

Art is a universal subject that can transcend geography, culture, race and creed. The world is full of the treasures of Art and any of them are “visually” accessible, if not logistically so. Any work of art can inform us of the cultural context in which it was created and reinforce what it means to us. Like any cultural discipline there are numerous skills and approaches which are encountered, to not only enable a deeper engagement with Art from a studying viewpoint, but also as that of an appreciator. We encourage engagement with materials in a wide range of ways: from the rudimentary to the complex. Pupils are encouraged to develop persistence, hone techniques, explore their imagination and trust their observations. They learn how to record, develop, experiment, compare and present when making their art. Art is sometimes used as a vehicle for social and political issues but at its heart and most ambitious can communicate in profound ways, purely visually. Pupils can articulate their observations, imagination and feelings and learn about other cultures whilst developing their confidence and skills by taking a pride in their work. Pupils are provided with all necessary materials for their classwork and homework. We provide art packs at cost price (for KS4/5) and have financial support options available for families in hardship. We strive to ensure that all work is accessible and no pupil is in any way disadvantaged from accessing the curriculum on the current syllabus framework guidelines. We aim to help all pupils become “better at being themselves”, increase their visual literacy and make personal and expressive responses in their artwork.

KEY STAGE THREE (PROVISION: One hour per week, one hour per fortnight)

Pupils work in a variety of media throughout the Key Stage: including all drawing media, mixed media and watercolour with some acrylic use. (Modroc, wire and card can sometimes be used). Pupils may work through past paper themes or departmental projects (skills, lino print and

ceramic sculpture) are underpinned by a clear assessment framework using the 4 Assessment Objectives. Peer assessment is used as formal assessments by staff. Workbooks are compulsory and pupils are instructed through exemplar materials how to develop their work to a personal outcome meeting these assessment objectives. A wide variety of media is used with mixed media experimentation encouraged, should individual need it. Pupils are marked in two components (coursework and exam) out of 96 (each assessment objective being worth 24 marks). Coursework marks are shared with pupils at the end of the course. Work is externally moderated. Pupils are taken on trips to museums or galleries to supplement their development. These are timetabled close to past paper preparation.

KEY STAGE FIVE

Students work in two components. The “Personal Investigation” line of enquiry is decided upon by the student after discussion with the teachers. This also features a written essay of between 1000-2000 words. The investigation must cover the four assessment objectives, as at GCSE. The external course is one chosen from 8 given by

are encouraged to make use of local libraries and also life

Year	“Evaluating and Knowledge” What pupils will know’.
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“Generating and Making” What pupils will be able to ‘
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Identify strategies that are used for:

relating facial proportions, creating expression and personality.

building space through viewpoints, the use of lines and angles, overlap, textures, and colours.

Understand:the significance of details, the positioning of forms in spaces, colour and light, foreshortening and perspective (linear and aerial).

Skills module:

Creative approaches, working with
assessment objectives,

Year	“Evaluating and Knowledge” What pupils will know’.	“Generating and Making” What pupils will be able to do’.	Assessment Criteria.
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appropriate materials use. Essay writing
strategies and techniques, managing
contextual resources, referencing skills