Richard Lander School

Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and keen to make a positive difference to the world they live in.

Art

Intent

Art, craft and design education provides and inspires personal, cultural understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. The study of the visual arts engages, inspire and challenge students to participate in, experiment with, invent and create their own works of art, craft and design. Students should be able to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within national and global contexts.

We aim to enable our students to become:

- successful independent learners who enjoy learning, understand how to make progress and achieve to their full potential.
- confident self-managers and team-workers, who are willing to take risks and keep an open-mind about new ideas and techniques.
- responsible citizens aware of the role they play in society and the importance of art in contributing to society.
- Confident individuals who are able to live safe, healthy and fulfilling lives.

Skills

Art, craft and design embody some of the highest forms of human creativity. An art, craft and design education engages, inspires and challenges students, equipping them with the knowledge and skills to experiment, devise and make their own creative works which can be a unique experience, which is not replicated in many other areas of the curriculum. Through study and application students learn how to think and apply creative and critical skills to interpret the world around us. Many of these skills are adaptable and transferable to all areas of life.

Studying art builds cultural capital by providing students with a means to engage with and understand the world around them and their relationship with it. Embedded in an art curriculum is the exploration of the work of other artists and designers from a wide spectrum of backgrounds, genders, ethnicities and beliefs. Students learn and gain knowledge about how the world and its artefacts are represented. Cultural awareness is developed through creating, investigating, making and doing. This creative journey gives students a voice and the skills with which to express their thoughts, feelings about and responses to the world around them.

Purpose of Study

Art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Aims

Students will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, designers and craftspeople and be able to expressing reasoned judgements that can inform their own work.

Students will be taught and understand:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Assessment

KS3

Students are assigned pathways according to their ability.
High ability learners on blue pathway
Middle ability learners on green pathway
Low ability learners on yellow pathway

Skills and knowledge will be assessed in key areas and each pathway will be deemed on, above or below target according to work that is recorded. Targets will then be set.

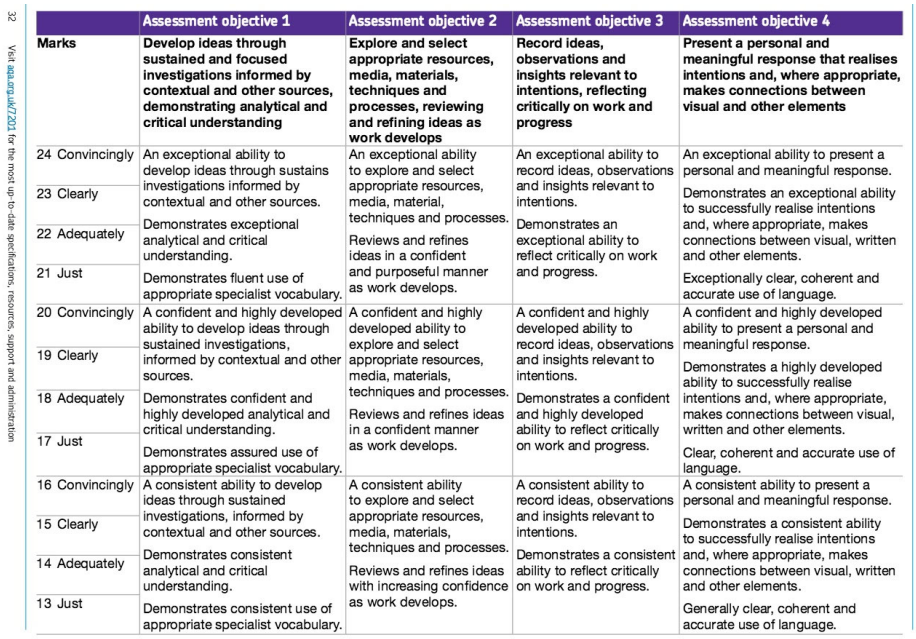
Assessment areas

1.Drawing + recording skills
2. Painting & Colour Skills
3. Materials & Techniques
4. Creativity & Ideas
5. Evaluation & Reflection

