

ART – St Joseph's College

Subject vision statement

Art is a vital and integral part of children's education. It provides students with opportunities to show respect for **self** as they develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society and **community**.

Art contributes to children's personal development in creativity, independence, judgement and reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore strongly links to our school values.

The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design allowing them to show **'fearless faith'** through **learning**.

Art allows pupils to understand and respect in valuing themselves and **others** through their creative work. The art curriculum will develop children's critical ability and understanding of their own and others cultural heritage through studying a diverse range of contemporary and historical artists and designers. Students will develop their understanding of the visual language of art with effective teaching and carefully thought-out sequences of lessons and experiences. Understanding the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D forms) will be developed by providing accessible and engaging curriculum which will enable all students to reach their full potential.

Intent statement

Students arrive to St Joseph's College with a mixed experience of Art as a subject from our feeder Primary Schools. Art has not been taught as a separate subject for most of our new students joining in Y7. Students are introduced to the individual elements used in Art as a strong foundation to them build on and learn about techniques and ways of combining them. Students are taught about the individual elements in Art and Design and gradually shown how to combine them to develop their visual language. These skills are then applied throughout KS3 to different themes and contexts which allow pupils to practice the design process. Students are shown a variety of creative career pathways throughout their journey and are encouraged to explore how others have approached new ways of working. They are shown through careful modelling and structured lessons how use different media, investigate starting points and others, record observations and insights, experiment, explore then refine and develop their own ideas to respond to a theme or topic in a personal way. Through this process students build a strong knowledge base of visual language to work from with increasing confidence and fluency to suit their needs. They are taught specific art terminology and how to evaluate and reflect critically throughout their journey and to demonstrate this visually and through writing and reflection.

Formative: (oral and written in books) Allows students to make refinement and improve skills to build on the progress within the subject. Presentation, layout, visual recording, accurate use of language and control with appropriate media, techniques and processes will be assessed throughout.

Art will be assessed on drawing and accurate use of correct art terminology, applying the skills taught and learnt across their KS3 and 4 experiences. Literacy and understanding of how to research and record ideas is a vital part of the journey. Students are marked termly through holistic assessment in their books and feedback given. Students in KS3 have an end of year assessment task linked to their topics which is marked against their use of language and visual recording equally. Students in KS4 are marked against the AQA Fine Art criteria.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Introduction to the Art & Formal Elements	Formal elements & Portraiture	Portraiture	Masks around the world	Masks around the world	Masks around the world
Building on (knowledge, concepts and skills)	KS2 prior learning is varied and to ensure all have the same starting points. Health and safety in the Art room shared. Students need to know core fundamentals in Art-visually and to articulate.	Building on individual knowledge of elements students are shown how to combine formal elements together.	Combining formal elements together for own responses students look at the work of others.	Introduction to looking approaches by others leads to combining techniques (mono printing & then into a new topic to build skills through new theme)	Integration of research To produce own outcomes using formal elements.	Using design ideas to make own mask.
Building towards (knowledge, concepts and skills)	Introduction to the key formal elements and demonstrate this knowledge in their books with written and visual examples. Tone- differences in light and dark Shape- flat enclosed area created through line, textures and colour. Form- refers to a 3D composition or object. Mark-making/Texture- both types visual and actual texture Colour Theory-mixing	Proportions of the Face- refers to the space and placement of features on the face. Students will explore ideas through using a range of media techniques. Students will also explore different types of media to inform and creatively enhance the design of their work.	Artist Investigation F Neilly Julian Opie responding in their style. Students will develop creativity and ideas through beginning to understand the work of artists & designers.	Luke Dixon mono-printing and careers about Illustrator Students will develop creativity and ideas through beginning to understand the work of artists & designers. Second part of the term they start masks around the world. Research into cultures: Venetian, African, Superhero, Mexico	Plan & create own mask design ideas using research to select appropriate features and elements looked at. Students will present a creative and meaningful response using a variety of techniques. Students will present their ideas, experiences, imagination and begin to analyze their intentions.	Constructing mask design following plan in book- using a range of construction techniques. Summer art test – literacy and drawing. Students will learn to express their judgements of the works and use this to impact the development of their own.
Independent enrichment (wider reading and learning suggestions)	BBC bitesize to revisit key terminology. Keywords & definitions	BBC bitesize to revisit key terminology. Practicing drawing skills learnt at home- drawing still life – fruits.	Practising drawing at home- drawing portraiture from life and from photographs		West end show Lion King and creation of the masks	
SMSC		Self-portraiture and identity.	Learning from each other and being supportive. Looking at artists from different backgrounds.	Investigations into different cultural artefacts from around the world; looking at beliefs and ceremony.	Investigations into different cultural artefacts from around the world; looking at beliefs and ceremony.	Use of imagination in design and creation of original ideas.
Careers		Contemporary Fine Artist: Francoise Neilly	Contemporary Fine Artist: & Julian Opie	Illustration-Luke Dixon	Ruth Carter- Costume Design – Black Panther	Art & Science – London Zoo visit.

