



ART CURRICULUM AREA STAFF

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ART CURRICULUM INTENT

At BYJHS, a high-quality Art curriculum is in place to engage, inspire and to challenge students, equipping them with the **knowledge and skills to develop their proficiency in art making through experimentation, invention and creation of their own works of art, craft, and design**. As students' progress within the subject, they **learn how to solve problems creatively** and they **develop their ability to think critically to reflect on and analyse their own and others' work** and develop a more rigorous understanding of the subject.

Our art Curriculum aims:

- Development of observational research and development of ideas
- Engage students in the process of designing and making art
- To develop primary and secondary research into their own ideas through collected imagery, photography, drawing, and annotating.
- Identifying and resolve problems when exploring techniques, developing ideas and creating artworks.
- Use a variety of art techniques and processes when developing ideas. For example, a range of drawing techniques using different media and methods like pencil, ink, charcoal, oil pastel, chalk pastel. A range of print methods i.e. Polyprint, Monoprint, Lino, Dry point, Collograph etc. A range of painting methods i.e. watercolour, acrylic, impasto, etc. A range of sculpture and relief methods i.e. Collage, clay construction, casting etc.
- Develop and reflect on their work. Communicating the development of their ideas using annotation, sketches, plans, modelling, sample art pieces, etc.
- Make informed decisions about the development of their own art. Allowing students to refine and develop outcomes to the best standard possible, and building problem solving skills, which support individuals in their further studies and in life.
- Develop knowledge and understanding of the functional properties and characteristics of art media i.e. watercolour being translucent, pastels soft and easily blendable, acrylic paint vibrant and plastic based making it easy to layer.
- Understand the relationship between context of artwork on the influence of subject, process, media and effects achieved.

Make

- Select and use specialist tools, techniques, and processes effectively
- Demonstrate knowledge and understanding of functional properties of media when considering appropriate media to develop desired effects.
- Explore a range of techniques and processes from relevant artists to further extend their own developing practise and ideas.

Evaluate

- Analyse the work of past and present artists to develop their understanding.

- Reflect on work throughout the process of making to consider what is working effectively and how to take their project work further to best effect.
- Recognise where improvements and developments can be made, wherever possible making these to evolve their work
- Understand movements and developments in Art, the impact on individuals, society and art work.

Our curriculum is designed to lead to excellence at every level, providing our students with a strong foundation from which to excel in further art studies.

ART CURRICULUM OVERVIEW

Year 10 Art Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Unit 1 Component 1: Natural forms		TOPIC: Unit 1 Component 1: Natural forms		TOPIC: Unit 1 Component 1: Natural forms	
WEEKS: 6 weeks		WEEKS: 6 weeks		WEEKS: 6 weeks	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> • Understand GCSE course structure-component 1: unit 1 +2, component 2: external set topic and exam 	Coursework portfolio point-AO1: Develop ideas through	<ul style="list-style-type: none"> • Experimenting with art can help generate open ended creative ideas in response to a theme 	Coursework portfolio point-AO2: Explore and refine ideas	<ul style="list-style-type: none"> • Artist study other artists and their work to further generate inspiration and creativity and study 	Coursework portfolio point-AO3: Record ideas, observations

<ul style="list-style-type: none"> • Understand objectives AO1 Develop, AO2 Explore, AO3 Record, AO4 Present • Understand that Component 1, unit 1, is pupil’s personal response to ‘Natural form’ • Understand that artists use mind maps to generate their thoughts on a topic • Artists use mood boards to gather their visual inspiration for a topic • Artists use ‘direct observation’ drawings and art as part of their primary research • Artists use ‘artist’s study’; learning from master artists and how they responded to a topic helps us learn their techniques and gain creative inspiration from their styles to ‘steal like an artist’. 	<p>investigations informed by contextual and other sources demonstrating analytical and cultural understanding</p> <p>Continuous assessment of ‘Development’ evidence in line with AO1 grading criteria</p>	<ul style="list-style-type: none"> • Experimental drawings can be made with a variety of creative tools in response to a theme • Experimental art can be made with a wide variety of art media and materials • Artists ‘learn the rules like a pro, and break them like an artist’ learning the elements and principles of art and design but showing their own experimental creativity pushing bounds 	<p>through experimenting and selecting appropriate resources, media, materials, techniques and processes</p> <p>Continuous assessment of ‘Exploration’ evidence in line with AO2 grading criteria</p>	<p>their practical methods</p>	<p>and insights relevant to their intentions in visual or other form.</p> <p>Continuous assessment of ‘Record’ evidence in line with AO3 grading criteria</p>
<p>SKILLS</p> <ul style="list-style-type: none"> • Natural Forms Mind Map • Direct Observation drawings and art of Natural Forms 		<p>SKILLS</p> <ul style="list-style-type: none"> • Practical thematic experimentation using but not limited to: 		<p>SKILLS</p> <ul style="list-style-type: none"> • ‘Artist study 3’: research, studies, 	

