BUDMOUTH ACADEMY WEYMOUTH

Curriculum Statement - VISUAL ARTS

Our Intent:	
What is the vision (big picture) for your subject?	We aim to create a creative and inclusive environment that enables all students to improve their skills and knowledge of a range of Art styles, genres, artists, materials, techniques and processes. We strive to enable every student to make progress and learn to be independently creative.
What are the key concepts that underpin your subject?	Learning to develop, refine, record and present ideas through a range of projects. Aquiring the skills needed to work from a brief and develop ideas independently for final outcomes.
Which key themes are repeated over time?	We start in year 7 with themes of Visual Elements, Observation, Idea Development and Imaginitive Drawing. We investigate these through projects based in Still Life, Portraiture, Graphic Design and Landscape art and repeat these themes several times during KS3 and KS4 using a spiral curriculum. The projects we follow in KS4 are informed by the knowledge and skills learned in KS3.
What knowledge and skills will students have at the end of each key stage?	KS2: Have basic knowledge of a limited range of materials, artists and gernres and be able to create 2d and 3d outcomes with guidance.
	KS3: Be able to use a range of techniques and materials to investigate genres and develop outcomes with a degree of independence.
	KS4: Use a broader range of materials, skills, techniques and processes to develop and create final outcomes with more independence and maturity.
	KS5: Be able to utilise a wide range of skills, techniques, media and processes to create their own briefs and deveolop outcomes independently.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	We cover a wide range of topics, skills, materials and techniques that exceed the National Curriculum subject specification and aim to be inclusive of Gender, Ethnicity, Other cultures, Religions etc. We investigate and experiment with innovative technology where possible including digital photography and painting techniques, Gelli printing, 3D printing.
How do you ensure that learning is sequenced effectively over time in your subject?	At the heart of our curriculum are the foundational elements of Art and Design, composition and creativity, observation, refining and generating ideas. Students learn and develop these skills through each topicWe utilise learning booklets to maintain consistency of teaching and learning in lessons and enable us to increase the level of challenge as we move through the Key stages. At each Key stage we will revisit concepts at a deeper level and add in new knowledge and skills.
How have you decided what knowledge and skills you want students to learn in your subject?	We have created a curriculum that shows progression of skills, in drawing, printmaking, painting and 3D media and includes a range of transferable skills with underlying themes and concepts.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	We have strong links to local primary schools and the local sixth form college as well as AUB in bournemouth, who we visit annually to show students where Art and Photography can take them. We run trips to local exhibitions and museums that link to our programme of study and encourage students to visit these independently as well. We organise work shops both in school and with local artists and encorage students to tak part in workshops offered by AUB. Power skills are built in to the resources booklets for each project.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	Regualr repetition of skills throughout the KS3 programme of study and using spiral practice to take these skills through to KS4 and KS5. Regular checks on skills by using DIRT, self assessment and peer assessment in lessons.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	Homework is used to enable students to prepare for the next lesson. They are encouraged to practice skills learned in lessons, bring in materials for future lessons and research Artist's styles to inform their learning.