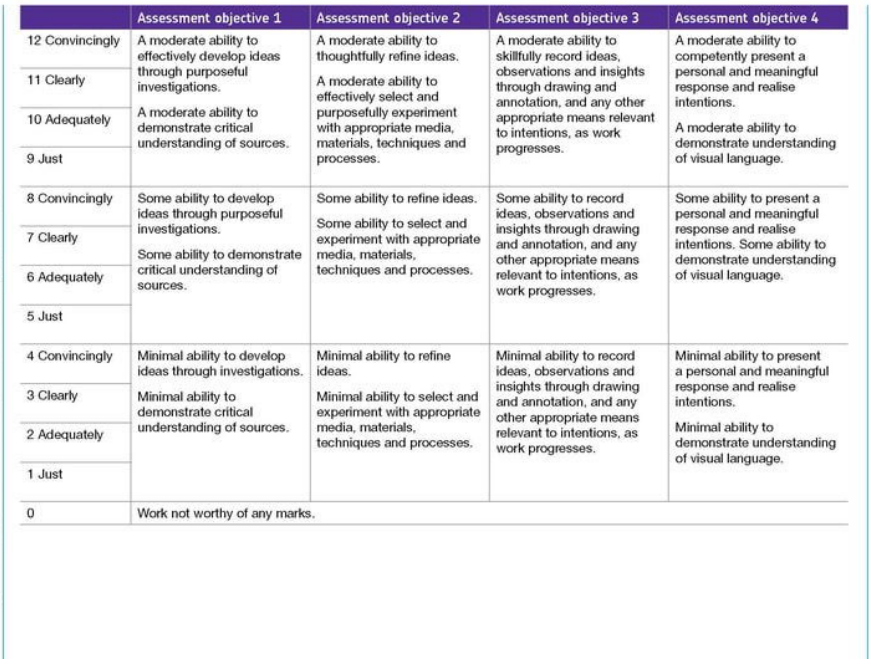
Teachers will assess at points during the project. They will then adapt teaching, resources and delivery to respond to any common misconceptions and areas that need further teaching.

KS4

Students are assessed regularly according to the AQA assessment matrix. There is regular marking and moderation within the dept. Teachers adapt teaching, resources and delivery to respond to any common misconceptions and areas that need further teaching.



Marks	Assessment objective 1 **Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding**	Assessment objective 2 **Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops**	Assessment objective 3 **Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress**	Assessment objective 4 **Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements**
24 Convincingly 23 Clearly 22 Adequately 21 Just	An exceptional ability to develop ideas through sustains investigations informed by contextual and other sources. Demonstrates exceptional analytical and critical understanding. Demonstrates fluent use of appropriate specialist vocabulary.	An exceptional ability to explore and select appropriate resources, media, material, techniques and processes. Reviews and refines ideas in a confident and purposeful manner as work develops.	An exceptional ability to record ideas, observations and insights relevant to intentions. Demonstrates an exceptional ability to reflect critically on work and progress.	An exceptional ability to present a personal and meaningful response. Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Exceptionally clear, coherent and accurate use of language.
20 Convincingly 19 Clearly 18 Adequately 17 Just	A confident and highly developed ability to develop ideas through sustained investigations, informed by contextual and other sources. Demonstrates confident and highly developed analytical and critical understanding. Demonstrates assured use of appropriate specialist vocabulary.	A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas in a confident manner as work develops.	A confident and highly developed ability to record ideas, observations and insights relevant to intentions. Demonstrates a confident and highly developed ability to reflect critically on work and progress.	A confident and highly developed ability to present a personal and meaningful response. Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Clear, coherent and accurate use of language.
16 Convincingly 15 Clearly 14 Adequately 13 Just	A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources. Demonstrates consistent analytical and critical understanding. Demonstrates consistent use of appropriate specialist vocabulary.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas with increasing confidence as work develops.	A consistent ability to record ideas, observations and insights relevant to intentions. Demonstrates a consistent ability to reflect critically on work and progress.	A consistent ability to present a personal and meaningful response. Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements. Generally clear, coherent and accurate use of language.



	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
12 Convincingly 11 Clearly 10 Adequately 9 Just	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
8 Convincingly 7 Clearly 6 Adequately 5 Just	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
4 Convincingly 3 Clearly 2 Adequately 1 Just	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
0	Work not worthy of any marks.			

Rationale *Explain Art's rationale for the sequencing of the Arts curriculum. Why are KS3 and KS4 taught in the order that they are eg use of interleaving etc*

Through our art curriculum, students are taught not only how to use formal elements within their art work such as line, tone, colour, space, texture, but to also analyse how formal elements are used as a visual language. Students experience a variety of media, techniques and processes. In KS3 students will develop their skills and understanding with progressive complexity and sophistication, so that they are able to make informed choices and work with increasing independence into Key Stage 4. We support students in learning to co-operate and negotiate and be able to share good practice and learn from others. We actively promote looking at the work of others, celebrating other cultures and encouraging diversity**.** We develop students' awareness of the impact of art on society and expect them to achieve by applying a variety of skills from the wider curriculum together with those specific to Art to produce effective and considered artworks.

