



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Art	Year group	9
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<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><b>Courage</b> – taking creative risks and learning from mistakes, trying new techniques and approaches.  <b>Compassion</b> – Learning about others and world/ societal issues explored in Art, supporting one another in class, teamwork etc...</p>		



# CURIOSITY

# COMPASSION

# COURAGE



**Curiosity** - Experimenting and exploring with media, techniques and processes.

**Core values and attributes**

- 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.



# CURIOSITY

# COMPASSION

# COURAGE



<b>Learner skills:</b>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
------------------------	---	---	---	---	---	---

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
--	----------------	----------------	----------------	----------------	----------------	----------------

<b>The Big Question</b>	<b>How do you develop original and personal works of Art?</b>					
-------------------------	---	--	--	--	--	--

<b>Big picture questions:</b>	<b>What is Street Art? Is it art or vandalism? What is the difference?</b>	<b>Where do artists get their inspiration from? How do you create personal work?</b>	<b>What does Abstract Art mean? How do you make work that is Abstract?</b>	<b>How can I apply Abstraction techniques to my own work?</b>	<b>Why do artists create portraits? Why are portraits an important genre in Art?</b>	<b>Where do artists get their inspiration from? How do you create personal work?</b>
-------------------------------	--	--	--	---	--	--

<b>Content (Linked to TCs):</b>	TC1: Understanding the origins of Street Art. TC2: Experiment with watercolour and crayons. TC3: Draw different styles of graffiti.	TC1: Analysing the work of Banksy and Haring TC2 & TC3: experiment with media, develop own tag. TC4: create own outcomes in the style of the artist.	TC1: Understanding the definition of Abstract Art, identifying types of Abstract Art. TC2: Experiment with abstraction techniques. TC3: Create artist copies in different media.	TC1: Research the work of chosen Abstract artist. TC2: Experiment with abstraction techniques. TC4: Create own abstracted still life image using Cubist techniques.	TC1: Understanding contexts and analysing selected portraits. TC2: Experiment with crayons/biros. TC3: Drawing pencil tone portraits, learning about the proportions of the face.	TC1: Looking at the work of Louie Jover. TC2: Develop collage techniques. TC4: Refine and present personal outcomes inspired by the work of Louie Jover.
---------------------------------	---	--	--	---	---	--

<b>Vocabulary Instruction:</b>	<b>Vandalism, legitimate, throw-up, blockbuster, wild style, Contrast, Stencil, Political, social commentary, controversial</b>	<b>Composition, political activist, AIDS awareness, single point perspective</b>	<b>Realism, Abstraction, Fauvism, Cubism, Expressionism, fragmented, expressive, distorted</b>	<b>Composition, scale, proportion, concept, context, collage, montage, balanced</b>	<b>Proportions, scale, symmetry, profile,</b>	<b>Collage, expressive, abstract, deconstructed, fragmented</b>
--------------------------------	---	--	--	---	---	---

<b>Assessment:</b>	<b>Drawing assessment</b>	<b>Holistic assessment across the four TCs Final Outcome</b>	<b>Drawing assessment Summative Assessment 1 Holistic assessment across the four TCs</b>	<b>Holistic assessment across the four TCs Final Outcome</b>	<b>Drawing assessment Holistic assessment across the four TCs</b>	<b>Holistic assessment across the four TCs Final Outcome</b>
--------------------	---------------------------	--	--	--	---	--



## CURIOSITY

## COMPASSION

## COURAGE



<b>Key/Historical misconceptions in this unit:</b>	Street art... art or vandalism?		Abstract art isn't real art because it doesn't look like anything.		I can't draw faces...	
<b>Sequencing:</b>	<p><b>We have chosen to sequence the year 9 curriculum like this because...</b>          Spiral curriculum, revisiting the 4 TCs but adding in more complexity and challenge. This year students begin to explore have greater independence and choice. This is to enable students to gain insight into the more individual/independent work they would undertake in GCSE Art &amp; Design/Photography.          The issues raised in Street art, from Keith Haring and the Aids crisis to the complexity of abstraction conceptually and through to the technical precision required for portraiture represent new challenges that require deeper thinking.</p>					
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion</b> – working as a team (to handle resources, tidying away etc...) Understanding the contexts in which different artists work (New York in the 80s etc...)  <b>Curiosity</b> – Learning new skills and techniques, learning about previously unknown/little known artists.  <b>Courage</b> – Taking creative risks, answering questions when unsure of the answer etc...</p>					
<b>National Curriculum plus:</b>	<p><b>In addition to teaching the statutory elements of the national curriculum, we also include</b>          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>					