

## St. Martin's Art Department – Key Stage and SoW Curriculum Intentions

### Key Stage 3

Our KS3 Art curriculum is based upon the national curriculum and lasts 3 years. Students are able to develop an **interest & understanding** of art, becoming **art literate**, whilst **enjoying** learning about art. The curriculum builds upon skills each year, developing students prior learning, whilst introducing new concepts and giving students opportunity to hone their artistic techniques. KS3 offers a broad curriculum which increases proficiency in the handling of different materials covering a vast variety of media, styles, techniques, art genres, time periods, cultures and both British and worldwide artists. Students are able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact of their work. At the end of KS3, our curriculum intention is that students are well rounded individuals with cultural understanding, understanding of the use of creative techniques to explore and express ideas. Students learn life skills in creative thinking, refining motor skills, problem solving, developing the right-hand side of the brain to help support spiritual, emotional and mental wellbeing. These skills also allow students to be able to continue on to GCSE Fine Art.

In year 7 our projects are 'Introduction to Media', 'Portraits', 'Insects' and 'Creative Cakes'. Our aim in year 7 is to allow students to explore and experiment with a vast variety of media, materials and processes, whilst developing their skills in the fundamental formal elements of art. In year 8 our projects cover 'African Tribal Masks', 'Cells', 'Giacometti Sculptures' and 'Gaudi Architecture'. These projects give students the opportunity to revisit some fundamental drawing techniques, whilst introducing them to a wider variety of art processes including printing and sculptural materials, whilst exploring art across different cultures and time periods. There is a wider focus during this year on culture and cross-curricular links. The cells project studies molecular art and has cross-curricular links to science, whilst the Giacometti project explores links to WWII and the African Masks and Gaudi projects explore art from around the world and from different cultures. Year 9 projects are designed to extend students' technical skills, knowledge of Art history with a focus on contemporary artists, and explore more complex methods for creating art. The projects we cover are 'Food', '1 Point Perspective' 'Cubist Portraits' and 'Jasper Johns'.

