

Long Term Departmental Planning Overview	Subject:	Visual Arts
<p>Rationale behind curriculum decisions in light of Covid-19</p> <p>Art Curriculum (KS3/4/5)</p> <p>As a department we have taken steps to ensure that KS3's gaps in learning are addressed within the schemes of work. We have incorporated stages in which to help students' progression on evaluating at analysing their own work, encouraging them to be expressive in not only practical aspects but the theoretical side of Art. We have implemented Rosenshine's review of material by introducing MAD time, which will enable students to continually make improvements in their work.</p> <p>At KS4, we have focussed on the assessment criteria for the students' coursework. We have reviewed the KS4 SOW to enable more time for A02, sampling, to ensure this area is covered and students fully understand the assessment criteria within their coursework which they need to cover and complete. Again, implementing Rosenshine's review quadrants we support students in the critical and analytical side of their work by providing key hands outs which provide students with a guideline to independently analyse aspects of their coursework.</p> <p>At KS5 for both the Year 12 and 13 Art and Design cohort we provide student hand booklets and assignment briefs. Within these are actions plan logs and assessment criteria to enable staff and students to have a clear focus within each task. In addition to this, we have designed a student hand book in which there will be regular mentoring sessions to individually go through their work to review and assess as well as to ensure students have a good understanding of the course and assignment out line.</p> <p>Art Assessment (KS3/4/5)</p> <p>We will be using exemplar material from previous cohorts in the form of posters in every year group to guide students on how to improve. We will still continue to use peer and self- assessment with a real focus on discussion and direction on how to improve the standard of work and analyse and articulate how to do this using art terminology.</p> <p>This will again provide us with a useful opportunity to standardised KS3 sketchbooks, monitor progress, and see which students need to be targeted to challenge them further. In addition to this on-going review in the form of WWW and EBI, FAR marking sheets or MAD time are used to supports students, giving them the opportunity to improve their work continually and gauge understanding of how they need to improve.</p> <p>Within KS4 action planning is provided to monitor students and their progression in their coursework. Each student has a folder, with the marking criteria, digital sketchbook and their action plan. This data is individually collected by the teacher, and centralised to highlight those at risk of underachieving. This allows staff to offer targeted intervention, further support sheets and guidance, and verbal feedback. This will provide a clear opportunity to see and monitor progression and improvement half termly showing and monitoring their understanding. Exemplar work is also used to show the standards expected for grades.</p>		

At KS5 students are given assignments briefs with assessment criteria visible to themselves. Through the student booklet and use of assessment criteria in the assignment briefs, time is set aside to review and plan actions to allow us to monitor their progress. It also allows time to assess students understanding of where they are up to in the assignment brief and support students by giving targeted, verbal feedback on their work and how to improve.

Exemplar work is also used to show the standards expected for completed tasks and an interim assessment is completed half way through the unit with the pupil present to assess student's progression, understanding and time management in completing the overall unit.

Intended Impact

Art

The Visual Arts are extremely popular subjects, with a large uptake at KS4 and KS5. Students are given a comprehensive understanding of the formal elements of Art

in Y7 as a foundation, on which to help them progress through the key stages.

In Art and Design, we work with traditional and new media, developing confidence, skills, imagination and creativity within a safe and creative environment. Students are encouraged to critically analyse and assess their own and others work. Through research students are guided to think and act as artists independently, working creatively and intelligently towards individual personal responses. We encourage Social, moral and cultural aspects in order value the importance of the arts and appreciate design within all aspects of life.

Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	Visual Elements and Observational Drawing of Still Life looking at different artists	Students will focus on: Line, Tone, form, Mark making, texture, Composition, Drawing in colour	Students will focus on: Line, Tone , form, Mark making, texture, Composition , Drawing in colour	Students will focus on: Line, Tone , form, Mark making, texture, Composition , Drawing in colour	Colour Theory looking at different artists	Students will focus on: Observational drawing, colour, colour wheel, colour mixing, blending, tone	Students will focus on: Observational drawing, colour, colour wheel, colour mixing, blending, tone	Students will focus on: Observational drawing, colour, colour wheel, colour mixing, blending, tone
8	Observational drawing focusing on developing line, tone and colour	Students will focus on: Line, tone and colour. Building on previous skills learned in Y7.	Students will focus on: Line, tone and colour. Building on previous skills learned in Y7.	Students will focus on: Line, tone and colour. Building on previous skills learned in Y7.	Perspective Drawing looking at different artists	Students will focus on: 1 and 2 point perspective, scale and composition. They will focus on line, tone and colour building	Students will focus on: 1 and 2 point perspective, scale and composition. They will focus on line, tone and colour building on previous skills learned in Y7.	Students will focus on: 1 and 2 point perspective, scale and composition. They will focus on line, tone and colour building on previous skills learned in Y7.

						on previous skills learned in Y7.		
9	Observational Drawing developing into mixed media skills	Students will develop skills learned in Years 7 and 8 using a wider range of materials and techniques such as: Print, textiles, 3D work, collage.	Students will develop skills learned in Years 7 and 8 using a wider range of materials and techniques such as: Print, textiles, 3D work, collage.	Students will develop skills learned in Years 7 and 8 using a wider range of materials and techniques such as: Print, textiles, 3D work, collage.	Students will develop design ideas linked to their researched artists to produce a final outcome based on mixed media.	Students will develop design ideas linked to their researched artists to produce a final outcome based on mixed media.	Students will develop design ideas linked to their researched artists to produce a final outcome based on mixed media.	Students will develop design ideas linked to their researched artists to produce a final outcome based on mixed media.
10	GCSE Coursework Response to a given theme.	Students will build on the formal elements learned in KS3. They will cover observational drawing, artists research and experimental work.	Students will build on the formal elements learned in KS3. They will cover observational drawing, artists research and experimental work.	Students will build on the formal elements learned in KS3. They will cover observational drawing, artists research and experimental work.	GCSE Coursework Development of personal response.	Students will build on work from term 1 and 2, combining the styles of artists to produce a small final outcome.	Students will build on work from term 1 and 2, combining the styles of artists to produce a small final outcome.	Students will build on work from term 1 and 2, combining the styles of artists to produce a small final outcome.
11	GCSE Coursework Mock Exam	Students will focus on specific skills and techniques in preparation for their mock exam where they will produce a large scale final outcome.	Students will focus on specific skills and techniques in preparation for their mock exam where they will produce a large scale final outcome.	The aim is all students will complete 1 final piece based in the mock exam in December. This will give us an opportunity to standardise and put in place specific targeted tasks for individual students to help improve their grades				

12	<p><u>Unit 12 (Internally set-practical work)</u> Students will focus on the following objectives: A: Explore 2D, 3D and digital materials, techniques and processes used to produce fine art work B: Apply fine art materials, techniques and processes to produce work for a brief C: Review and reflect on own use of fine art materials, techniques and process.</p>	<p><u>Unit 2 (Externally set written task)</u> Students will focus and be assessed on the following:</p> <ol style="list-style-type: none"> 1. Be able to apply an effective investigation process to inform understanding of creative practitioners. 2. Demonstrate the ability to visually analyse the work of creative practitioners. 3. Demonstrate understanding of how contextual factors influence creative practitioner’s work 4. Communicate independent judgments demonstrating understanding of the work of creative practitioners.
13	<p><u>Unit 3 (Internally set-practical work)</u> Students will focus on the following objectives: A: Understand the stages and activities within the creative process B: Experiment with the stages and activities within the creative process to develop own working practice C: Apply stages and activities within the creative process to develop own art and design work D: Review how use of the creative process developed own art and design practice.</p>	<p><u>Unit 1 (Externally set practical work)</u> Students will focus and be assessed on the following:</p> <ol style="list-style-type: none"> 1. Understand how recording is used to communicate visually in the work of others 2. Demonstrate understanding of visual communication through exploration and application of different methods of recording 3. Demonstrate ability to record to communicate intentions 4. Evaluate visual recording and communication skills