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	All teachers are experts in their field and bring a wealth of knowledge and experience to the classroom. Resources are planned following our detailed and well-sequenced overviews and are shared between staff for consistency between groups. Our team have also had lots of experience working in their own creative practice outside of school and also attend CPD in their own time to stay up to date with contemporary practitioners. This allows for valuable intercultural discussions as well as a high standard of artistic knowledge. Shared resources and regular internal moderation. We all work together to produce the learning booklets and show each other new skills and techniques.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	In all lessons, you will see that DIRT is mostly completed in the student's sketchbooks. This is so the DIRT has more direct impact on their development. KS3 students will all have an assessment tracker in the front of their sketchbooks to complement DIRT and so they have an overview of what they need to develop with evidence which has been signed off from the teacher. This gives them something tangible with which to track their progress. In terms of lesson content, we scaffold our tasks heavily so that students complete short tasks which build on the core skills and then a longer piece of work where they show their refinement and create a personal outcome. This enables students to have a thorough understanding of the end point and promotes working memory. Do Now tasks are included in the resources booklets for each topic to ensure consistency and high quality, rigorous teaching. These lessons will also be tweaked by the teacher to precisely suit the needs of the class in front of them. You will see students who are engaged and enthusiastic, able to work towards final outcomes with varying degrees of independence. A wide variety of work that showcases student's individuality.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	Scaffolding and demostration is pivotal to our lessons. We model good practice in every lesson and use WAGOLLs to encourage students to push themselves. We provide vocabulary sheets with tier 3 vocabulary and sentence starters, fill the gap worksheets to help with comprehension and annotations. We provide extension tasks for each project alongside resources to stretch student's learning.
How do you stretch students who are high prior attainment?	We provide extension tasks with increasing levels of complexity, employ different media or techniques that will create more mature outcomes. We encourage A Level students to offer to mentor GCSE students.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	Scaffolding and demostration is used in all our lessons. We model good practice in every lesson and use WAGOLLs to encourage students to push themselves. We provide vocabulary sheets with tier 3 vocabulary and sentence starters, fill the gap worksheets to help with comprehension and annotations. Work is enlarged, translated and or language adjusted where needs be. Outcomes will show differences both positive and negative and differing levels of sophistication.
How do you support students who are disadvantaged?	All materials are covered and if a student is FSM or PP then they are goven free sketchbooks. Booster sessions are availeble after school to all students to enable homework to be completed using school resources and technology.
Our Impact:	
How are you monitoring implementation in your subject area?	Regular learning walks, work scrutiny, internal moderaiton sessions.
How do you check the rigour in planning and resourcing in your subject area?	Regular internal moderation and work scrutiny.
How do you use assessment in your subject area?	To show progress, identify areas of strength and weakness and address any misconceptions.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	As the majority of our assessments are based on visual outcomes/final pieces of work it is easy to see where students have missed information or where they lack a skill.
How is knowledge remembered in your subject?	Through repetition in lessons and homework. Through annotations in sketchbooks.

