

Curriculum Intent: Pupils develop their practical skills in a range of two and three dimensional techniques whilst using a wide range of art based media. Pupils build into this, an understanding of research techniques, appreciation for art movements, cultures and the wider world. The 'Creative Process' is understood and 'Visual Literacy' allows pupils to convey concepts, visually and intellectually, including concluding visual statements of intent... Practical and academic development, understanding the art and design world and how art is intrinsic throughout the world. A notion that art is powerful and evocative, but also fun. Pupils develop skills for life in art; appreciating their surroundings, learning to work individually, but also honing team work and communication skills. They gain understanding in the concept of 'self', learn to appreciate, respect and tolerate differences and different cultures, but are also able to express their own views. They should understand the significance of areas such as history, environmental, social and economic issues and political situations. Pupils are aware of democratic processes and are aware of the classroom ethos.

Curriculum Implementation: Year 9 pupils are introduced to foundation art techniques and principles. They build on this and begin to appreciate the basic structure of a portfolio project in art. KS3 objectives are entwined in these initial stages and as pupils transition from Middle School, they are introduced to the need for further creativity, ideas / concepts and intelligence within their work, setting them up for future school years. The importance of both cultural and technical elements of work are emphasised here.

Curriculum Impact: Building upon Middle School skills and developing attributes, in art, that can be utilised throughout the school curriculum; Communication, Team Work, Appreciation of Local Environment, The Wider World... Subject specific skills are developed in order to prepare pupils for GCSE in Year 10. These are heavily practical based, but also include the development of understanding with regard to technical processes, visual literacy, the creative process and the preparation of portfolios. At the end of Year 9, pupils will have developed both technical and conceptual skills that are conducive to preparation for their GCSE Art course in year 10. They will have a basic understanding of portfolio requirements. Progress is measured in various forms and a strong leaning towards self, peer, half termly and test based assessment is incorporated into our programme, in order to fully appreciate the needs of all individuals... Needs that are focussed on throughout Year 9 and into Year 10... If pupils are struggling to meet this level, they will have revised tasks implemented into their Year 10 work and, naturally, as a practical (practice) subject, pupils will continue to hone their skills (The formal elements unit, from Autumn 1, is revisited throughout). Conceptual / research skills are entwined, coursing through the work described.

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	Introduction Project; Review and recap from Middle School. Development of understanding of 'Formal Elements' in Art.	Project 1; Incorporating (1) a theme for research, (2) an artist / culture to gain influence from and (3) a main media form to develop (various media will be used, with one 'main' media type). These SOW are numerous. Here's two examples; i. Movement / Futurism / Acrylic Painting ii. Industry / Charles Sheeler / Cardboard Relief	Project 1 Continuation; Accuracy skills are developed. Key area = 'Grid' drawing.	Project2; Incorporating a new (1) theme for research, (2) artist / culture to gain influence from and (3) main media form to develop. Here's two more examples; i. Coastal Landscape / Lynette Amelie / Mono-Printing ii. Mexican Art / Mexican Day of the Dead / 3D Relief Masks.	Project 2 continuation; Develop 'Negative Space' skills and understanding.	Introduction to GCSE ways of thinking (A.Os), for example. Introduction into Portraiture. Further development of 'Grid' and 'Negative Space' skills. Formal theory surrounding Portraiture Drawing and Painting (Numeracy).
Knowledge and understanding	Colour, Tone, Line, Pattern, Texture, Shape	Practical skills in analytical drawing. Research into 'Theme'.	Development of 'Grid' drawing skills + Initial appreciation of context through investigations into Artists / Cultures of influence.	Research into Project 2 theme and Artist(s) / Culture	Development of Negative Space skills + 'Main' media form Eg, Cardboard Relief.	Initial research into theories behind Portraiture drawing / painting.
Subject specific skills	Formal Elements are incorporated into all work, throughout Years 9 -13.	Research skills. Understanding of other artists. Relevant Practical skills.	Grid Drawing	Research skills. Understanding of other artists. Relevant Practical skills.	Negative Space	Portraiture Theory
1.SMSC	Our art projects cover at least one sub- genre, for example; religious, historical, environmental, social, economic or political. In addition, pupils develop an appreciation of surroundings, team work and communication skills. They have an awareness of 'self', understand contextual backgrounds and cultural imagery, appreciate and respect differences and different cultures. Pupils are aware of the classroom ethos, they respect ideas and show creativity, but are also encouraged to express views.					
2.Skills For life	Practical Skills in Art. A range of techniques in Two Dimensional theory. Skills in the use of a range of two and three dimensional art media. Communication, research, observation and analytical skills. Working independently and as a team. Appreciation of environment, cultural and religious differences, significance of history, environmental, social and economic issues and political situations. Awareness of 'self' and the ability to express views, show creativity and respect ideas. Understanding of 'visual literacy', the 'creative process' and its importance. Understanding the power of visual material through the media, art galleries, advertising and other outlets.					
3.FBV	Through the categories listed in 'SMSC', pupils develop an appreciation of FBV; Mutual respect of others, the importance of working together, but also having individual views. Tolerance of differences (cultural and religious), understanding of democracy and the need for laws within society.					

Stretch & challenge	Formal elements are essential to all art work, regardless of challenge... ... Practical and academic / intellectual aspects of work. Use of varying media. Understanding of other art movements, techniques, cultures. Development of technical skills. Understanding of 'The Creative Process' and 'Visual Literacy'. Depth of challenge.					
Key assessment focus, suggested assessments	Analytical pieces that link to 'Theme', that cover all (or most) of the Formal Elements quoted. Initial STAR Assessment 1	Analytical pieces in a range of media forms including mixed media. Thiebaud Oil Pastel Ice Cream STAR Assessment 2	Creative pieces that show conceptual competence and understanding / influence from other artists as well as skilled use of techniques and art media covered so far. Seaside Final Piece STAR Assessment 3	Analytical pieces in a range of media forms including mixed media.	Creative pieces that show conceptual competence and understanding / influence from other artists as well as skilled use of techniques and art media covered so far.	Analytical pieces in a range of media forms including mixed media. Mexican Day of the Dead Final Piece STAR Assessment 4
Special events	Year 9 pupils to view annual GCSE and 'A' Level exhibitions. Liverpool Art Trip. Rotary Club Young Artist of the Year Competition. Stone Advent Windows Installation Project. School House System Drawing and Photography Competitions. Artist of the Year Leavers Award. Annual Leavers award for Creativity.					
Visits/extra curricular	Artists in residence and visits are offered at irregular intervals, however, the GCSE and 'A' Level 'Liverpool Art trip' is an annual event, taking in the Liverpool Tate, Walker, Open Eye and Bluecoat Galleries.					
Homework/Independent Learning (Fortnightly)	Tonal exercise Colour exercise Analytical Study (1-3)	Artist Research x2 Analytical Study (4-6)	Artist Research Analytical Study x2 Grid Drawing practice (7-10)	Artist Research x2 Analytical Study (11-13)	Artist Research Analytical Study x2 (14-16)	Artist Research x2 Analytical Study Practicing the use of 'Negative Space' theory. (17-20)