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Ethos College

Curriculum Planning

Fine Art



Curriculum intent statement: Art, Craft & Design

“You can’t use up creativity. The more the you use, the more you have.” –Maya Angelou

“To practice any art, no matter how well or how badly, is a way to make your soul grow, for heaven’s sake. So do it.”

– Kurt Vonnegut

Intent:

We believe that art is an important part of the world in which we live together. Art is universal and is a fantastic opportunity for mindfulness, critical thinking and the expression of thoughts, feelings and identity.

At Ethos, we understand that our pupils come to us from a variety of different backgrounds and experiences and our art lessons are tailored to the individual needs of our pupils. Lessons are planned to allow our pupils to explore and develop independence. Their art work is a personal journey in which they must develop resilience and gain confidence in their own abilities.

Mental health is a focus at our school and we hope to provide a window for the pupils to really enjoy art and foster

practices which can be used in later life to support wellbeing. We hope to re-engage reluctant learners with exciting resources and an enthusiasm for the subject.

Implementation:

By the end of the Art, Craft and Design course, pupils will have explored and experimented with a wide range of different mediums, equipment and skills.


The pupils will be asked to respond creatively to a title in two sustained projects. Within these projects they will research and discuss the work of other artists, develop their own work, write about their processes and plan for an eventual outcome. They will be encouraged to produce ambitious work, which showcases their abilities and the culmination of their studies.

Within the course the pupils will have the opportunity to see art in a gallery environment/in the wider community and study with other artists through specialised workshops.

The pupils will receive personalised feedback to guide their work, allow them to develop their projects further and meet all the requirements of the assessment objectives.

Impact:

Pupils will finish their course with an appreciation of art, creativity and the wider world. They will have developed a growth mindset and will be unafraid of new and exciting opportunities. They will be able to think critically and constructively and be able to apply these skills to further studies and later life.



Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct Weeks 1- 2	Introduction	Introduction to Fine Art: The course covers the four principal areas of observation of subject matter; critical evaluation of art and artists; practical making; production of final pieces. These emphasise the qualities of experimentation, exploration, research and individual expression required at GCSE level.	Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: charcoal pastel graphite and coloured pencils biro, pen and ink acrylic paint printing digital recording and manipulation.	Students will be introduced to a number of creative careers and links to digital art.	Students will have the opportunity to read independent texts and exposure to subject specific vocabulary	Students will create their own interpretation of a well-known work as part of the baseline assessment. This allows for students to connect up experiences and give purposeful attention. <i>Boxall strand A/C.</i>
	Unit 1a	Title: Close Up	Students will explore and respond to a variety of contextual sources.	As part of developing	Students will start to	Working in small groups to

	Project 1 Close up	<p>Begin to explore first major project where students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources.</p> <p>Students explore a variety of approaches to drawing and written annotation. Possible themes to work on are 'Natural Forms' or 'Close up'.</p>	<p>Create observations and record from a range of natural and manufactured objects. With the focus on the closeup surface qualities of the chosen subject matter.</p> <p>They will explore and respond to a variety of contextual sources that display different surface qualities, exploring pattern, texture, shape, colour and form.</p> <p>Students will learn the relevant annotation skills and the opportunities to explore different approaches to written annotation.</p>	career links will be shown a number of advertising samples in which close up images have been used, linking to careers in photography, new media, web design.	understanding the application of subject specific vocabulary including the composition of piece both abstract and realism.	best arrange a composition. <i>Boxall strand B/E.</i>
Half Term 2: Oct – Dec	Unit 1a Project 1 Close up cont.	<p>During this half term students will complete their first major project developing their planning skills.</p> <p>Students have the opportunity to fully engage with a given theme and make a personal response when developing, knowledge, understanding and skills development from the introductory phase.</p> <p><i>The ideas for the project 2 might emerge from a museum or gallery visit or a skills-based workshops.</i></p>	<p>Students will be given sources and also introduce the idea of a creative journey involving research, development, refinement and presentation of realised intentions with reference to the four assessment objectives.</p> <p>Students should know how important it is that they address the four assessment objectives in their response to the theme.</p> <p>Students use their observations, findings and analysis to develop and produce a personal response that</p>	Visiting YSP will allow students to see first hand how artistic careers can be developed.	Working on developing a deeper understanding of the assessment objectives will give students additional exposure to higher level texts, decoding the assessment objectives will run thematically as a starter for the	Students will be given the opportunity to reflect and feedback back on both their own and other artists work. Listening to others and creating a whole class approach to understanding.

