



CURIOSITY

COMPASSION

COURAGE



Academic outline 2022-23

Art

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 7:	Baseline Visual Elements	Baseline Visual Elements <i>Advanced skills, colour theory and new techniques</i>	Patterns Through Time <i>Klimt and Egyptian Art</i> what is a pattern?	Patterns Through Time <i>Klimt and Egyptian Art</i>	Aboriginal Art <i>Art of other cultures</i>	Aboriginal Art <i>Art of other cultures</i>
Year 8:	Cultures From Around The World <i>Moko, Mehndi and others</i>	Cultures From Around The World <i>Local artist Lucy Mclauchlan</i>	The Day of the Dead <i>Mexican Culture, mortality and decoration</i>	The Day of the Dead <i>Introduction to clay</i>	Reptiles <i>Developing more technical skills</i>	Reptiles <i>Skills development</i>
Year 9:	Street Art <i>Banksy, Haring and Social issues</i>	Street Art <i>Tagging</i>	Abstract <i>Art history</i> <i>Skills development</i>	Abstract <i>Art history</i> <i>Skills development</i>	Portraits <i>Artist research</i> <i>Proportions</i> Oak Academy Support Proportions	Portraits <i>Skills development</i> Oak Academy Support
Year 10: Art GCSE	Viewpoints <i>Close up studies</i> how to draw effectively how to analyse artworks mind maps	Viewpoints <i>Close up studies</i>	Viewpoints <i>Perspective and landscape</i> one point perspective	Viewpoints <i>Perspective and landscape</i>	Viewpoints <i>Mapping and abstraction</i>	Viewpoints <i>Personal theme developments</i> choosing a theme
Year 10: Photography GCSE	Viewpoints <i>Close up studies</i> how to analyse artworks creative photography mind maps	Viewpoints <i>Close up studies</i>	Viewpoints <i>Artists studies</i> how to analyse artworks	Viewpoints <i>Artists studies</i>	Viewpoints <i>Text and experimentation</i>	Viewpoints <i>Personal theme developments</i> choosing a theme
Year 11: Art GCSE	Viewpoints <i>Personal theme developments</i> how to develop your ideas developing your ideas	Viewpoints <i>Personal theme developments</i>	Externally Set task choosing a theme mind maps	Externally Set task	Externally Set task	



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Year 11: Photography GCSE	Viewpoints <i>Personal theme developments</i> creative photography	Viewpoints <i>Personal theme developments</i>	Externally set task choosing a theme mind maps	Externally set task	Externally set task	
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Curriculum overview

Subject	Art	Year group	8
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.</p>		



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	<p>The 3 C's are at the heart of creative practice.</p> <p>Core values and attributes</p> <ul style="list-style-type: none"> • 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 <p>Recognition of national policy and educational landscape</p> <ul style="list-style-type: none"> • 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. <p>We prepare our students for life beyond QEMS/SF by developing:-</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
<p>Threshold Concepts (TCs):</p>	<p>TC1: Understanding contexts and analysing the work of others.</p> <p>TC2: Develop, experiment and explore ideas</p> <p>TC3: Technical ability to record, experiment and control media to create imagery.</p> <p>TC4: Refine and present personal outcomes</p>
<p>KS2 National Curriculum summary:</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas









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• 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	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	 CRITICAL THINKING	 ORGANISATION	 COLLABORATION	 ADAPTABILITY	 ORACY	 SELF QUIZZING

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The Big Question How is Art woven into the fabric of cultures across the world and how do artists develop their ideas and skills

Big picture questions:	What is Culture?	How does Art enrich Culture?	How do Mexicans celebrate life and deal with mortality through Art	How can I develop my making skills	How can art capture the complexity of nature	How can I develop my recording and experimentation
Content (Linked to TCs):	Moko, Mendhi TC1 2 3 Drawing TC 2 3	Lucy McLaughlan TC1 3 Ink, watercolour TC2 3 Final piece TC4	Day of the Dead festival TC3 Drawing TC1 3	Papel Picado TC1 2 3 Developing, refining TC 2 4 Clay outcome TC4	Capturing Reptilian features, mark making TC3	Meg Ashford watercolour TC 1 2 3 Gaudi TC1 3 Outcome TC4
Vocabulary Instruction:	Mark making Symmetry Representation	Street Art Contemporary Mark Making	Mortality Mark making Symmetry Symbolism	Papel Picado Relief Kiln Slip Carve	Mark making Pattern Pressure Line Tone Record Composition	Bleed Mark making Construct



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					Design Impact	
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:	Culture is for other people. Geography	How to make a living from art	Day of the Dead is morbid			You can't make a living from art
Sequencing:	<p>We have chosen to sequence the year 8 curriculum like this because... Spiral curriculum, revisiting the 4 TCs but adding in more complexity and challenge. This year students begin to explore wider contexts across the world and more substantive ideas such as mortality and culture. The choice of artists, Meg Ashford, Lucy McLaughlin exposes students to contemporary art practices and more experimental mark making. The level of complexity and wider range of media requires more complex skills. Students need to apply new technical knowledge and develop new approaches to work with clay and develop a 3d outcome.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by: 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. Courage Taking creative risks and learning from mistakes, trying new techniques and approaches</p>					
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context) 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>					