<p>placed in front of them- primary research</p> <ul style="list-style-type: none"> • Drawing Natural forms ‘one object from different angles’ • Mood Board creation • Mark-making-scumble, hatching, stippling, cross-hatching • ‘Artist study 1’-natural Artists: Eileen Downes, Andy Goldsworthy, Sheila Diemart, M Collier, Georgia Okeefe, Esther Roi, Erin Hanson, Marcia Baldwin etc • ‘Artist study 1’: research, studies, analysis and inspiration piece 		<ul style="list-style-type: none"> • Charcoal, graphite, ink, fine liners, ink-wash, background supports • Coloured pencils, oil and chalk pastels, watercolours, gouache, acrylics 		analysis and inspiration piece	
Autumn 2		Spring 2		Summer 2	
TOPIC: Unit 1 Component 1: Natural forms		TOPIC: Unit 1 Component 1: Natural forms		TOPIC: Unit 1 Component 1: Natural forms	
WEEKS: 6 weeks		WEEKS: 6 weeks		WEEKS: 6 weeks	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
<ul style="list-style-type: none"> • Artists use primary research and take their own photos to explore a theme because 	Coursework portfolio point-AO1:	<ul style="list-style-type: none"> • Artists use mixed media experimentation using both 2D and 3D 	Coursework portfolio point-AO2:	<ul style="list-style-type: none"> • Artists use self-reflection to step back and evaluate 	Coursework portfolio point-AO4:

<p>cameras can distort form and colour and light</p> <ul style="list-style-type: none"> • Artists use annotations to journal their thoughts in response to a theme • Artists use analysis to explore their art and the art of others, looking at content, form, process and mood • Artists use colour theory rules and colour application schemes to create unified and coloured personal response to a theme 	<p>Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</p> <p>Continuous assessment of 'Development' evidence in line with AO1 grading criteria</p>	<p>materials to display creativity in personal response to a theme</p> <ul style="list-style-type: none"> • Artists explore design and composition in creating harmony in art work using 'negative space designs' • Artists research more than one artist study to compare styles and techniques in response to the same theme 	<p>Explore and refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</p> <p>Continuous assessment of 'Exploration' evidence in line with AO2 grading criteria</p>	<p>their personal journeys and perform critical self-analysis</p> <ul style="list-style-type: none"> • Artists use annotations to journal their thoughts for others to see their thinking process • Artists design and compose the layout of their sketchbook to show their best work and to learn to take pride in their work • Artists plan for final outcomes through reviewing their work and playing to their strengths • Artists synthesise their sketchbook work and choose the best parts to incorporate into an amalgamated 'grand' final response • Artists produce a significant 'Final Piece' as a personal 	<p>Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions, and where appropriate making connections between visual, written, oral or other elements</p> <p>Continuous assessment of 'Present' evidence in line with AO4 grading criteria</p>
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				response culmination to showcase alongside their preparatory sketchbook work	
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • Primary photos • Annotation skills • Art and artist analysis skills looking at 'content, form, process and mood' • Colour theory: colour wheels; use of primary, secondary and tertiary colours, colour schemes: achromatic, monochrome, complementary, harmonious 		<ul style="list-style-type: none"> • Mixed media experimentation in 2D and 3D form • Collage, texture art, pattern art, cubism etc • 'negative space' composition art and designs • Pupils choice of 'Artist study 2': research, studies, analysis and inspiration piece 		<ul style="list-style-type: none"> • Critical self-reflection and analysis of sketchbook • Sketchbook designs, layouts and compositions • Planning for final piece, several thumbnail sketches and diagrams, include several ideas and versions to choose from • Creation and execution of significant thematic 'final piece' 	