Project		Still Life	Portraits – Helen Hardin	Cakes	Insects
<b>KS3</b>	<b>Year 7 Art</b>	<p><b><u>SoW Intentions:</u></b> Students explore how to use graphite pencils, watercolour, fine line and colouring pencils in different ways. Students learn about tone and texture, basic colour theory and the work of Michael Craig-Martin. Students use their knowledge in composition, scale and overlapping to create a final piece.</p>	<p><b><u>SoW Intentions:</u></b> Students develop their skills and knowledge in drawing basic facial features and facial proportions. They study the artwork of Helen Hardin and look at abstract portraiture, design, shading, painting and research. They create a concertina sketchbook of drawing work and a final piece in the style of Helen Hardin using paint.</p>	<p><b><u>SoW Intentions:</u></b> This project involves students exploring the theme of cakes and all things sweet. They practise and develop their skills in drawing from first-hand and second-hand observation, using art media including pencil, fine liner and paint. Students learn how to use a viewfinder to help them zoom in on detail and how to use cardboard to create a cardboard relief sculpture.</p>	<p><b><u>SoW Intentions:</u></b> Students explore the theme of insects. They begin by researching images and learning about the importance of looking carefully when working from observation. They will practise different drawing and mark-making techniques in a range of media. For their final piece students create their own insect watercolour painting on fabric, practising blend and wash techniques.</p>
	Project	Cells	African Masks	Gaudi	Giacometti
	<b>Year 8 Art</b>	<p><b><u>SoW Intentions:</u></b> This project has a strong cross-curricular link and with science and involves students becoming molecular artists. This involves creating artwork based on the scientific study of cells and micro-organisms. Students learn about the artist David Goodsell, using his work to develop and refine their art skills in a variety of media including tonal pencil, coloured pencil, fine line pen, collage and water colour paint.</p>	<p><b><u>SoW Intentions:</u></b> Students develop their knowledge of others cultures by learning about the styles of African Masks from five different West-African tribes. Students also develop and extend their art skills in drawing, design, colour pencil blending, tonal pencil work, pattern work and watercolour painting, as well as learning new techniques involving cut-out silhouettes and poly tile printmaking.</p>	<p><b><u>SoW Intentions:</u></b> Students learn about the work of the famous Spanish architect Antoni Gaudi. They learn how to take inspiration from his work to help them create their own collage and drawing studies of buildings, before designing and making their own abstract architecture clay relief sculpture. They develop new skills in how to join, coil, slab, carve and indent with clay.</p>	<p><b><u>SoW Intentions:</u></b> During this project students explore the work of the sculptor and artist Alberto Giacometti. They develop their design, drawing and research skills and learn how to use a range of 3D art materials including wire, mod-roc, cardboard and glue guns to create their own figurative sculpture inspired by Giacometti.</p>
	Project	One-Point Perspective	Portraits	Food	Jasper Johns
<b>Year 9 Art</b>	<p><b><u>SoW Intentions:</u></b> Students learn the technical drawing skills of drawing in 1-point perspective. They start by learning how to do simple shapes, then progress onto letters and more complex shapes, before tackling a city skyline using a surreal worms eye view. Students learn a new art media technique involving pen and wash and how this can create atmospheric work.</p>	<p><b><u>SoW Intentions:</u></b> Students revisit the topic of portraiture, covered in yr 7, but in a more detailed and complex manner. Students learn how to draw facial features and portraits using detail and tone. They look at a variety of very different techniques for making art, including pointillism, expressive watercolour painting. Students learn about the history behind cubism and it has been applied by past and present artists to create unique compositions.</p>	<p><b><u>SoW Intentions:</u></b> This project involves students learning how to create art using different mark-making methods, including continuous line drawing and mono-printing. Students extend and refine their skills with drawing in proportion and detail, whilst exploring how to draw logos in different media. Students learn about the work of different styles of artists who have explored the theme of food in 20th and 21st century art.</p>	<p><b><u>SoW Intentions:</u></b> This project focuses on developing and improving students' skills in 6 out of the 7 FORMAL ELEMENTS for creating ART: Colour, Line, Tone, Texture, Pattern and Shape. They explore how composition can be constructed using layering, superimposing and abstract camouflage techniques using everyday symbols of letters and numbers. Students also learn about the artist Jasper Johns and his style as work, as well as how to use oil pastel to create different texture and blending techniques.</p>	

### Key Stage 4

We support our students transition to KS4 by following teacher led workshops in the first term of year 10. This mimics the idea of a foundation degree, where students explore a range of materials, processes and art genres before selecting their own independent area of study for the rest of their key stage. The workshops are designed to develop confidence in the subject and give students the opportunity to take creative risks; a vital element in their art journey. The focus here is also to look at using the formal elements to a higher skill level, building upon, improving and refining skills covered in key stage 3. Our workshops expand students' knowledge in their use of dry media and mark-making, watercolour, coloured pencil work and mono-printing, whilst introducing them to new printing methods, painting with acrylics, and use of mixed media.

For the rest of the key stage, we challenge students' independence and support them in developing their own personal investigation and externally set assignment project that is tailored to their own interests and passions within the subject. Students begin by researching their initial ideas and analysing the work of other artists', before assimilating artists' styles to their own. They do this using a range of art processes, including taking photographs, creating observational studies, experimenting with media, refining and reviewing their ideas and creating design plans, before presenting their final outcomes. This curriculum content encompasses the 4 Art GCSE Assessment Objectives. Our course is highly differentiated to the needs and interests of each student. They have a vast range of topics, artists and media to explore, with support and guidance by the teacher, that is relevant to their own intentions. Students develop autonomy and independent learning, fostering a sense of ownership and develop their own artistic style with an increased proficiency in handling materials to allow them to move onto further education, A-Level Art and Photography courses, and creative industries.

