

Cambridgeshire Education Trust – Curriculum Mission Statement

Subject: ART	Components			Composite	KS3 Mission Statement	
	What new knowledge and skills do we introduce?			What do students <i>do</i> with this knowledge?	<i>By the end of year 8, a WVC ART student will...</i>	
		Skills and activities	Learning objectives		Transferable skills	GCSE art and design specific skills
Autumn	Identity	Building upon key skills from prior learning in Art, such as using mark-making to create tone and shape and form to create an identity portrait	<ul style="list-style-type: none"> Learn more about the Formal Elements and to put these into practice with reference to your own portrait drawing, aspects of your identity and other artists 	<p><i>Students learn the value of Art and the real life context of the skills they learn. They are inspired by the careers linked to studying a creative subject. Positive attitudes are nurtured.</i></p> <p><i>Students confidently visually record the world around them. They create diverse, imaginative drawings responding to a theme.</i></p>	<ul style="list-style-type: none"> Have explored and celebrated similarities and difference between people, places and cultures. Have developed visual literacy, communication skills, imagination and personal expression. Have developed critical thinking skills such as problem solving and risk taking have been nurtured through mindful activities developing their personal well being. Have built their confidence, resilience and self-esteem 	<ul style="list-style-type: none"> Be able to develop ideas inspired by given artists Be able to refine work by experimenting with given materials Be able to record work and ideas in a visually interesting way through drawing and annotation Be able to present a final response using visual language and formal elements.
Spring		Further building upon knowledge of art skills, visual literacy and the work of other artists, relating the work of Pop Artists to their own ideas and current popular culture.	<ul style="list-style-type: none"> Understand what identity means and how art can be used to explore identity and cultural issues. 	<p><i>Students can express informed decisions and opinions on artworks. They can articulate a visual analysis of an artwork and understand context.</i></p> <p><i>They can address misconceptions and prejudice of themes embedded in artworks.</i></p>		
Summer	Extending understanding of identity and culture, looking at body	<ul style="list-style-type: none"> To relate this work to 	<p><i>Students experiment with a wide range of media and techniques to create prints,</i></p>			

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		<p>adornment traditions. If time allows, students will take this work into building adornments looking at graffiti. (Plan to use space outside art room to create an outside working area.)</p>	<p>yourself by creating individual explorations of identity in visual forms</p> <ul style="list-style-type: none"> • Understand what Pop Art is about and how to expand use of materials in developing art influenced by this movement • To study the work of various artists in conjunction with practical work in order to explore a variety of styles and movements 	<p><i>mixed media pieces, drawings and paintings.</i></p> <p><i>Students evaluate their work and that of others.</i></p> <p><i>Students record concept to outcome in their sketchbook to show development of ideas.</i></p>	<p>through enjoyment and engagement in a broad and balanced curriculum.</p>	
<p><i>Rationale for these specific components and</i></p>	<p>RATIONAL: The 'Identity Project' centres on the universal theme who we are and how do we define our identity in Fine Art. It allows for a wealth of primary source</p>	<p>RATIONAL: The 'Pop Art' project centres on building student's confidence with visual recording from popular icons.</p>	<p>RATIONAL: The 'Adornment' project allows students to refine their visual recording for more considered, accurate, diverse and complex drawing skills. Such a broad theme promotes a much richer awareness of the diversity in the way the</p>			

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<p>composite outcomes:</p>	<p>observation to train students' eyes to draw what they see, not when they think they see. Teachers can establish baseline skills early on through drawings and experimentation with media. Students address misconceptions with new media and techniques with high expectations to refine their skills. Students learn to voice their judgements and form opinions on the visual world around them. It shows them how to take inspiration from other artists to make their own creative decisions.</p> <p><i>This will help students to become GCSE ready by developing understanding of</i></p> <p><i>Visual recording through drawing</i></p> <p><i>Experimentation and refinement</i></p> <p><i>Photography compositional techniques and vocabulary</i></p> <p><i>Personal meaningful work</i></p>	<p>Students refine fundamentals from last year and term, to develop their practical and analytical skills further. This project allows students to explore how art can have value, message and meaning whilst developing key art skills.</p> <p><i>This will help students to become GCSE ready by developing understanding of;</i></p> <p><i>Art movement and context</i></p> <p><i>Mixed media – experimenting with materials</i></p> <p><i>Colour theory</i></p> <p><i>Message and meaning</i></p> <p><i>Developing design process</i></p> <p><i>Using sketchbooks to communicate developing ideas</i></p>	<p><i>adornment is depicted in Art and different cultural traditions. This project allows students to explore how art can have value, message and meaning whilst developing key GCSE art skills.</i></p> <p><i>Students have the knowledge to express informed judgements based on contextual understanding.</i></p> <p><i>This will help students to become GCSE ready by developing understanding of;</i></p> <p><i>Photography compositional techniques and vocabulary</i></p> <p><i>Personal meaningful work</i></p> <p><i>Sketchbook communication, focus on annotation</i></p> <p><i>Breaking down tasks into manageable sections</i></p> <p><i>Exceptional skill level</i></p>			
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	<p><i>Cultural and social context</i></p> <p><i>Design process</i></p> <p><i>Sketchbook layout</i></p>					
<p><i>How is challenge embedded into the KS3 curriculum?</i></p> <p><i>How does this build on KS2?</i></p>	<p>Challenge is fundamental in Art. Students are faced with new media and techniques, put outside of their comfort zone and asked to convey their own ideas and opinions. We use learning by discovery to promote exploration of materials, learning by doing and dispel fear of failure. This builds resilience and confidence. Each lesson can be posed as challenge or a problem to be solved. We model ‘exceptional’ examples of practical work to inspire and highlight real life contexts of the activities they partake in.</p> <p>Students come to us not having experienced separate art lessons, they will have mixed knowledge and skills from their feeder schools so we build on any prior knowledge and skills with a focus on enjoying a range of artwork and practical experiences whilst developing GCSE ready working methods.</p> <p>‘Art is a way of recognising oneself which is why it will always be modern’ Louise Bourgeois.</p>					