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Curriculum Overview:VISUAL ARTS

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7		**Theme: Spots and Dots** Skills: drawing from observation Knowledge: Understanding the visual ellements. Application: Creating a mixed media image from imagination		**Theme: Sweets and Cakes** Skills: Impasto painting, composition, colour theory Knowledge: Colour theory and how to mix paint Application: creating realistic and stysalised images of Cakes		**Theme: Multicultural Art** Skills: Developing visual skills in pattern, texture, and composition through exploring and creating multicultural art. Knowledge: understanding art from a range of cultures focussing on pattern and animals Application: creating a range of outcomes based around pattern and texture	
Year 8		**Theme:Typography- Street Art** Skills: graffitti, colour mixing, Knowledge: understanding of styles of lettering, Application: creating graphic outcomes in a range of media		**Theme: Still life** Skills: observation, composition, Knowledge: understanding of objects, perspective, scale and proportions Application: creating realistic and abstracted images of objects		**Theme: Multicultural Art** Skills: understanding the art of other cultures relating to celebrations Knowledge: understanding Application: creating several outcomes using 2D, Relief and 3D mateirals	
Year 9		**Theme: Mini Projects (Materialts,Techniques and Processes)** Skills: covering all 4 assessment objectives for GCSE through a series of shorter projects. Knowledge: understanding of a range of media and techniques, the AQA assessment criteria and GCSE course Application: create a series of outcomes using wet and dry media with a focus on the 4 assessment objectives used in GCSE.		**Theme: Experimentation** Skills: basic digital photography skills and manipulation, collage and montage, printmaking using Lino and or dry point etching Knowledge: understanding of the basics of digital photography, light writing, collage Application: create a series of personal outcomes relating to photography and printmaking		**Theme: GCSE style project : Natural forms?** Skills: uses of different wet and dry media media, application of techniques and processes, Knowledge: understanding or time management for completing a GCSE project.Taking students through the process of completing a unit ready for year 10. Application: creating a more finished sketchbook and final outcome that could be used towards a GCSE portfolio.	
AQA Art	Year 10	Skills Workshops Students will take part in a range of 2 week workshops looking at a range of 2D and 3D skills using a brief set by the teacher.		Everyday Objects Exploring still life and graphic imaging through a study of Pop Art, Cubism, Renaissance and contemporary styles.		Distorted Protraits Exploring realistic and abstract forms of 2D and 3D portraiture through drawing, collage, paint, printing and relief work. Studetns will work towards creating a final personal outcome using 2D or 3D materials.	
	Year 11	Mock exam: STUDENTS CHOOSE FROM AN INTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives and then have 5 hours/ 1 DAY to create a personal outcome		Externally set assignment STUDENTS CHOOSE FROM AN EXTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives and then have 10 hours over 2 days to create a personal outcome.		//	//
	Year 12	Skill-Building Workshops. How can we use different materials and methods to express personal and cultural identity?	Skill-Building Workshops 2. How can we analyse and respond to artists to deepen our visual language?	Exploration & Personal Investigation. Planning What questions do we want our art to explore?	Personal Investigation - Development. How can we use personal ideas and artist inspiration to develop a cohesive body of work?	Personal Investigation - Realisation. How do we refine and resolve our ideas through sustained practice?	Personal Investigation - Essay & Showcase. How can we communicate our artistic journey through written and visual means?
	Year 13	How can we synthesise personal ideas and contextual influences to develop meaningful, resolved art?	How can we synthesise personal ideas and contextual influences to develop meaningful, resolved art?	How do we resolve and communicate ideas visually and critically in line with A Level expectations?	How do we bring together all artistic learning into a meaningful, personal final response?	//	//
AQA Photography	Year 10	Workshops: Students take part in a series of 2-week workshops where they will learn the basics of film and digital photography, go through the assessment criteria and marking process, learn to research artists and analyse work, how to refine ideas and develop their own towards a final personal outcome.		Light and Dark : Students will explore a range of media, techniques and processes relating to artist's work and develop their own outcomes from these investigations. these will be assessed using the AQA assessment criteria and mark scheme.		Landscape, townscape, Seascape: Students will explore a range of media, techniques and processes relating to artist's work and develop their own outcomes from these investigations. these will be assessed using the AQA assessment criteria and mark scheme.	
	Year 11	mock exam: STUDENTS CHOOSE FROM AN INTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives and then have 5 hours/ 1 DAY to create a personal outcome		externally set assignment STUDENTS CHOOSE FROM AN EXTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives	externally set assignment STUDENTS complete their exploration of their chosen question using the 4 assessment objectives and then have 10 hours over 2 days to create a personal outcome.	//	//
	Year 12	**Foundation Unit 1 Box Project** An introduction to the course and methods of working, bridging the gap between GCSE and Advanced level.	**Foundation Unit 2 History and Collections of objects.** A focus on research and the development of ideas to fuel personal and practical development.	**Foundation Unit 3 Narrative Portraiture** An insight into a professional and strict brief with a tight deadline.	**Foundation Unit 4 Portraiture.** A more independent unit that enables students to explore their own research and form ideas and concepts that can be developed through practical work.	**Portfolio unit Introduction - Practical (60%)** The launch of the major unit.This starts with a portfolio proposal that students complete	**Related Written study - Introduction (included within 60%)**
	Year 13	Portfolio Unit - 60% This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	Written Study - included in the 60% Portfolio Unit The written material must: be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. include specialist vocabulary appropriate to the subject matter	Externally Set Assignment - 40% Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one . Students will be provided with exam papers on 1 February, or as soon as possible after that date.	Portfolio Unit - 60% This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	Written Study - included in the 60% Portfolio Unit The written material must: be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.	Externally Set Assignment - 40% Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one . Students will be provided with exam papers on 1 February, or as soon as possible after that date.

- SelfWorth - Engagement - Purpose -