Across KS3 projects are planned to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. This is shown in the artists, designers and cultures that they study and respond to and a wide range of artists and cultures are explored across Years 7,8 and 9.

Students explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining work as it progresses across KS3. This includes building upon skills as well as reinforcing them. This is exemplified in the printing and 3D processes which increase in difficulty through years 7-9.

Students learn how to record ideas, observations and insights relevant to intentions, reflecting critically on work and progress across all projects in key stage 3. Formal elements are embedded into all projects and students record from observation using a range of drawing and recording techniques which increase in skill and difficulty through years 7-9. Students reflect on their own work as well as that of others across KS3 and learn how to use specialist vocabulary.

Students learn how to present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Students develop skills in planning and creating outcomes and make appropriate links with others. This will develop in complexity across KS3.

Year 7

At the start of Year 7 students begin an assessment project. This is planned to give students a solid introduction to more specialised teaching at KS3 and to also allow for the mix of experiences that students will have had at KS2. It will therefore revisit some areas of previous learning for some students but also allow for all students to have a clear and guided introduction to the formal elements in Art of tone, line, pattern and colour which underpins art teaching across the rest of KS3 and also gives a very solid foundation in preparation for KS4. Each project has linked artists or art movements which are tailored to fit in with the taught techniques and processes as well as give students the knowledge of different artists, designers and craftspeople from different times and eras. Each year students will also experience a selected culture to study so to that their experience and knowledge of other cultures can be extended.

The first project in Year 7 allows for to explore and learn how to use a pencil, pen and other tools for recording. This is supported by studying relevant artists such as Van Gogh , Pat Steirs, Henry Moore. The later part of the project explores colour theory and how to mix and apply paint. This links to Yayoi Kusuma and students plan an outcome that links to their mark making and colour work that is inspired by the artist. Throughout the project students learn how to use subject specific vocabulary that links to the formal elements.

The second project is based around the theme of abstract natural forms and allows students to apply and build upon skills learnt in the first term and apply their tonal shading skills for example in observational drawings that link to natural forms. They then move on to more sophisticated recording skills such as negative space and learning about the space around objects. This is then applied to design skills and students learn how to use their drawings to inspire designs. This links to Matisse and Gaudi and students learn how the natural world inspired their work. Further techniques such as collage are learnt and again the shapes and designs that are explored will link to student's own drawings and recordings. Students will finalise the project by bringing the techniques covered such as negative space and collage into a design for an outcome. This will allow students to learn design skills and how to then interpret their design into a successful outcome which will allow for more independent decisions about materials and combining of techniques.

The final Year 7 project is planned around the theme of The Day of the Dead festival and allows for further building of recording skills through drawing of bones and more extensive recording using media such as biro pens. Students are also introduced to the technique of printing and explore mono printing which is introduced at this stage as it is an accessible technique for Year 7 and will be built upon in later projects in KS3. The latter part of the project introduces students to 3D relief

techniques and students will design and create a 3D relief piece which allows them to build on their design skills as well as learn how to use and apply 3D relief materials such as card.

Year 8

At the start of Year 8 students embark on a project entitled 'The World Around Me', this is planned around the concept of everyday objects. The project is closely linked to the artist Michael Craig Martin and allows for students to build on skills from Year 7. The recording of everyday objects revisits the formal elements but extends knowledge by having a real focus on line, proportion and scale in particular. Students work directly from observation and learn how to change and adapt scale and size. This relates directly to the artist and students gain a deeper understanding of his work and concepts. The understanding of colour and application is further extended from Year 7 and students learn about the use of flat colour and how to use painting techniques to achieve this. Students develop more independent working practices by making choices about the objects they use. Students learn about composition techniques and will plan and design an outcome that links to creating a Michael Craig Martin inspired painting.

In the second term students work on an African Art project, this builds upon their cultural exposure that is introduced in Year 7 with the Day of The Dead project. Students further develop their drawing skills and will again revisit the formal elements such as tone and line through observational studies of African masks. Students are also introduced to more sophisticated drawings techniques such as blind drawing and continuous line drawing. Students are also introduced to materials such as chalk pastels and the technique of blending which haven't been covered in Year 7. Students also learn the technique of string printing which builds upon the monoprinting technique covered in Year 7 but showing a more advanced technique and skill. The project then uses 2D skills to inform 3D work, this builds upon basic 3D relief skills covered in Year 7. For this project in the second term students move on to be introduced to clay and how to use clay to create a 3D piece of work inspired by African masks which further extends their experience and knowledge of 3D materials. This project also includes looking at the work of Kimmy Cantrell who is an Afro American artist so we are able to expose students to diverse artists and also making a modern connection to African masks and their influence on current Art practices.

