

Witchford Village College – Curriculum Mission Statement

Subject: ART/PHOTOGRAPHY	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 9, a WVC ART student will...</i>	
					Transferable skills	GCSE art and design specific skills
Autumn	<i>Natural Forms</i>	Natural forms, investigating ways of depicting nature, linked to the work of other artists.	<ul style="list-style-type: none"> • Apply your prior learning about the Formal Elements and to put these elements into practice with reference to natural forms 	<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>	<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. 	<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
Spring	<i>Expressive drawing</i>	A looser, freer style of working on natural forms, looking at cells and 3D explorations of these and expressive development of	<ul style="list-style-type: none"> • Understand what natural forms means and how art can be used to explore nature and science (prior learning in year 7) 	<p><i>Students confidently visually record the world around them. They create diverse, imaginative drawings responding to a theme.</i></p> <p><i>Students can express informed decisions and</i></p>	<ul style="list-style-type: none"> • Have developed critical thinking skills such as problem solving and risk taking • Have been nurtured through mindful activities 	<ul style="list-style-type: none"> • Be able to record work and ideas in a visually interesting way through drawing and annotation

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<p>Summer</p>	<p>Graffiti</p>	<p>own ideas linked to artists.</p> <p>Development of artists work into own graffiti outcomes.</p>	<ul style="list-style-type: none"> • To relate this work to yourself and your surroundings and create individual explorations of making art in visual and analytical written forms. • Understand what GCSE art assessed work is about and how to expand use of materials in developing art, influenced by exam style techniques. In particular, linked to developing own ideas, yet linked to artists. • Understand the role of creative thinking in future lives/careers. • To study the work of various artists in 	<p><i>opinions on artworks.</i> <i>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> <p><i>Students experiment with a wide range of media and techniques to create prints, 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>developing their personal well being.</p> <ul style="list-style-type: none"> • Have built their confidence, resilience and self-esteem through enjoyment and engagement in a broad and balanced curriculum. 	<ul style="list-style-type: none"> • Be able to present a final response using visual language and formal elements.
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			<p>conjunction with practical work, in order to explore a variety of styles and movements</p>			
<p>Rationale for these specific components and composite outcomes:</p>	<p>RATIONAL: The 'Natural Forms Project' centres on the universal theme of nature depictions in Fine Art. It allows for a wealth of primary source 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 and from data from previous years. Students address misconceptions with new media and techniques with high expectations to refine their skills. Students learn to voice their</p>	<p>RATIONAL: The 'Natural forms expressive' project centres on building student's confidence with visual recording from natural forms. Students refine fundamentals from last year to develop their practical 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>RATIONAL: The 'Graffiti' project allows students to refine their visual recording for more diverse and complex drawing skills. Such a broad theme promotes a much richer awareness of the diversity in the way is graffiti is depicted in Art. This project allows students to explore how art can have value, message and meaning whilst developing key GCSE art skills. Students have the knowledge to express informed judgements based on contextual understanding. There may be the opportunity to work outside on the space near the art room.</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>			

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	<p>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>Printmaking process and vocabulary</i></p> <p><i>Cultural context</i></p> <p><i>Design process</i></p> <p><i>Sketchbook layout</i></p>	<p><i>Developing design process</i></p> <p><i>Using sketchbooks to communicate developing ideas</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>			
<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>‘What is Art? Nature concentrated’ Honore De Balzac</p>					

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