KS4	Year 10 Art	<b>Workshops</b>					Term 1
		Natural Forms – Dry Media	Architecture – Mixed Media	Food – Colour pencil and oil pastels	Portraits - Painting	Man-Made – Mono, and stencil printing	
		<b>SoW Intentions:</b> Students extend and develop their skills in using dry media, with a focus on natural forms. Looking more closely than at KS3 at form, tone, texture and line quality within their work.	<b>SoW Intentions:</b> Students learn how to use a range of new mixed media techniques including overlays and using ground. They develop their work in the theme of architecture.	<b>SoW Intentions:</b> Students look at how to combine oil pastel and colour pencil to create highly detailed and realistic pieces of artwork, using contemporary artists as a source of inspiration.	<b>SoW Intentions:</b> Students learn the fundamentals of colour mixing to create skin tones and facial features with a range of watercolour paint and acrylic paint techniques.	<b>SoW Intentions:</b> Students learn about different printing processes including mono-printing, surface printing and stencil printing. They can choose to use spray paint to develop their images.	
		<b>NEA – Portfolio of work (60%)</b>					Term 2
		<b>SoW Intentions:</b> Students learn how to develop their skill in four key areas of art and design, which link to the four GCSE assessment objectives. It is an independent project and students create their own unique portfolio of work. <b>Intention 1) Students develop their own ideas through investigations, demonstrating critical understanding of sources.</b> They learn how to research an area of art that is relevant to their own ideas and interests, finding relevant artists, how to analyse the work and explore ways of working in their style. <b>Intention 2) Students refine their work by exploring a range of ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b> Students learn to take creative risk and try new ideas, whilst at the same time evaluating their strengths and weaknesses and developing the strongest aspects of their work. It also gives them opportunity to try new and different ways of making art. <b>Intention 3) Students develop their skills in recording their ideas, observations and insights that are relevant to their intentions as their work progresses.</b> Students are taught how to observe the world around them with ever increasing detail and complexity with the way they use their art materials, no matter their starting point. <b>Intention 4) Students present a personal and meaningful response that realises their intentions and demonstrates understanding of visual language.</b> This enables students to fully realise their project intentions and showcase the skill they have acquired over the course of the project, accumulating in their final piece. It is a good reflection of the art and design process in any creative industry in the world of work, which involves research, experimentation and development before presenting a final outcome.					
	<b>Board 1 – Initial Ideas</b> <b>SoW Intentions:</b> Students learn how to use art media with more independence, selecting materials they feel most appropriate to convey their intentions.		<b>Board 2 – Artist Studies</b> <b>SoW Intentions:</b> Students learn how to research and analyse their chosen theme, selecting artists, cultures or designers that relate to their own interests.				
	PPE					Term 3	
	<b>Board 3 - Photographs</b> <b>SoW Intentions:</b> Students learn how the fundamental elements of taking a successful photograph and create a photoshoot that demonstrates understanding of their chosen artists.		<b>Board 4 – Observations</b> <b>SoW Intentions:</b> Students develop their skill in a range of art media, learning to apply a high level of detail and working with techniques which is within their chosen area of study and is relevant to conveying their message.				
	Year 11 Art	<b>Board 5 – Experiments</b> <b>SoW Intentions:</b> Students learn to be more creative with techniques including composition and more experimental mark-making.		<b>Board 6 – Developments</b> <b>SoW Intentions:</b> Students carefully consider how to create art that shows artist connections, and implement this throughout their work.		<b>Board 7 – Final Piece Ideas</b> <b>SoW Intentions:</b> Students explore compositions, evaluating their past ideas and producing new ones, and learning how to create final designs.	Term 1
		PPE					Term 2
<b>ESA – Externally Set Assignment (40%)</b> <i>(This is set by the exam board and gives students the chance to work to a new brief)</i>							
<b>Board 1 – Artist Studies</b>		<b>Board 2 – Photographs</b>	<b>Board 3 – Observations</b>	<b>Board 4 – Developments</b>	<b>Board 5 – Final Piece Ideas</b>	Term 3	
Final Exam 10 hours					Term 3		
Study leave							

