

CLAYTON HALL ACADEMY

Faculty and Department Curriculum and Assessment Handbook

Performance and Creative Education (PACE) - Art

Our Curriculum Intent

Our Art curriculum is designed to offer exciting and stimulating opportunities to create, design and explore, differentiated to meet the needs of all our learners. At the heart of this is the teaching of core skills, knowledge, concepts and values, which are a spiralled and recurring across all Years. Equally important is the development of inter-personal skills that will contribute to the development of happy, well-rounded students who can thrive. We aim to build on prior learning with the aim of developing responsible, independent and confident artists (RIC) who can adapt and apply their skills within a range of situations and disciplines. This gives students the best opportunity to develop a genuine love of the subject as well as being able to showcase their talent and develop their skills. As well as a stimulating class-based learning environment, we aim to offer our students a rich and diverse extra-curricular programme.

Gold Standard Teaching and Learning in Art

Goal Orientated (Planning for Progress)

- Starter Task in every lesson.
- Blooms, learning objectives displayed clearly.
- Students understand the Big Picture, what they are learning and why.
- Links to RIC (Resilience, Independence and Confidence).
- Highly effective and varied questioning.

Open dialogue (Feedback for improvement).

- Regular assessment and feedback.
- Literacy marking in line with literacy stickers.
- Student response to feedback (DIRT) using green pen.
- Self and peer-assessment used to develop independence.
- Progress tracked on student's assessment maps

Learning Environment

- Positive Learning Environment created by mutually respectful relationships.
- Adults consistently model the values of the school and support curriculum intent.
- Reward effort and resilience by providing opportunities for students to speculate, investigate, and make mistakes.
- Pride is shown in their learning through the presentation of work.

Differentiation for Challenge and support

- Data and student information is used to plan for individual needs.
- Stretch and challenge is provided for High Ability students.

- Oracy in the classroom is a priority; students respond to questions or contributions in full sentences (talk for writing).
- Additional intervention provided for those who need it.

Long Term Curriculum and Assessment Plan – Key Stage 3

Year 7

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
Autumn 1	Art Exploring materials linked to AO3 The Dot Pete Reynolds Growth Mindset Art Artists research unit AO1 – Developing understanding of GCSE/sketchbook requirements for artists research and development. PLC (feedback map process embedded)	No formal assessment in Au 1.1 Introduction of Self and Peer assessment processes. Dialogue based marking to encourage exploration and build confidence	
Autumn 2	Art Artists research unit AO1 – Developing understanding of GCSE/sketchbook requirements for artists research and development. <ul style="list-style-type: none"> • AO1 Artists research process AO2/3 to complete Materials analysis	Assessed against OCR GCSE Criteria - Mini Brief task following structured teaching. Independent completion of sketchbook page to include all criteria set. Artists image Direct copy Analysis - written paragraph/ materials exploration Work in the style of - Primary sources and artwork.	
Spring 1	Photography AO1 - Photography induction. iPad use for camera. Progress cycle and introduction to digital sketchbooks	Assessed against OCR GCSE Criteria Independent Completion of Digital Sketchbook pages Test Shoot, Final Shoot, Contact sheet, Basic and Complex edits	Ao1 artists research GCSE step 1
Spring 2	iPad project – Using iPad technology to create digital artworks based on the artists studied.	Self and Assessment process throughout the unit to encourage evaluation and improvement processes.	
Summer 1	Art AO1 – GCSE Starting points	Independent project work – Sketchbook Title page, Mind Map, Mood board, Artists research page.	Y7 Au1.1
Summer 2	Photography AO1 - GCSE Starting points	Independent project work – Digital Sketchbook Photographer research pages Test Shoot, Final Shoot, Contact sheet, Basic and Complex edits	Y7 Au1.1

Year 8

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Photography AO1 - Faces Selfie Project iPad Digital Artwork project – using Landscape photographs and Artists research develop a Digital image. 2wks	Assessed against OCR GCSE Criteria Independent Completion of Digital Sketchbook pages Test Shoot, Final Shoot, Contact sheet, Basic and Complex edits iPad project - Self and Assessment process throughout the unit to encourage evaluation and improvement processes.	Y7 SP2.1 / Y9 Au1.1 ongoing process
Autumn 2	Art Faces – AO2/3 Material Exploration Using Photographs created in Au1.1 to develop materials analysis skills.	Assessed against OCR GCSE Criteria - Mini Brief task following Photography project. Independent completion of sketchbook page to include all criteria set.	First unit covering this skills elements explored in Y7.1.2 /Y9 Au1.1
Spring 1	Photography Places - Landscape based projects. iPad Digital Artwork project – using Landscape photographs and Artists research develop a Digital image . 2wks	Assessed against OCR GCSE Criteria Independent Completion of Digital Sketchbook pages Test Shoot, Final Shoot, Contact sheet, Basic and Complex edits	Y8 Au 1.1/ Y9 Au 1.2 ongoing process
Spring 2	Art – Places - Landscape based projects. AO3 Material Exploration Using Photographs created in Au1.1 to develop materials analysis skills	Assessed against OCR GCSE Criteria - Mini Brief task following Photography project. Independent completion of sketchbook page to include all criteria set.	Y8 AU1.2/ Y10 Au1.1
Summer 1	Art /Photography – Full Independent Project using all skills from Y7 and 8 to support future GCSE students Spaces AO1 Development - Research and Artists research working in the style of an artist AO2 Explore and refine – Analysis (Materials/ Written) AO3 Record – Drawings/ Photographs - Selection of information AO4 Creating final piece	Assessed against OCR GCSE Criteria - Student select area of study Sketchbook/ Digital sketchbook pages	Y7 Su 3.1/2 Y9 Su3.1/2