The final term focuses on a landscape project, allowing students to explore and develop an appreciation for their locality. This project is based around the local artist Kurt Jackson who is a renowned painter and environmentalist who is based in Cornwall and therefore allowing students to make connections to the local environment and also being made aware of people who are working artists.
Students learn how to record local landscapes using a range of media, some of which they will not have used before such as charcoal and ink. They are also encouraged to take an active part in photographing and responding to images they have taken themselves to develop a personal interest in the subject matter. Students move on to learn further about composition and landscape techniques such as foreground, mid ground and background and will learn how to paint in a more expressive manner to capture the essence of the landscape they have chosen to work on. This builds on painting techniques studied earlier in Year 8 with the flay painting style explored in relation to Michael Craig Martin.

Year 9

At the start of Year 9 students begin a project entitled 'Me, myself and I'. This project is based around a more personal theme and allows students to explore themes and content that relate more to themselves. It initially focuses on graffiti Art and its origins. Students cover graffiti styles and learn more personalised ways of working. Through mind maps and lettering styles for example. Drawings skills are also covered and working from observation is continued in Year 9 building on skills acquired in years 7 and 8. There is a wider choice of artists to be studied in this project from Gregoire Devin and Louise Fulton. Artists chosen will allow students to develop mixed media skills and learn how to incorporate text/ symbols in artwork. This is a more conceptual way of working in comparison to Year 7 and 8 and allows students to develop more sophisticated ways of working with development of ideas and media. Students develop their work towards a more personal 3D clay outcome which links to themselves as well as connecting to artist(s) studied. This also builds further on clay skills that have been covered n Year 8 and this project will allow students to develop

more building skills to create a free standing clay piece. This also ties in with GCSE requirements and allows for preparation for KS4.

In the second term of Year 9 is around the theme of Indian Art, this allows students to further extend their knowledge and understanding of other cultures meaning across KS3 they experience art and design from African, South American and Indian cultures, giving them a wider knowledge and exposure to the world and how art functions within it. The project focuses on pattern and surface decoration. Textile techniques such as stitching and embellishment are explored. Techniques that have not been previously explored in Art at KS3 but complement skills that are covered in Textiles lessons. This includes simple stitching techniques such as running stitch. Recording through observation to build on skills previously covered in KS3 are further extended through drawing techniques and media such as oil pastels are utilised. Design skills are further extended and reinforced through the use of drawings to inform designs for prints (a skill previously covered in Year 7) Printing skills are extended from years 7 and 8 where mono printing and string printing have been covered. At this point in year 9 students learn about press printing and how to create an effective repeat pattern design. This is a process that leads on from the two techniques taught in Years 7 and 8. Students complete the project by designing and creating an Indian inspired 2D piece that incorporates design, painting, printing and surface decoration techniques. This is an involved piece that allows students to bring together what they have learnt in the project. It ties in well with GCSE requirements for AO4.

In the final term Year 9 embark on the shanty town project, this builds further on their global awareness and extends their knowledge of other cultures and places. Students study these areas and record their observations using 2D media with increasing sophistication using sticks and ink for example. There is further investigation of painting techniques with students being introduced to acrylic paints which have not been previously covered in Years 7 and 8 which shows further skills to be developed and again allows them to explore a preliminary GCSE process therefore preparing students for KS4. The main part of the project focuses on designing and creating a 3D shanty house. Students work collaboratively which enables creative thinking and problem solving skills to be applied. The designs and outcomes for the shanty house refer back to 3D skills that have been covered in Years 7 and 8 but show an increased level of technique and level of thinking through construction techniques and more involved use of 3D media.

Key stage 3 is planned as a stand alone curriculum to cover necessary skills and knowledge but also all projects and learning are designed to fit in with GCSE requirements therefore giving students a very solid foundation for key stage 4 and equipping them with the skills that they will require for GCSE if they choose to follow that route.

At key stage 4 students have a solid foundation for their learning and projects are planned to fit in with the GCSE requirements. They learn to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Students study a wide range of artists/ designers and craftspeople. Work is linked thematically and students extend their knowledge of artists and the way they work across KS4. Students begin Year 10 with a project based around the theme of The Natural World, this builds upon their experience of key stage 3 and also extends and goes more in depth with techniques, processes and ways to experiment.

