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Ethos College

Curriculum Planning

Art, Craft & Design



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 Art, Design & Craft: The course promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. 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, and will have explored and experimented with a wide range of different mediums, equipment and skills such as: □ photography □ graphite and coloured pencils □ biro, pen and ink □ sculpture □ printing □ digital recording and manipulation Mixed media	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>
	Component One	Title: Natural Forms	Students will explore and respond to a variety of contextual sources.	As part of developing	Students will start to	Working in small groups to

		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. Students explore a variety of approaches, techniques and written annotation. <i>The ideas for the project might emerge from a museum or gallery visit or a skills-based workshops.</i>	They will explore and respond to a variety of techniques and processes within Art, Design & Craft, exploring texture, shape, colour and form. Students will learn the relevant annotation skills and the opportunities to explore different approaches to written annotation. Students learn how to effectively access, document and process information to prepare for the Hepworth Gallery visit. Follow-up school-based development work could take the form of experiments, media trials and associated studies.	career links students will be shown a range of artists working within different industries in which they have taken inspiration from the environment, including architecture, product design, photography. Visiting Hepworth Gallery will allow students to see first hand how artistic careers can be developed.	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	Component One. Environment	During this half term students will complete their first major project developing their planning skills. 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.	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. Students should know how important it is that they address the four assessment objectives in their response to the theme.		Working on developing a deeper understanding of the assessment objectives will give students additional exposure to higher level texts, decoding the assessment	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

			Students use their observations, findings and analysis to develop and produce a personal response that builds upon the ideas or techniques experienced. The directed project encourages a personal interpretation and response from students to a given starting point or theme. 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. 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.		objectives will run thematically as a starter for the duration of the half term.	approach to understanding. <i>Boxall strand A/B.</i>
Half Term 3: Jan – Feb	Component Two. Externally assessed.	<i>Externally set assignment (ESA) papers are available to students and teachers from 2nd January.</i> Possible visit to Leeds Art Gallery	Students will explore and respond to a variety of contextual sources. They will explore and respond to a variety of techniques and processes within Art, Design & Craft, exploring texture, shape, colour and form. Students will build on their annotation skills and the opportunities to explore different approaches to written annotation.	Students will have to opportunity to view artists work within a gallery setting	Students again will have the opportunity to carry out independent research around their chosen mini project.	Activity connecting up experiences through teacher lead exploration of 'artistic journey'. <i>Boxall strand C.</i>

Half Term 4: Feb – April	Component 2. (exam prep for externally set assignment)	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.	Students select one from seven possible starting points on the paper. Make students aware that: □ 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 □ There is no restriction on the scale of work, media or materials used □ Students need to demonstrate their ability to work independently, under supervised conditions, as they progress their ideas to the realisation of intentions □ Drawing and written annotation must be evidenced in the final submission for this component.	Students can draw upon prior career path exploration to develop their ongoing work.	During Component two students will have a number of independent research and reading tasks to complete. They will use the skills learnt in component one to apply the assessment objectives to their work independently and use the language skills to create meaningful interpretations and evaluations.	The exam unit is an independent extended project. <i>Boxall strand A/C.</i>



Half Term 5: April – May	Component Two	The externally set project encourage a personal interpretation and response from students to a given starting point or theme. 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.	The selection of work chosen for submission must include: □ Coverage of the four assessment objectives □ A sustained project evidencing the journey from initial engagement to the realisation of intentions □ A selection of further work undertaken during the student's course of study □ Evidence of drawing activity and written annotation.	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.	Students need to make clear and explicit connections between sources and their practical work. <i>Boxall strand A/C.</i>
Half Term 6: June – July	Component 2 (10-hour exam) Final mini project	Students will complete component two by sitting the 10 hour exam. During this half term students will complete their final mini project exploring a technique they have not used before to complete component one.	Students will explore a technique based on a theme of “Layers” to compliment work completed in half term's one and two. This mini project will ensure students have fulfilled the assessment requirement of “a selection of other work”.		Students will need to be able to quickly refine their analytical skills using specific artistic terminology.	