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Summer 2	Art /Photography – Full Independent Project using all skills from Y7 and 8 to support future GCSE students Spaces AO2 Explore and refine – Analysis (Materials/ Written) AO3 Record – Drawings/ Photographs - Selection of information AO4 Creating final piece		Y7 Su 3.1/2 Y9 Su3.1/2

Long Term Curriculum and Assessment Plan – Key Stage 4

Year 9

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
Autumn 1	Skills based learning - Develop, Refine, Record,	Formative assessment	
Autumn 2	Skills based learning - Record	AO3 Quality of drawing/ photography	
Spring 1	PLC Teaching for Exam 1 - CW Starting point delivered to students. Assessment Objectives 1, 2, 3 are main focus PLC (feedback map process embedded)	Practical/ Written analysis AO1 Title page, mind map, mood board, artists reference pages. AO2 Refine Developing work from Contextual and personal references AO3 Record quality of drawing and insights.	
Spring 2	PLC Teaching for Exam 1 - CW Starting point delivered to students. Assessment Objectives 1, 2, 3 are main focus PLC (feedback map process embedded)	Practical/ Written analysis AO1 Title page, mind map, mood board, artists reference pages. AO2 Refine Developing work from Contextual and personal references AO3 Record quality of drawing and insights.	
Summer 1	PLC Teaching for Exam 1 Exam 1 - Assessment Objectives 1, 2, 3 are main focus AO4 Present PLC (feedback map process embedded)	AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights 6 hour CA Final piece	
Summer 2	PPE Assessment map AO1 focus 4weeks	AO1 Practical/ Written analysis Knowledge, Analysis elements	

Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
Autumn 1	Refine/ Application links to AO2 - Refine materials Print making	Process driven assessment Formative	
Autumn 2	AO2 Assessment task Independent - Refine Artists	Assessment Objective evidence - Practical assessed against Mark Scheme	
Spring 1	AO2 Assessment task Independent - Refine materials Mixed media techniques with analysis	Assessment Objective evidence - Practical assessed against Mark Scheme	
Spring 2	AO3 Record 2 hour assessments	Practical assessed against Mark Scheme	
Summer 1	Exam 1 Starting points set full project AO1, 2, 3	Assessment Objective evidence - Practical assessed against Mark Scheme AO1, AO2, AO3	
Summer 2	Exam 1 Starting points set full project AO1, 2, 3, 4 - 10 hour Exam as part of PPE1 for Y10	Assessment Objective evidence - Practical assessed against Mark Scheme AO1, AO2, AO3, AO4	

Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
Autumn 1	Exam 2 - CW Starting point delivered to students. Assessment Objectives 1, 2, 3 are main focus	Practical/ Written analysis AO1 Title page, mind map, mood board, artists reference pages. AO2 Refine Developing work from Contextual and personal references AO3 Record quality of drawing and insights.	
Autumn 2	Exam 2 - Assessment Objectives 1, 2, 3 are main focus AO4 Present	AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights 10 hr Controlled assessment	
Spring 1	Exam 3 - ST Starting point delivered to students. Assessment Objectives 1, 2, 3 are main focus	Practical/ Written analysis AO1 Title page, mind map, mood board, artists reference pages. AO2 Refine Developing work from Contextual and personal references AO3 Record quality of drawing and insights.	
Spring 2	Exam 3 - Assessment Objectives 1, 2, 3 are main focus AO4 Present	AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights 10 hr Controlled assessment	
Summer 1	DIRT Review of EXAM 1 /2		
Summer 2			

Key Stage 4 Examination Overview

GCSE (9-1) OCR Art and Design

Component 1 Portfolio

Component 2 Externally set Task (Exam)

What resources could I buy or borrow that will help my child?

A set of graded pencils – these will benefit the child all the way through their Art and Design education.

A good quality set of colouring pencils (KS4 only, Year 9, 10 & 11) – Example brands: Prismacolour, Faber-Castell, Arteza, Derwent Ruler

Rubber

Sharpener

Fine liners (KS4 only, Year 9, 10 & 11)

What are the key websites or Apps that my child could use?

OCR Exam Board - <https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>

Pinterest – this website/app is extremely useful in KS4 Year 9, 10 & 11 to gather ideas and inspiration.

This is Colossal – this website is great for ideas in KS4 - <https://www.thisiscolossal.com/>

Tate – this website is great for students to complete research and find new ideas and artists - <https://www.tate.org.uk/>

What can I do to encourage my child to take further interest in Art?

Encouraging students to do Art work at home such as drawing, doodling, designing something really helps engage students in the possibilities of Art and Design.

If possible, taking students to galleries and local exhibitions also gives them an opportunity to see historical and contemporary Artist's work. This creates an aspect of realism and shows the students that what they're learning is all based on actual real life people.

What after school or other extracurricular activities are available in Art and when are they?

There are extra-curricular clubs on most days for students. See website or ask at school for this term's latest club matrix

Email Links

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