



CURIOSITY

COMPASSION

COURAGE



Academic outline 2024-25 Year 11

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 visual elements	Baseline Visual Elements <i>Advanced skills, colour theory and new techniques</i> visual elements	Patterns Through Time <i>Klimt and Egyptian Art</i> Drawing Klimt history and art ideas	Patterns Through Time <i>Klimt and Egyptian Art</i> pattern Egyptian art	Aboriginal Art <i>Art of other cultures</i> Designing Aboriginal art symbols	Aboriginal Art <i>Art of other cultures</i> pattern
Year 8:	Cultures From Around The World <i>Moko, Mehndi and others</i> Traditions	Cultures From Around The World <i>Local artist Lucy Mclauchlan</i> Artist	The Day of the Dead <i>Mexican Culture, mortality and decoration</i> resources	The Day of the Dead <i>Introduction to clay</i> Day of the Dead	Reptiles <i>Developing more technical skills</i> techniques and materials	Reptiles <i>Skills development</i>
Year 9:	Street Art <i>Banksy, Haring and Social issues</i> Banksy	Street Art <i>Tagging</i> Haring	Abstract <i>Art history</i> <i>Skills development</i> BBC Bitesize Unity	Abstract <i>Art history</i> <i>Skills development</i> beginners guide	Portraits <i>Artist research</i> <i>Proportions</i> how to draw a portrait how to draw facial proportions	Portraits <i>Skills development</i>
Year 10: Art GCSE	Viewpoints <i>Close up studies</i> GCSE Portfolio	Viewpoints <i>Close up studies</i> how to draw effectively how to analyse artworks mind maps analytical drawing	Viewpoints <i>Perspective and landscape</i> one point perspective analysing and evaluating	Viewpoints <i>Perspective and landscape</i> GCSE Portfolio	Viewpoints <i>Mapping and abstraction</i> Artists	Viewpoints <i>Personal theme developments</i> choosing a theme
Year 11: Art GCSE	Viewpoints <i>Personal theme developments</i> GCSE Portfolio	Viewpoints <i>Personal theme developments</i>	Externally Set task inspiration for a theme choosing a theme mind maps External Assessment	Externally Set task External Assessment	Externally Set task	for additional online support click here



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Curriculum overview

Subject	Art	Year group	11
<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>		



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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.

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.

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.



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

Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	
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The Big Question **How can we explore ideas and themes in a visual manner that shows skill, concepts, development and originality?**

Big picture questions:	What can others teach me? How can I reflect on my work and refine ideas and imagery? How can I develop my recording skills and exploit the qualities of different media? How do I incorporate personal ideas with the work of others?	What is the most effective way of presenting work? How can I demonstrate the developmental journey within my work?	Identify a theme with which offers the best opportunity for success? How do I resource and investigate an idea? How do I get first-hand experience of art? How can I demonstrate knowledge, skill and technique?	How do I develop a theme? How do I analyse the work of others? How do I refine my work?	What is the most effective way of presenting work? How can I demonstrate the developmental journey within my work?	



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<p>Content (Linked to TCs):</p>	<p>TC1: Explore a theme visually and conceptually TC2 Experiment with media TC3: Develop recording skills TC4: Refine work and ideas</p>	<p>TC1: Make informed connections to the work of others TC2: develop ideas and show this process TC3: Show high quality technical skills and processes TC4: Present an original informed final piece</p>	<p>TC1: Understand the work of a range of photographers and ideas Create mind maps, mood boards and photographer research. TC2: Experiment with media TC3: Take photos on theme and produce work</p>	<p>TC1: Use a selection of artists to inform your own work. Analyse and research the work of others (including contexts) TC2: Experiment with mixed media TC3: Record imagery, develop mastery of media TC4: Refine ideas and technical skills</p>	<p>TC1: Make informed connections to the work of others TC2: Produce work that is a clear developmental and investigative journey from idea to final image. Explain this in annotation. TC3: Demonstrate high level of skill, control and intent TC4: Complete personal final; piece, with skill, impact and thought.</p>	
<p>Vocabulary Instruction:</p>	<p>As defined by the work / project itself</p> <p>Annotation Refine Present Context Composition Intention</p>	<p>As defined by the work / project itself</p> <p>Annotation Refine Present Context Impact Composition Intention</p>	<p>Explore Photoshoot Mind map Mood board Annotation</p>	<p>As defined by the work / project itself</p> <p>Explore Develop Refine Experiment Annotate</p>	<p>As defined by the work / project itself</p> <p>Present Impact Intention Refine Annotation</p>	
<p>Assessment:</p>	<p>Holistic assessment across the four TCs</p>	<p>Personal Portfolio 60% of final grade</p>	<p>Holistic assessment across the four TCs</p>	<p>Holistic assessment across the four TCs</p>	<p>Final GCSE Grade 40% of final grade</p>	
<p>Key/Historical misconceptions in this unit:</p>	<p>Copying an artist's style is enough to show influence</p>	<p>The final piece is all that matters, the journey of the work is often overlooked.</p>	<p>Don't choose a theme if you can't think of numerous ways to explore it. The internet is the only source I need</p>			



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Sequencing:	<p>We have chosen to sequence the year 11 curriculum like this because...</p> <p>In this year the students build on the skills and knowledge they have acquired since they began to study Art. Up until Christmas the students are completing their personal portfolio. In this period they are working more independently towards individualised outcomes. At this point the teacher will naturally also take on the role of critical supporter and facilitator, supporting the students to achieve their vision. The exam paper is realised at Christmas and the remainder of the term is devoted to completing this single project. This is in effect a smaller more condensed and focussed version of the personal project but with an externally set theme.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – The work of others, contexts, communities, issues, supporting others in the class technically, intellectually and emotionally Curiosity - Developing personal routes of enquiry, learning new techniques, developing new ways of working and refining existing skills. Courage – Setting deadlines, working outside of the classroom and interacting with others, Taking creative risks, developing original ideas, 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...(with justification to local context)</p> <p>First-hand experience of seeing art outside the classroom. 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>					