



Learning Aims and Curriculum Intent:

<p>Intent: As a department we are fundamentally committed to providing students with outstanding learning opportunities and, as a result, we intend to make a significant contribution to the field of Art Education. Put in simple terms, we intend: To be recognized as one of the most forward thinking and successful Art departments in London (and by extension the world). To be recognized as a center of excellence in Art education (beyond merely secondary education). To provide outstanding opportunities and experiences for Forest Students. To provide outstanding Art opportunities for the wider community. Our curriculum is fundamental in making this happen.</p>	<p>Departmental Aims: Broadly, the curriculum will form an important part in enabling the realisation of the Art department's 'Vision and Values Statements' (points 1, 2 and 3 are of particular relevance). These statements are a means of bringing our intent to life. They are outlined below: (1) Our curriculum is Broad and values Inclusion, Diversity and Sustainability. (2) Forest Students Have an Excellent Art Experience. (3) We Raise the Profile of the Department so it is High Profile. (4) Staff have access to Excellent Subject Specific CPD. (5) Students Art education prepares them well for life beyond the White Gates allowing them to engage with the aesthetic world with confidence and appreciation. More specifically, the Year 7 curriculum will support students in acquiring the KS4 Skills, Knowledge and Threshold concepts for Fine Art which are outlined below.</p>
--	---

Student will develop well developed understanding of...	More specifically ...	When will this occur?
The formal elements	An understanding of how the formal elements are used by artists in their work to create an emotional or conceptual effect. An understanding of composition, perspective, foreshortening.	All terms in Year 10 and 11
Observational Drawing	An understanding of how to record from direct observation + create an atmospheric/emotional effect. An ability to explore observational drawing in a range of scales and media.	Year 10 Lent, Year 11 Michaelmas
Colour Theory	An understanding of how colours can be used to create an emotional, atmospheric, or conceptual effect.	Year 10 Lent
Experimental / wider drawing	An understanding of how to use a range of drawing techniques to record ideas and create an emotional, atmospheric, or conceptual effect.	Year 10 Trinity, Year 11 Michaelmas
Printmaking	An understanding of relief printing, reduction printing, mono-printing, etching (possible collagraph).	Year 10 Michaelmas
Ceramics	An understanding of how ceramics can be manipulated to create an emotional, atmospheric, or conceptual effect.	Year 10 Trinity
Painting	An understanding of oil painting and acrylic painting. Confidence in mixing and applying paint accurately using a range of processes and equipment.	Year 10 Lent
Sculpture	An understanding of how three-dimensional media can be manipulated to create an emotional, atmospheric, or conceptual effect. An understanding of a range of sculptural processes. An understanding of how 2-dimensional design can transform into 3-dimensional form.	Year 10 Trinity
Photography Skills	An understanding of compositional styles.	Year 10 Michaelmas
Digital editing techniques	An understanding of how photoshop can be used to edit images in order to create an emotional, atmospheric, or conceptual effect.	Year 10 Michaelmas
Sketchbook presentation	An understanding of how to create a dynamic page that clearly communicates ideas and creates visual impact. An ability to review sketchbook progress against the assessment objectives.	Year 10 Michaelmas
Artist Analysis	A well-developed critical understanding of the work of broad range of artists and designers. Experience of engaging directly in Art through exhibitions and artist visits.	Year 10 Michaelmas and Lent
Written Communication	An understanding of how to select and present appropriate information in order to develop ideas. An ability to synthesise information in order to develop and record ideas fluently through annotation.	Year 10 Lent, Year 11 Michaelmas
Design and Development of Ideas	An understanding of how to select and present appropriate information in order to develop ideas. An ability to synthesise information in order to develop and record ideas fluently through annotation.	Year 11 Michaelmas
Reflect on and learn from mistakes	Using reflective language to demonstrate a critical understanding of their creative processes.	Year 10 Lent
Learning independently	An ability to construct their own success criteria and reflect on work considering WWW? EBI?	Year 11 Michaelmas

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Topic: Self-Directed Project (Students develop a project in response to their own self-selected theme).</p> <p>Indicative content: Objective: Investigate a project of your choice. Ensure that you:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Threshold Question: How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p>Discipline: Discipline: Photography</p>	<p>Subject Specific Skills Students' choice</p> <p>Transferable Skills Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer Assessment</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>
Lent	<p>Topic: Externally Set Assignment (Component 2) (Students develop a project in response to a theme provided by the exam board).</p> <p>Indicative content: Objective: Investigate a project of your choice. Ensure that you:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Threshold Question: How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p>Discipline: Discipline: Photography</p>	<p>Subject Specific Skills Installational techniques. Use of a range of three-dimensional making techniques to create conceptual of emotional effects. Recording from direct observation. Photography Skills. Sketchbook Presentation. Artist Analysis. The formal elements.</p> <p>Transferable Skills Collaboration Creativity Communication Oracy Literacy Self Assessment Peer Assessment</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>

Trinity	<p>Topic: Externally Set Assignment (Component 2) (Students develop a project in response to a theme provided by the exam board).</p> <p>Indicative content: Objective: Investigate a project of your choice. Ensure that you:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Threshold Question: How can I investigate a topic of my choice using appropriate media, processes, and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p>Discipline: Discipline: Photography</p>	<p>Subject Specific Skills Students' choice</p> <p>Transferable Skills Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer Assessment</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>
----------------	---	--	---

Examples of Homework	<p>(1) Present a sequence of photographs taken in response to your chosen theme in your sketchbook. Ensure that you:</p> <ul style="list-style-type: none"> • Utilise an effective composition. • Include purposeful annotation. • Include images of the work of other artists that has inspired/ informed your work. • Include a contact sheet. • Present your best photographs on a larger scale.
Key terminology	<p>Great teaching can perhaps be understood as being akin to Jazz Improvisation. E.g., Freedom to respond to an environment in a way that is sensitive and brings about new learning and experiences can only occur within very strict and well-constructed boundaries and frameworks. With this in mind it is important to note that, throughout the course of a project, and as a result of expert teaching, some key terminology will develop unexpectedly. For this reason, the list below is not exhaustive. However, as a minimum, the following terms will be explored:</p>
Super-curricular enrichment and scholarly extension	<p>Due to the self-directed nature of KS4 content, students' Super Curricular requirements will differ. As such, we will differentiate and propose different super curricular opportunities to students on a case-by-case basis. This will be evidenced in students' tutorial logs/ digital sketchbooks and can be shown upon request.</p> <p>Michaelmas: Differentiated based on individual student needs/ topics.</p> <p>Lent: Differentiated based on individual student needs/ topics.</p> <p>Trinity: Differentiated based on individual student needs/ topics.</p>
Useful websites	<p>https://www.photopedagogy.com/ https://www.fate.org.uk/ https://thephotographersgallery.org.uk/</p>
Who can I contact?	<p>Head of Department</p> <p>Mr James Stevenson – JWS@forest.org.uk</p>
	<p>Teachers</p> <p>Ms Lizzie Baker – EMB@forest.org.uk Ms Savpreet Dhanjal – SXD@forest.org.uk Mr Robert Leech – RTL@forest.org.uk Ms Sharon Mitchell – SAM@forest.org.uk Ms Georgina Selwyn – GS@forest.org.uk</p>