



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Art	Year group	10
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>The Art and Photography curriculum at Landau Forte develops students’ imagination, enquiry, creativity and self-reflection.</p> <p>We provide the students with creative experiences that cover a broad variety of topics, ensuring that the students build upon prior knowledge. Students study a range of artists, genres and cultures to broaden their understanding of art and the wider world. By ensuring students are taught technical skills and learn from the work of others we develop active learners, who are inquisitive and a firm grounding of technical skill and understand how to research, analyse and synthesise concepts and approaches to find personal outcomes.</p> <p>The topics are designed to provide cross-curricular links to other subjects across the school. We expose the students to a wide range of practitioners and consider the wider world of work within this. We have devised our curriculum whilst considering the national curriculum expectations for art.</p> <p>In Art, students explore and learn how to apply a range of skills and techniques using a variety of media, whilst at the same time, teaching them to take pride in their work and complete tasks to the very best of their ability. Our students are critical thinkers and problem solvers, developing projects from conception to realisation. We promote individuality, creativity and independence, which prepares them for GCSE and A level and beyond.</p> <p>The course is designed in a cyclical nature from KS3 to KS5 allowing for key skills to be developed and refined over time. The four threshold concepts that underpin the learning are derived from the KS4 Assessment objectives, but also form the basis for all creative process outside of education. The 3 C’s are at the heart of creative practice.</p> <p>Courage – taking creative risks and learning from mistakes, trying new techniques and approaches. Compassion – Learning about others and world/ societal issues explored in Art, supporting one another in class, teamwork etc... Curiosity - Experimenting and exploring with media, techniques and processes.</p> <p>Core values and attributes</p>		



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- Art and Photography by definition does what words cannot, at its heart it is a form of communication. A form that can challenge, reveal, entertain, intellectually stimulate, elicit an emotional response, comfort, and bring about change or joy. Art can provide voices for those who feel they have no voice or simply create work that showcase immense talent.
- Imagination, creativity and reflection lead ideas forwards
- Students can develop their own interests with support and over time become independent learners.
- Students take risks and ask the ‘what if’ questions

Recognition of national policy and educational landscape

- Numeracy and literacy in all learning sessions.
- Links to work experience gaining skills for real life.
- The curriculum is built on knowledge and studio practice, carefully implemented with sequencing and structure of assessments adhering to exam requirements. Consistent with academy focus planning, delivering specialists skills.

We prepare our students for life beyond QEMS/SF by developing:-

- Independence
- Creativity and adaptability.
- The skill to visualise
- The Arts remains one of the most productive areas of the economy in the UK in terms of employees and wealth generation.

Students develop knowledge and understanding of a wide range of contexts and issues, they develop empathy and see how cultures share common concerns and experiences. Students learn how to critically research and analyse information.

Threshold Concepts (TCs):

- TC1:** Understanding contexts and analysing the work of others.
- TC2:** Develop, experiment and explore ideas
- TC3:** Technical ability to record, experiment and control media to create imagery.
- TC4:** Refine and present personal outcomes.

KS2 National Curriculum summary:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 - About great artists, architects and designers in history.









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Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	How do you record, develop ideas and present original outcomes in Art					
Big picture questions:	What is the meaning of Viewpoint in Art? How can I explore an idea? How can I develop my recording skills? What is abstraction?	How do I develop an idea? How do I paint effectively with control and intention? How do I broaden my technical skills? How can I exploit the qualities of different media?	How do artist deal with Perspective?	Why are maps a constant fascination? How can art practices be combined?	How can I refine my work? How do I develop work?	How do I explore a theme and make an effective journey of work? How can the work of others provide inspiration? How do I make personal connections?
Content (Linked to TCs):	TC1: Understand the work of a range of artists Explore a theme visually and conceptually TC2 Experiment with media TC3: Develop drawing skills	TC1: Analysing the work of Chuck Close and others TC2 & TC3: experiment with media including ceramics and develop technical skills. TC4: create own outcomes in the style of the artist.	TC1: Understanding the role of perspective in art and methods to record this. Understand the work of a range of artists TC2: Experiment with media TC3: develop drawing skills	TC1: Explore contemporary art practice Understand the work of a range of artists TC2: Experiment with mixed media TC3: Develop skills TC4: present outcomes	TC2: Develop ideas TC3: develop mastery of media Refine imagery	TC1: Exploring an idea. Understand the work of a range of artists. TC2: Develop, experiment and explore ideas. TC3: Record, refine and create imagery and other outcomes.



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Vocabulary Instruction:	Monoprint Abstraction Composition Linear Mind map Mood board	Mixed media Ceramic Slip Carve Relief / semi relief Photoshop – crop lasso, image adjustment, layers	1 point / 2 point perspective Vanishing point Symmetry Rotation Tessellation Collage/ photo montage	Contemporary Assemblage Mixed media Abstraction Mapping	Contexts Issues Conceptual art As defined by the students choice of theme	Contexts Issues Conceptual art As defined by the students choice of theme
Assessment:	Holistic assessment across the four TCs	Holistic assessment across the four TCs Final Outcome	Drawing assessment Summative Assessment 1 Holistic assessment across the four TCs	Holistic assessment across the four TCs Final Outcome	Drawing assessment Holistic assessment across the four TCs	Holistic assessment across the four TCs Final Outcome
Key/Historical misconceptions in this unit:	Abstraction is random Artist research is mainly factual. Most of the work happens in the classroom	You always need a small brush Once an idea is made, you've to another one. Backgrounds aren't as important as foregrounds.	There is only one way to show depth in a picture.	Artists do not use other peoples work. What is mixed media	Once an idea has been done once it isn't revisited. The pictures are more important the reasons behind making them	The internet is a good source of visual research. There is one model of making work. All work must link to an artist's style.
Sequencing:	<p>We have chosen to sequence the year 10 curriculum like this because...</p> <p>We begin with refining technical skills, to ensure all students have the necessary control, visual understanding and ability to record imagery to a high level. Exposing students a range of artists, contexts and approaches allows them and us to identify the best ways for them to develop their own work. These build directly on what students do in KS3, some may be more challenging in terms of technique, media or conceptually in addition to a raised expectation of outcome. There is an increasing focus on analysing artists and beginning to understanding more conceptual ideas, ensuring students understand they need to develop a personal voice, develop independence, showing their inspiration, not simply be effective copy-ers.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – working as a team (to handle resources, tidying away etc...) Understanding the contexts in which different artists work, including Chuck Close's adapted working practice after his disability.</p> <p>Curiosity – Learning new skills and techniques, learning about previously unknown/little known artists.</p> <p>Courage – Taking creative risks, developing original ideas, answering questions when unsure of the answer etc...</p>					



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National Curriculum plus:

In addition to teaching the statutory elements of the national curriculum, we also include

Trips outside of the school building to explore the local area and also further afield to galleries etc.

Encouragement to identify working contemporary artists and pose them questions.

Involvement of students own personal interests outside of school for further routes of inquiry.