Year 11 Art Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1 and 2	
TOPIC: Unit 1 Component 2: Unwrapped		TOPIC: Unit 2: External Set Task; 'Personal Choice'		TOPIC: Unit 2: External Set Task Controlled Assessment	
WEEKS: 6 weeks		WEEKS: 6 weeks		WEEKS: 6 weeks	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
<ul style="list-style-type: none"> • Understanding GCSE structure and objectives for greater independence towards a personal thematic response to 'Unwrapped' topic • Value of mind map, mood board for creative idea generation and independent topic direction • Value of primary research using direct observation drawing and primary photos to study 'Unwrapped' • Value of secondary research; using artist studies to study 'Unwrapped' and other responses to a theme • Value of annotations and journaling for self-reflection of artistic process 		<ul style="list-style-type: none"> • Understanding GCSE structure and objectives for greater independence towards a personal thematic response to 'Personal Choice' exam topic • Value of mind map, mood board for creative idea generation and independent topic direction • Value of primary research using direct observation drawing and primary photos to study 'Personal Choice' • Value of secondary research; using artist studies to study 'Personal 		<ul style="list-style-type: none"> • Understanding GCSE exam objectives as final preparation for independent external set task 'ten-hour exam' • Understanding how to prepare for significant 'Final Piece' independent execution during 'ten-hour exam' • Understanding independent external set task- controlled assessment under exam conditions 	

<ul style="list-style-type: none"> • Applied colour theory for thematic art studies • 		<p>Choice' and other responses to a theme</p> <ul style="list-style-type: none"> • Value of annotations and journaling for self-reflection of artistic process • Applied colour theory for thematic art studies • 			
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • Independent ownership of personal response to topic 'Unwrapped' • Mind map • Mood board • Primary research: direct observation, primary photos • Secondary research: artistic studies (research, study copies, inspiration piece) • Annotations • Practical colour applied to thematic studies 		<ul style="list-style-type: none"> • Independent ownership of personal response to topic 'Personal Choice' • Mind map • Mood board • Primary research: direct observation, primary photos • Secondary research: artistic studies (research, study copies, inspiration piece) • Annotations • Practical colour applied to thematic studies 		<ul style="list-style-type: none"> • Preparation for independent significant 'Final Piece' external set exam under controlled conditions • Execution of independent significant 'Final Piece' external set exam under controlled conditions 	
Autumn 2		Spring 2		Summer 2	

TOPIC: Unit 1 Component 2: Unwrapped		TOPIC: Unit 2: External Set Task; 'Personal Choice'			
WEEKS: 6 weeks		WEEKS: 6 weeks			
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
<ul style="list-style-type: none"> • Value of thematic exploration and experimentation to broaden thematic understanding of 'Unwrapped' • Value of practical experimentation using marks, tone and form, colour, 2D and 3D material, and art media variety • Value of design and composition, negative and positive space in response to a theme • Value of critical artist studies comparison and evaluation and as creative inspiration for producing own work • Value of mixed media, collage, patterns, texture, Cubism as inspiration for personal thematic work • Value of self-reflection, analysis and synthesis of personal response journey 		<ul style="list-style-type: none"> • Value of thematic exploration and experimentation to broaden thematic understanding of 'Personal Choice' • Value of practical experimentation using marks, tone and form, colour, 2D and 3D material, and art media variety • Value of design and composition, negative and positive space in response to a theme • Value of critical artist studies comparison and evaluation and as creative inspiration for producing own work • Value of mixed media, collage, patterns, texture, Cubism as inspiration for personal thematic work 			

<ul style="list-style-type: none"> • Value of planning for and executing of a significant final piece of 'Unwrapped' artwork in a final response to a theme 		<ul style="list-style-type: none"> • Value of self-reflection, analysis and synthesis of personal response journey • Value of planning for a significant final piece of 'Personal Choice' artwork in a final response to a theme 			
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • Thematic exploration and experimentation using primary and secondary studies • Experimentation using marks, tone and form, colour, 2D and 3D materials and art media • Practical designs and composition and negative/positive space art • Advanced independent critical art studies analysis and inspiration • Mixed media; collage, pattern, texture and Cubism • Self-reflection- analysis and synthesis of personal journey through journaling and annotations 		<ul style="list-style-type: none"> • Thematic exploration and experimentation using primary and secondary studies • Experimentation using marks, tone and form, colour, 2D and 3D materials and art media • Practical designs and composition and negative/positive space art • Advanced independent critical art studies analysis and inspiration • Mixed media; collage, pattern, texture and Cubism 			