**Key Stage 5**

In A Level Fine Art and Photography, students are encouraged to experiment and hone their skills, individuality and original creative expression. Students learn how to undertake complex and ambitious creative tasks and are assessed on the same four assessment objectives as in the GCSE course, but in a much more in-depth and advanced way. This enables students to revisit, apply and extend prior knowledge of the art process to create well-developed, personal outcomes. We begin with a term of teacher led workshops, in a similar style to the GCSE structure, but with greater refinement and complexity of techniques and forms of expression. In Fine Art students are able to develop their skills in materials most appropriate to their ideas, whether it be drawing, painting, sculpture, mixed media or printing. In Photography students are taught how to use a variety of photographic processes and combine these within their own investigations, including camera skills, digital editing, darkroom room and manual manipulation. Students research areas of art that interest them and are expected to develop their own ideas into high quality finished work with support from their teachers. Students develop the ability to skilfully present and organise their own personal work to show for prospective career interviews or university studying a course in the creative industries. The skills, techniques, and understanding of processes gained in A-Level Art and Photography provide a foundation to enter the world of work and university courses. Careers include: Fine Art artist, Costume design, Graphic design, Illustration, Photographer, Architecture, Journalistic Photography, Editorial or Fashion Photography, Interior designer, Art/Photography Teacher, Fashion designer.

KS5	Year 12 Fine Art	<b>Fine Art</b>				Term 1	
		<b>Workshops</b>					
		<b>Natural Forms</b>	<b>Portraits</b>	<b>Food</b>			
		<i><b>SoW Intentions:</b> Students study natural form objects, learning how to work with more speed intuition, and first-hand observation. Students also look at more creative ways of mark-making.</i>	<i><b>SoW Intentions:</b> The focus here is proportion and detail, observing things that are often ignored, down to a strand of hair or a single pore. Students develop techniques in tone with pen and pencil.</i>	<i><b>SoW Intentions:</b> Students learn how to use oil paint as well as developing their skills in watercolour paint and acrylic paint.</i>			
		<b>NEA – Personal Investigation (60%)</b>					
		<i><b>SoW Intentions:</b> Students learn how to develop their skill in four key areas of art and design, which link to the four A Level assessment objectives. Students devise their own area of study with a specific title. They demonstrate their work in context by producing a 1000-3000 word essay which sits alongside their portfolio of artwork. Students work independently and every portfolio is unique to students own interests. <b>Intention 1) Students develop their own ideas through investigations, demonstrating critical understanding of sources.</b> <b>Intention 2) Students refine their work by exploring a range of ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b> <b>Intentions 3) Students develop their skills in recording their ideas, observations and insights that are relevant to their intentions as their work progresses.</b> <b>Intention 4) Students present a personal and meaningful response that realises their intentions and demonstrates understanding of visual language.</b> Each section of the scheme of work allows students to acquire new skills in all areas of the learning intentions listed above.</i>					
	<b>Initial ideas</b>		<b>Artist 1</b>		Term 2		
	<i>Holistically covering the Intentions set out above.</i>		<i>Holistically covering the Intentions set out above.</i>				
	<b>PPE</b>						
	<b>Artist 2</b>		<b>Artist 3 (Optional Artist 4)</b>				
	<i>Holistically covering the Intentions set out above.</i>		<i>Holistically covering the Intentions set out above.</i>				
	<i>Holistically covering the Intentions set out above.</i>		<i>Holistically covering the Intentions set out above.</i>				
Year 13 Fine Art	<b>Evaluation</b>	<b>Observations &amp; Experiments</b>	<b>Developments</b>	<b>Final Piece Ideas</b>	<b>Essay</b>	Term 1	
	<i>Holistically covering the Intentions set out above.</i>				<i>Students learn how to write a 1000-3000 word essay, which analyses their artists in detail and demonstrates inspiration and connections to own work.</i>		
	<b>PPE – Final Piece</b>						Term 2
	<b>ESA – Externally Set Assignment (40%)</b> <i>(This is set by the exam board and gives students the chance to work to a new brief)</i>						
	<b>Initial Ideas and Artists</b>	<b>Photographs</b>	<b>Observations</b>	<b>Experiments</b>	<b>Developments</b>	<b>Final Piece Ideas</b>	
	<b>Final Piece</b>	<b>Study Leave</b>					
<b>15 Hour Final Exam</b>						Term 3	