Students link their work to a range of diverse artists which builds on an area which they have learnt to explore at key stage 3 (looking at Yayoi Kusuma in Year 7, Michael Craig Martin in Year 8 and Gregiore Devin in Year 9 for example) however at this stage, students will go more in depth into studied artist and also how to respond to their work with increasing levels of skill and sophistication. local artists such as Kurt Jackson are often studied as well as less well known artists such as Karine Leger. This is an evolving area where we respond to what is relevant at the time and at times will fit in to current exhibitions and we organise an annual visit (usually to St Ives)

to allow students to see Art in external contexts, they will then take their experience back to the classroom and respond appropriately. This area of the curriculum is extended further into Year 11 when students embark on a project that relates to the manmade world, a wider range of artists, designers and craftspeople will be introduced who contrast to those studied in Year 10 and will allow for exploration in ways that build upon skills covered in Year 10. For example there is a section of the project that focuses on architecture and students will study a range of artists some of whom are contemporary and also from different backgrounds and places such as Zaha Hadid , Robert Rauschenberg and Lucinda Rogers . Again this is an evolving area and allows for relevant artists at the time to be selected. As Year 11 progresses students will have the skills to select artists more independently that fits in with their individual projects. This is supported by shared teacher resources as well as guidance from staff.

Students at Key stage 4 explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining work as it progresses. This is an integral part of the KS4 experience and students will develop skills in a wide range of techniques and processes such as printing, clay, 3D processes, painting, darkroom development etc. They also annotate and reflect on their work as it progresses. In Year 10 this is structured and supported in lessons by covering skills such as acrylic painting, printing, collage, mixed media, photography and 3D techniques. This will be informed by the artists being studied and students will cover a wide range of processes. This builds upon skills covered in Key stage 3 such as printing and painting but will allow for further experimentation and also more complex techniques such as lino printing, acrylic painting and mixed media. As students move into Year 11 students will hone their skills further and also learn how to combine techniques further such as printing and collage and applying 2D work to 3D work. As the course progresses students also are offered opportunities to explore more complex techniques such as screen printing, cyanotypes and darkroom processes.

Students learn how to record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. Students learn a wide variety of recording techniques such as drawing, sketching, use of primary and secondary sources and imagery as well as photographic techniques. This is an ongoing area that projects at KS4 are planned to incorporate at all stages. In Year 10 the natural forms project allows for various media to be explored for recording and students will record from a wide range of sources such as shells, pods and minerals. Media such as pencil, paint, charcoal and pen mean students build on skills covered in key stage 3. Students have experience from observation and other sources across Years 7-9 in all projects. For example, the year 7 assessment project is built around developing drawing skills based on tone and mark making. The year 8 World Around Me project for example explores line in depth through recording objects, while in Year 9 students build on their drawing and observation skills in the shanty town project when they record using alternative materials such as ink and sticks.
As Year 11 progresses students will continue to develop their skills in this area and will record using a wider range of media such as possibly thread. Recording also shows more experimentation and independence at this stage. Students may use photography and alternative drawing techniques such as blind drawing for example.

Students culminate stages of their project(s) by presenting a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. This allows students to develop skills in creating outcomes that are relevant to the skills and techniques that they have acquired in their project(s). Students will have experience of doing this from key stage 3 when all projects are completed by planning and creating an outcome. For example, the Abstract Natural Forms project in Year 7 is completed with a mixed media piece. In Year 8 the African Art project ends with students planning and making a clay mask and then in Year 9 the shanty town project culminates with students designing and creating a 3D card house. This experience of planning and creating outcomes is developed further at key stage 4. In Year 10 there are outcomes created as the natural world project progresses. For example, mini card paintings based on Kurt Jackson, however this can change depending on artist(s) studied. The project will also culminate with a more involved outcome that allows students to plan, design and create an outcome. This will link to what has been covered in the project but also allow students to choose what media and techniques to demonstrate. For example, the outcome could be a painting or a 3D piece. As students move into Year 11 and are working more independently again they will

produce mini outcomes that relates to their project but will build on their skills even further from Key stage 3 and Year 10. By this stage, students will be exploring what is appropriate to their project and outcomes can take many forms from video to painting, mixed media, drawings, sculpture, relief work etc. Outcomes will be individual.

Work produced in key stage 4 will go on to form part of an annual exhibition which allows for students to display and celebrate their creative endeavours. It is also an opportunity for younger students in the school to see what they can aspire to if they were to study at GCSE level.