



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.</p> <p>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.</p> <p>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>
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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.	Year 12 Michaelmas and Trinity
Observational Drawing and drawing 'From Life'	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. An understanding how to observe and analyse subject matter through life drawing.	Year 12 Michaelmas and Lent
Colour Theory	An understanding of how colours can be used to create an emotional, atmospheric, or conceptual effect.	Year 12 All Terms
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 12 Michaelmas and Lent
Print printing	An understanding of relief printing, reduction printing, mono-printing, etching and collagraph. An understanding of how to refine and embellish prints.	Year 12 Michaelmas
Ceramics	An understanding of how ceramics can be manipulated to create an emotional, atmospheric, or conceptual effect.	Year 12 Lent
Painting	An understanding of how paint and scale can be manipulated to create an emotional, atmosphere or conceptual effect. An understanding of how surface texture can be manipulated.	Year 12 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 12 Lent
Photography Skills	An understanding of compositional styles, aperture and ISO.	Year 12 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 12 Michaelmas
Sketchbook presentation	An understanding of how to create a personal and dynamic page that clearly communicates ideas and creates visual impact. An ability to review sketchbook progress against the assessment objectives and the context of their personal study. A wider understanding of the term 'sketchbook' and how this can incorporate a range of supporting studies in different scale and media.	Year 12 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.	All terms
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.	All terms
Design and Development of Ideas	An understanding of how to record, review and refine ideas through a range of drawing techniques and processes.	All terms
Reflect on and learn from mistakes	Using reflective language to demonstrate a critical understanding of their creative processes and how these reflections can be used to move ideas forwards.	All terms
An understanding of sustained subject specific writing	An understanding of how to communicate ideas and concepts through sustained writing and the use of subject specific terminology and concept. Make links to their own work and use writing as a tool to critically interrogate and further their work.	Year 12 Lent and Trinity and all terms in Year 13
Learning independently	An ability to construct their own success criteria and reflect on work considering WWW? EBI?	All terms

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Topic: 'Self-Directed Project' – Drawing, Painting and Printmaking.</p> <p>Indicative content: Big Learning Objective: Develop your own personal and Meaningful Project in Response to a theme of your own 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.</p> <p>Whilst this project will enable students to freely pursue an idea/ topic/ or concept of their choice, it is important to acknowledge that workshop lessons covering specific skills, processes and techniques will be explicitly taught. These include:</p> <p>Various approaches to drawing. Various approaches to printmaking. Various approaches to painting.</p> <p>For a more detailed breakdown of these skills please refer to the table above which outlines the skills, knowledge and threshold concepts relating to KS5 Fine Art.</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>Subject Specific Skills Printmaking techniques Use of a range of drawing 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>
Lent	<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: Fine Art</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>
Trinity	<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: Fine Art</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) Write an introductory section to your written material. Ensure that you:</p> <ul style="list-style-type: none"> • Outline your primary research question. • Outline your secondary research questions. • Refer to the model example and success criteria. 	
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> <p>Composition, Refinement, Critical analysis, Documentation, Recording, Presentation, Development, Observation, Tone, Line, Texture, Shape, Form, Pattern, Space, Light, Ambiguity, Object Orientated Ontology, Agency, Institutional Critique</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. However, for Michaelmas 1, all students will be encouraged to...</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	Differentiated based on individual student needs/ topics.	
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