets engaging with depth and scale.</li> <li>● Photography is a focus used to record these installations with students focusing on framing and light set ups.</li> <li>● Photographs are used as a basis for A3 mixed media pieces which leads to stop frame animation introducing students to digital media techniques and the work of Terry Gillham.</li> </ul>	<ul style="list-style-type: none"> <li>● Students create their own surreal stage set and stop frame animation over 5 lessons.</li> </ul>
5 & 6	<p><b>Theme 3- Stage &amp; Screen</b></p> <ul style="list-style-type: none"> <li>● Students focus on Pop Art understanding the concepts behind it looking primarily at the prints of Andy Warhol.</li> <li>● Students create booklets on Pop Art to evidence their progress regarding presentation</li> <li>● Students create collage monoprints of current celebrities taking inspiration from Warhol.</li> <li>● Students look at the work of Sally Eldstein, a contemporary artist using consumerism in her work.</li> <li>● Based on Eldstein's work students create their own A3 layered collage and use this as a vehicle to create large scale painted outcomes building on composition, colour mixing and brush techniques covered in Year 7 &amp; 8.</li> </ul>	<ul style="list-style-type: none"> <li>● Year 9 Art Exam</li> <li>● 50 minutes to create a final design based on their analysis and development of an image.</li> </ul>

**Year 10 Art Programme of Study**

**Exam Board: Edexcel**

**Exam Specification: AD01 Art, Craft & Design**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>Coursework Unit 1 : Connections- Foundation skills</b></p> <ul style="list-style-type: none"> <li>• Students gain an understanding of the course content and the four assessment areas.</li> <li>• Focus is recording using a range of primary and secondary sources of natural forms 'connecting' using a range of media such as pencil, graphite and oil, nib pen and biro.</li> </ul>	Formative assessment undertaken.at end of term 1 looking at A01,A02 & A03
<b>2</b>	<p><b>Coursework Unit 1: Connections – Foundation Skills</b></p> <ul style="list-style-type: none"> <li>• Students use the observational and photographic work from last term as a vehicle to experiment with mono, poly and collagraph printing being mindful of refinement and mark making</li> </ul>	Formative assessment undertaken.at end of term 2 looking at A01,A02 & A03
<b>3</b>	<p><b>Coursework Unit 1: Connections – Foundation Skills</b></p> <ul style="list-style-type: none"> <li>• Students look at the work of Karl Blossfeldt.</li> <li>• Collages of Blossfeldt's work serve as the basis for irregular pen and ink studies building up knowledge of wet media.</li> <li>• This work is then developed into 3D card sculptures.</li> </ul>	Formative assessment undertaken.at end of term 3 looking at A01,A02 & A03
<b>4</b>	<p><b>Coursework Unit 1: Connections – Foundation Skills</b></p> <ul style="list-style-type: none"> <li>• Students engage with the colour wheel creating their own building up their knowledge of colour mixing and painting techniques.</li> <li>• Students engage with the work of Graham Sutherland and apply his colour palette to previous work.</li> </ul>	Formative assessment undertaken.at end of term 3 looking at A01,A02, A03 & A04
<b>5</b>	<p><b>Coursework Unit 1 : Connections Independent Skills</b></p> <ul style="list-style-type: none"> <li>• Focus on independent development for the final outcome.</li> <li>• Students look back to the initial mind map and find their own starting point to the theme 'Connections'.</li> <li>• Exam board exemplar material used to guide students to achieve target level and to identify strengths and areas for improvement.</li> </ul>	Formative assessment undertaken.at end of term 3 looking at A01,A02, A03 & A04
<b>6</b>	<ul style="list-style-type: none"> <li>• Students continue their independent preparatory work guided by what they have enjoyed in the course.</li> <li>• After mock, exam feedback and next steps given..</li> <li>• Coursework Unit 2 introduced.</li> </ul>	<b>Mock Art Exam</b> Time: 2 days (10 hours) sat in June



## Year 11 Art Programme of Study

Exam Board: Edexcel

Exam Specification: AD01 Art, Craft and Design

Term	Curriculum Foci	Formal Assessment
1	<b>Coursework Unit 2 – (previous year’s exam paper theme)</b> <ul style="list-style-type: none"><li>• Students engage with the new theme and begin working on a teacher-led task to enable students to evidence all the assessment objectives.</li><li>• Students will engage in drawing, artist analysis, development through experimentation of media and techniques.</li><li>• Students will focus on sketchbook presentation and annotation</li></ul>	Formative assessment undertaken at end of term 1 looking at A01,A02 & A03
2	<b>Coursework Unit 2 - (previous year’s exam paper theme)</b> <ul style="list-style-type: none"><li>• Students engage with the new theme and begin working on a teacher-led task to enable students to evidence all the assessment objectives.</li><li>• Students will engage in drawing, artist analysis, development through experimentation of media and techniques.</li><li>• Students will focus on sketchbook presentation and annotation</li></ul>	<b>Mock Art Exam</b> Time: 2 days (10 hours) sat in November.
3	<b>Exam Unit</b> <ul style="list-style-type: none"><li>• Students receive GCSE exam papers and begin engaging with the external set theme outlined by the exam board.</li><li>• Students initially create a mind map highlighting as many areas of the theme as possible as well a visual mood board.</li><li>• A teacher led activity is set to ease students into the theme giving them the opportunity to start addressing recording, analysis and experimentation.</li></ul>	Formative assessment undertaken at end of term 3 looking at A01,A02, A03 & A04
4	<b>Exam Unit</b> <ul style="list-style-type: none"><li>• Students continue to address the theme either continuing with the teacher led activity or finding their own artistic avenues to explore.</li><li>• Students focus on their own area of interest and expertise to develop ideas for a final outcome.</li></ul>	Formative assessment undertaken at end of term 4 looking at A01,A02, A03 & A04
5	<b>Exam Unit</b> <ul style="list-style-type: none"><li>• Students continue preparing ideas and trials for a final piece based on all preparatory work completed so far.</li><li>• The exam is undertaken at the end of April.</li></ul>	<b>GCSE Exam</b> Time: 2 days (10 hours) sat at the end of April.



## Revision and Support:

There are many ways in which you can support your child in the study of Art & Design such as:

- Looking at the [BBC Bitesize](#) site.
- Visiting the exam board site [Edexcel Art GCSE](#) which has an extensive exemplar material as well as support materials for each assessment objective.
- Visiting galleries, museums and Art exhibitions to gain artist inspiration.
- Going out taking photographs that are relevant to the set theme to provide starting points for recording.
- Looking at the [Student Art Guide](#) which has lots of ideas and resources to help address each assessment objective.
- YouTube has a wealth of videos of students' work and tutorials on numerous techniques and processes.

## Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Personal Portfolio	60	<b>Coursework</b> <b>Unit 1 - Year 10</b> Foundation skills <b>Unit 2 - Year 11</b> Exam skills	To be completed by Dec in Year 11
Externally Set Assignment	40	<b>Exam Unit</b> 12 preparatory weeks in advance of the final exam 10 hour (2 day) final exam, following a brief set by the exam board	Starts; Jan in Year 11 End: April in Year 11

Please see exam board websites for up to date information: [Edexcel Art GCSE](#)