



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Art	Year group	7
Vision statement:	<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>		
Curriculum intent:	<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>		

- 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.

Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING



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	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 and why do we make Art and what is its value?					
Big picture questions:	What are the visual elements? How do artists use line, tone and form?	What are the visual elements? How do artists use colour? How do artists use their imagination?	What is pattern? How do artists use pattern in their work?	How do artists use cultural references to inspire their own work?	What is aboriginal art? What does it mean?	How do artists use cultural references to inspire their own work?
Content (Linked to TCs):	Developing an understanding of the visual elements and how to use them. (TC3) How to use line, tone and form effectively (TC2)	Developing an understanding of colour and how to mix secondary colours and tints. (TC3) Using the visual elements to develop own imaginative ideas. (TC2 & TC4)	Identifying and recreating different types of pattern (TC2 & TC3) Identifying/copying key features of Klimt's work. (TC1& TC3)	Identifying/copying key features of Klimt's work. (TC2 & TC3) Developing own ideas based on the work of Klimt (TC4)	Identifying and recreating different types of Aboriginal art. (TC1,TC2 & TC3) Drawing a variety of dreamtime patterns (TC2)	Developing own ideas based on the designs found in selected Aboriginal art. (TC4)
Vocabulary Instruction:	Line, tone, shape, texture, form, space, colour, pattern, proportion, scale, focal point, perspective, balance, harmony, unity, rhythm, contrast, foreground, background, composition, mark-making	Line, tone, shape, texture, form, space, colour, pattern,, primary, secondary, tertiary, tint, shade, hue	Pattern, Regular/ Irregular, Functional/ Decorative, Man-made/ Natural, repeating, symmetrical, ornamental, realism	Stylistic characteristics, ornamental, realism	Aboriginal, pointillism, dreamtime, earthy colours, symbolism	Aboriginal, pointillism, dreamtime, earthy colours, symbolism
Assessment:	Drawing assessment	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:	How to create tone using different media.	How colours are created.		Drawing the human form accurately and in proportion.		



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	How to make 2D objects look 3D.					
Sequencing:	<p>We have chosen to sequence the year 7 curriculum like this because... The Whole of KS3, and to a large extent KS4 is a spiral curriculum in which concepts, skills and processes are revisited with extra challenge and complexity. In year 7 the focus is on developing recording skills and introducing students to a range of different artists and cultures. The fundamentals of visual elements, line, tone, colour, pattern, shape etc. are the foundations for what is to come during their artistic journey. There is a baseline drawing assessment at the start of yr7 that establishes the drawing ability of students, who will have had a varied experiences of Art during KS2. The threshold concepts are re-visited in each project and build on prior learning. As the year progresses, students refine and develop skills further.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by: Compassion – working as a team (to handle resources, tidying away etc...) Understanding the contexts in which different artists work (war time, extreme poverty etc...) Curiosity – Learning new skills and techniques, learning about previously unknown artists. Courage – Taking creative risks, answering questions when unsure of the answer etc...</p>					
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include Exploring art as a vocation/ career, specifically a female artist from Birmingham. In addition to teaching the statutory elements of the national curriculum, we also include key information on careers including exposure to art specific jobs and pathways into the industry through Further Education, Apprenticeships, Higher Education and Employment.</p>					