			<p>builds upon the ideas or techniques experienced.</p> <p>The directed project encourages a personal interpretation and response from students to a given starting point or theme.</p> <p>Students need to make clear and explicit connections between sources and their practical work. The personal line of enquiry that the student follows, with guidance and input from the teacher.</p> <p>Whatever media, processes and techniques students choose, they should use the opportunity to alter images as the process of refinement, experimentation and recording takes place. This will help with coverage of both Assessment objective 2 and Assessment objective 3.</p> <p>Students learn how to effectively access, document and process information to prepare for the YSP visit. Follow-up school-based development work could take the form of experiments, media trials and associated studies.</p>		duration of the half term.	<i>Boxall strand A/B.</i>
Half Term 3: Jan – Feb	Unit 1b	Celebration of work event, preparations including but not	Students need to explicitly evidence coverage of all four assessment objectives, drawing for different	A number of external artists will deliver in	Students again will have the opportunity to	Activity connecting up experiences

	<p>Celebration of work</p> <p><i>(Art to be displayed/ linked with industry week)</i></p>	<p>limited to preparing their mini project.</p> <p>As student's progress their ideas thoroughly and with pace can be given opportunities work on developing:</p> <ul style="list-style-type: none"> • An idea to include further research and study of relevant sources. • The nature of a singular outcome into a "series". • Practice by exploring and applying additional materials, processes and techniques. 	<p>purposes and needs and written annotation. Closing any gaps left from unit 1a.</p>	<p>school workshops and provide QA for students around working opportunities in art.</p>	<p>carry out independent research around their chosen mini project.</p>	<p>through teacher lead exploration of 'artistic journey'.</p> <p><i>Boxall strand C.</i></p>
<p>Half Term 4: Feb – April</p>	<p>Unit 2</p> <p><i>(exam prep for externally set assignment)</i></p>	<p>Externally set assignment of the specification for more information. Preparatory work must be available to students throughout the 10 hours of supervised time. All four Assessment Objectives must be evidenced. All work completed during the 10 hour supervised sessions must be clearly labelled as such.</p> <p><i>Externally set assignment (ESA) papers are available to students and teachers from 2nd January.</i></p>	<p>Students select one from seven possible starting points on the paper.</p> <p>Make students aware that:</p> <ul style="list-style-type: none"> They can use their own sources as well as those suggested in their starting point. They need to evidence their creative journey in the preparatory work, which should show the development, refinement and recording of ideas Preparatory work can be presented in any suitable format 	<p>Students can draw upon prior career path exploration to develop their ongoing work.</p>	<p>During Unit 2 students will have a number of independent research and reading tasks to complete. They will use the skills learnt in unit 1 to apply the assessment objectives to their work independently and use the language skills</p>	<p>The exam unit is an independent extended project.</p> <p><i>Boxall strand A/C.</i></p>

			<p>There is no restriction on the scale of work, media or materials used</p> <p>Students need to demonstrate their ability to work independently, under supervised conditions, as they progress their ideas to the realisation of intentions</p> <p>Drawing and written annotation must be evidenced in the final submission for this component.</p>		to create meaningful interpretations and evaluations.	
Half Term 5: April – May	Unit 2	<p>The externally set project encourage a personal interpretation and response from students to a given starting point or theme.</p> <p>The teacher can suggest sources and also introduce the idea of a creative journey involving research, development, refinement and presentation of realised intentions with reference to the four assessment objectives.</p>	<p>The selection of work chosen for submission must include:</p> <p>Coverage of the four assessment objectives</p> <p>A sustained project evidencing the journey from initial engagement to the realisation of intentions</p> <p>A selection of further work undertaken during the student's course of study</p> <p>Evidence of drawing activity and written annotation.</p>	Students can draw upon prior career path exploration to develop their ongoing work.	As part of the externally set assessment students will need to be reflective in their responses and use all language and decoding skills explicitly taught through out the year.	<p>Students need to make clear and explicit connections between sources and their practical work.</p> <p><i>Boxall strand A/C.</i></p>
Half Term 6: June – July	Unit 2 (10-hour exam)					