KS5	Year 12 Photography	<b>Photography</b>					Term 1
		<b>Workshops</b>					
		<b>Basic Skills</b>	<b>Darkroom Techniques</b>	<b>Camera Techniques</b>	<b>Digital Editing</b>	<b>Other Experiments</b>	
		<b>SoW Intentions:</b> Students learn how to save, store and present their work efficiently and effectively. They learn the basics of how to analyse a photograph.	<b>SoW Intentions:</b> Students learn how to develop an image in the darkroom. They explore techniques including photograms, chemigrams and solarisation.	<b>SoW Intentions:</b> Students learn how to use a DSLR camera and how a range of elements can be utilised to create a successful image.	<b>SoW Intentions:</b> Students learn a range of digital editing techniques using adobe photoshop, including mirroring, ghosting, overlays, colour spotting, colour balances and glitching.	<b>SoW Intentions:</b> Students look at manual editing techniques including stitching, painting and collage and how these can be incorporated into their photographs.	
		<b>Mini Project</b>					
		<b>Initial Ideas</b>	<b>Artist 1</b>	<b>Artist 2</b>	<b>Experiments</b>	<b>Developments</b>	
		<b>SoW Intentions:</b> Students are given a selection of starting points to choose from and learn out to research, and respond to artist within that chosen area. Students learn to explore and develop ideas whilst experimenting and refining with materials and techniques in culminating in a practical conclusion to their project. <b>Intention 1) Students develop their own ideas through investigations, demonstrating critical understanding of sources.</b> <b>Intention 2) Students refine their work by exploring a range of ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b> <b>Intentions 3) Students develop their skills in recording their ideas, observations and insights that are relevant to their intentions as their work progresses.</b> <b>Intention 4) Students present a personal and meaningful response that realises their intentions and demonstrates understanding of visual language.</b> Each section of the scheme of work allows students to acquire new skills in all areas of the learning intentions listed above. This mini project allows for progression on to their "Personal Investigation"					
		<b>PPE – Final Ideas and Final Piece</b>					
		<b>NEA – Personal Investigation (60%)</b>					
		<b>SoW Intentions:</b> Students learn how to develop their skill in four key areas of art and design, which link to the four A Level assessment objectives. Students devise their own area of study with a specific title. They demonstrate their work in context by producing a 1000-3000 word essay which sits alongside their portfolio of artwork. Students work independently and every portfolio is unique to students own interests. <b>Intention 1) Students develop their own ideas through investigations, demonstrating critical understanding of sources.</b> <b>Intention 2) Students refine their work by exploring a range of ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b> <b>Intentions 3) Students develop their skills in recording their ideas, observations and insights that are relevant to their intentions as their work progresses.</b> <b>Intention 4) Students present a personal and meaningful response that realises their intentions and demonstrates understanding of visual language.</b> Each section of the scheme of work allows students to acquire new skills in all areas of the learning intentions listed above.					
	<b>Initial Ideas</b>		<b>Artist 1</b>				
	Holistically covering the Intentions set out above.		Holistically covering the Intentions set out above.				
	<b>Year 13 Photography</b>						
	<b>Artist 2</b>		<b>Artist 3</b>	<b>Experiments and Developments</b>	<b>Final Piece Ideas</b>	<b>Essay</b>	Term 1
	Holistically covering the Intentions set out above.					Students learn how to write a 1000-3000 word essay, which analyses their artists in detail and demonstrates inspiration and connections to own work.	
	<b>PPE – Final Piece</b>						
	<b>ESA – Externally Set Assignment (40%)</b> <i>(This is set by the exam board and gives students the chance to work to a new brief)</i>						
	<b>ESA Title chosen and Initial Ideas</b>		<b>Artist 1, 2 and 3 responses</b>		<b>Experiments and Developments</b>	<b>Final Piece Ideas</b>	Term 2
<b>Final Piece</b>						Term 3	
<b>15 Hour Final Exam</b>		<b>Study Leave</b>					