



# Curriculum Implementation



## Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

### Key Stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught: to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture including periods, styles and major movements from ancient times up to the present day.

## Year 7

### Term 1 — Another Culture—3D

Within this theme students will research a predetermined Culture, its Art and Artefacts as well as social context. Students will use a range of materials to explore its characteristics. Showing critical understanding. They will use their drawings to inform the design and production of a print and/or a small artefact.

**Cultural Exposure:** Suggested Non Western-Cultural focus - Mexican, Aboriginal, African.

### Term 2 — Painting and Drawing

Students will undertake a range of basic drawing and painting lessons to secure knowledge of the colour wheel, painting and drawing techniques. They will study the work of a Western Artist and use this to inform a final painting combining the skills learnt. All work will be displayed with an opportunity to be entered for the Youth Open competition.

**Cultural Exposure:** Comparisons between Western and Non-Western Art and Artefacts studied in Unit 1.

### Term 3 —Enterprise

Students will be set a brief to design and make a product, e.g., Jewellery, Packaging. Through research, exploration and development of ideas they will work within the constraints of the brief to make their finished product. They will develop an understanding of relevant creative industries. involved in this process and consider the cost and basic marketing strategies.

**Cultural Exposure:** Students will look at their local Culture, local industries and creative opportunities in the North West.

### Assessment

- Drawing Assessments take place 1 per half term, covering ; primary, secondary and imaginative drawing.
- Practical and written knowledge tasks link to twice yearly whole school assessments.

## Year 8

### Term 1—Illustration

Students will research a predetermined Designer/ Illustrator (e.g. Rob Ryan, Emily Carol, Quentin Blake), their Art and techniques as well as purpose. Students will use a range of materials to explore design choices and produce a response to a design brief. They will use their drawings/ designs and test pieces to inform the design and production of a final Illustration for a book.

**Cultural Exposure:** Artists and Designers studied will include research into Cultural aspects and influences in their life and work.

### Term 2— Another Culture — 2D

This unit will model Unit 1 in Year 7. Students will research a second predetermined Culture, its Art and Artefacts as well as social context to complement/contrast with the Culture studies the previous year. Students will use a range of wet and dry materials to explore its characteristics. They will use their drawings to inform the design and production of a painting and an artefact.

**Cultural Exposure:** Suggested focus - Aboriginal, African, Chinese, North American Indian.

### Term 3— Drawing without a pencil.

Using their sketchbooks and a range of drawing materials students will explore and experiment with traditional and non-traditional methods of drawing. They will evaluate and select the most appropriate and successful ways of recording. They will gain confidence producing test pieces and experimental drawings. In preparation for GCSE.

**Cultural Exposure:** references to a range of drawing techniques and for different purposes will broaden Cultural knowledge.

### Assessment

- Drawing Assessments take place 1 per half term covering; primary, secondary and imaginative drawing.
- Practical and written knowledge tasks link to twice yearly whole school assessments.

## Year 9

### Term 1—Skills based work.

**A&D** — short practical tasks based around a predetermined theme covering for example; drawing, painting, collage, will result in the research, design and production of a 2D final piece  
**GC** — short practical tasks based around a predetermined theme covering for example; Photoshop, P.S Graphic Tablets, will result in the research, design and production of a final piece.

**Cultural Exposure:** Artists and Designers studied will include research into Cultural aspects and influences in their life and work.

### Term 2—Skills based work.

**A&D**— Continued skills based work with additional focus on development of research and presentation skills. Additional 3D skills introduced.  
**GC**—Photography. Students will gain skills in the use of a DSLR Camera, Surreal Photography and introduction to more advanced Photoshop skills. Focus—Packaging and Branded products.

**Cultural Exposure:** Artists and Designers studied will include research into Cultural aspects and influences in their life and work.

### Term 3—Short Project

**A&D**— Identity/ portraits. Independent work will eventually follow a set exam question, tasks and development will be monitored and planned by the class teacher leading to self-directed work  
**GC**— Packaging and Branding. Students will gain skills using InDesign software. Working to a brief, developing research and making skills whilst producing branding materials for a company.

**Cultural Exposure:** Artists and Designers studied will include research into Cultural aspects and influences in their life and work.

### Assessment

All work will be monitored/assessed using Skills record sheet and used to inform the next project. Work will be assessed and recorded formally on the 'Progress Tracker' in sketchbooks – updated half termly .with a focus target/comment.

**End of Year examination**—Pre determined smaller question linking to the extended project. Marked independently, becoming part of Unit 1.

## Year 10

### Term 1— GCSE question— independent learning.

**A&D** and **GC** — Students will follow a full GCSE question taken from a current paper. All AOs to be covered and more independent work undertaken by students.

**A&D**—Example -Body Decoration/ 3D.  
**GC**— Example—Text and Fonts/wall coverings.

**Cultural Exposure:** GCSE paper will expose students to a wider range of artists and designers outside their own Cultural experiences.

### Term 2— GCSE question— independent learning.

**A&D** and **GC** — Students will follow a second GCSE question taken from a current paper. All AOs to be covered and more independent work undertaken by students.

**A&D**—Painting./Printmaking.  
**GC**— Advanced Photoshop, Photography and Design skills. (Stamps)

**Cultural Exposure:** GCSE paper will expose students to a wider range of artists and designers outside their own Cultural experiences.

### Term 3 GCSE question—independent learning.

**A&D** shorter skills based work exploring glass and ceramics to broaden portfolios and extend knowledge and making skills.

**GC** — Completion of previous (Stamps) project.

**A&D and GC**—development of all previous coursework plus extension unit if needed.

**Cultural Exposure:** This will vary depending on the project students have chosen to develop.

### Assessment

All work will be monitored/assessed using Skills record sheet and used to inform the next project. Work will be assessed and recorded formally on the 'Progress Tracker' in sketchbooks – updated half termly .with a focus target/comment.

**End of Year examination**—Pre determined smaller question linking to the extended project. Marked independently, becoming part of Unit 1.

## Year 11

### Term 1—GCSE Unit 2 40% of GCSE grade

Students issued exam paper and guided through AO 1, 2 and 3 in preparation for their final 10 hours work. All students will work independently on their chosen theme.

First 5 hours to be scheduled before end of Term 1.

**Cultural Exposure:** GCSE paper will expose students to a wider range of artists and designers outside their own Cultural experiences.

### Term 2—GCSE Unit 2 40% of GCSE grade

Second 5 hours to be scheduled at the start of term 2.

Once completed students are guided through the completion of coursework. Presentation and display of final exhibitions.

**Cultural Exposure:** GCSE paper will expose students to a wider range of artists and designers outside their own Cultural experiences.

### Term 3

- Marking of work.
- Exhibition evening/celebration.

**Cultural Exposure:** GCSE paper will expose students to a wider range of artists and designers outside their own Cultural experiences.

### Assessment

- Final Standardisation of work.
- Internal assessment
- Marks sent to moderator before May 31st.
- External moderation.