<ul style="list-style-type: none"> • Planning and execution of a significant 'Final Piece' in response to 'Unwrapped' 		<ul style="list-style-type: none"> • Self-reflection- analysis and synthesis of personal journey through journaling and annotations • Planning for a significant 'Final Piece' in response to 'Unwrapped' 			
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CURRICULUM SEQUENCING

The Art GCSE builds upon the foundation blocks developed by students at Key Stage 3 and all the students will have a solid understanding of a plethora of art techniques, tools, process and applications, and art knowledge and context of historical, modern and contemporary styles which will make them 'creative' ready for their GCSE course so they can achieve their full creative potential.

Students at Key Stage 4 have more time to experiment, develop and refine their work in a much deeper way. We encourage students to work far more independently and individually at this level; this means that the creative work produced by our GCSE and students have varied, rich and contextual approaches. In Art, Year 10 is aimed at being more explorative and experimental, with Year 11 being more developmental, independent and consolidating in terms of the work created. The end result of this will allow students to respond to contexts and develop their own original creative responses and effective practical outcomes by knowing which skills, techniques, and knowledge to apply independently to achieve a desirable visual outcome with meaning.

In Year 10, pupils undertake the first Unit and Component with the GCSE topic of 'Natural Forms' with increasing independence and personal choices and working styles and methods. Pupils work through all four assessment objectives, **AO1 Develop, AO2 Explore, AO3 Record, AO4 Present** with increasing independence throughout the component. They learn to own their personal response to a theme with individual mind maps and mood boards, and personal choice of mark-making, drawing, painting artist studies, understanding how to use both primary research with direct observation and primary photos and secondary research with artist studies, learning to analyse and learn from artists and use the inspiration for their own art creation. Students are responsible for annotation and journaling throughout their responses, adding experimentation, colour theory, texture, pattern and collage techniques before finally learning to critically self-reflect and use the analysis to plan for and execute a significant 'Final Piece', as their personal response to a theme. This Component 1 serves as the culmination of evidence for the first Unit of their GCSE.

In Year 11, pupils work with independence as they work through their second sketchbook/body of evidence and their personal response to topic 'Unwrapped' through all the four assessment objectives, **AO1 Develop, AO2 Explore, AO3 Record, AO4 Present**. They learn to own their personal response to a theme with individual mind maps and mood boards, and personal choice of mark-making, drawing, painting artist studies, understanding how to use both primary research with direct observation and primary photos and secondary research with artist studies, learning to analyse and learn from artists and use the inspiration for their own art creation. Students are responsible for annotation and journaling throughout their responses, adding experimentation, colour theory, texture, pattern and collage techniques before finally learning to critically self-reflect and use the analysis to plan for and execute a significant 'Final Piece', as their personal response to a theme. This Component 2 serves as the culmination of evidence for the first Unit of their GCSE. Finally, pupils undertake their externally set topic as the beginning of Unit 2 and take their chosen topic through all the four assessment stages independently and with greater skill and depth showing clear progression from Unit 1. This body of work serves as the evidence of the culmination of part 1 of Unit 2, which ends with preparations and planning for a significant 'Final Piece' which is their controlled assessment. To conclude their GCSE studies, pupils will now be ready for their controlled assessment and production of their 'Final Piece', which serves as the evidence for Unit 2, controlled assessment from the externally set task.

At the end of KS4, pupils will be equipped with advanced and independent art and design skills both in the theoretical and practical elements of art and principles of design, which will serve them as a basis for further art instruction and art careers with confidence in their abilities of artistic expression, cultural and historical context, and advanced material expression and manipulation.

We aim to prepare students for the world of work and post-16 opportunities by constantly referring to careers in the creative industries both locally, nationally, and internationally.

EXAM INFORMATION FOR GSCE QUALIFICATIONS IN THIS SUBJECT AREA

Click each link below to view the full specification:

[AQA | GCSE | /Art and Design | Specification at a glance](#)