		<u>me-caught-up-with-his-visions-friedensreich-hundertwassers-new-zealand-legacy</u>				
SMSC		Cultural focus- Gaudi & Hundertwasser views with design & sustainability.	Spirituality- creativity and imagination with Montage and tile designs.	Investigations into different cultural footwear uses from around the world.		Social and moral responsibilities.
Careers			Artist investigation Stephen Wiltshire - South London.		Artist Investigation; Marc Hare (Mr Hare) footwear designer from South London.	Investigation into sustainable collaborations with Adidas and Parley recycling ocean plastics.

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Cubism	Cubism	Surrealism	Surrealism/Basquiat	Pop Art	Pop Art
Building on (knowledge, concepts and skills)	Building on the skills taught in Y7 and 8 focusing on the formal elements and ways of working with mixed media- introduction to the cubist art movement and key vocabulary and ideas pre-war.	Utilizing the knowledge of other cubist artists and their ways of working and applying this to create their own personal cubist piece.	Introduced to the work of the surrealists and key figures associated with this movement and its ideas. Looking at the work of Dali and Margritte pre and post war.	Creating own surrealist Magritte final piece building on the skills taught in Y7, 8 and term 1 9. Introduction to the work of Neo Abstract artist Jean Michel Basquiat and the significance he had on the art world. Understanding the influence and value of his art.	Introduction to Pop Art and the post war industrialisation impact on the art world. Looking at influential figures (historical) and how their ideas have continued with contemporary artists Warhol, Sarah Graham, Mr Brainwash.	Students will continue their detailed grid method study of the squashed cans – they will be introduced to additional key pop artists- Lichtenstein, Oldenburg and Keith Haring. They will also sit their final KS3 Art exam assessing their ability to write and draw around the work of contemporary artist Michael Craig Martin.
Building towards (knowledge, concepts and skills)	Understanding key art movements and the timeline and wider contexts around which they happened investigating the work of Picasso and Braque.	Integrating research and observational drawing to create own cubist final piece following processes and techniques used by key cubist figures.	Creating own personal presentations of Dali's Lobster Telephone and looking at the work of Magritte's Treachery of Images at the start of his career and the Son of Man at the end of his career and how Banksy has created his own response.	Creating own personal portrait in the style of Magritte's Son of Man. Building on visual recording skills and understanding ways of working using similar formats and subject matter.	Presenting artist response and study pages and developing own works using the grid method focused on the study of squashed cans. Refined detailed observational drawing using mix media demonstrating control of colour and tones to create depth, varying scales.	Skills learnt will support students for continued study at GCSE and the summer project which is designed to encourage independent work and add to the visual recording evidence.
Independent enrichment (wider reading and learning suggestions)	https://www.tate.org.uk/art/art-terms/c/cubism/all-about-cubism#:~:text=Cubism%20was%20a%20revolutionary%20new,that%20appeared%20fragmented%20and%20abstracted Tate Gallery wider reading		https://www.youtube.com/watch?v=uPD6okhfGzs Exploring the Surreal with Peter Capaldi Unlock Art Tate film https://www.tate.org.uk/kids/explore/what-is/surrealism Tate link	https://www.artnews.com/feature/who-was-jean-michel-basquiat-why-was-he-important-1234579679/ https://www.youtube.com/watch?v=HePKNTRmdl Great Art explained in 15minutes film https://www.youtube.com/watch?v=JX02QQXfb TED Ed Jean Michel Basquiat film	https://www.tate.org.uk/art/art-terms/p/pop-art Tate Gallery wider reading https://www.moma.org/collection/terms/pop-art wider reading	https://www.michaelcraigmartin.co.uk/ wider reading
SMSC			Imagination	Culture	Social	
Careers				Artist focus- Jean Michel Basquiat.	Artist's study – Andy Warhol, Sarah Graham.	Creative options group trip 2024 FORMA Step UP EXPO.

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Portraiture/ Objects	Portraiture/ Objects	Portraiture/ Objects	Portraiture/ Objects	Natural Forms	Natural Forms
Building on (knowledge, concepts and skills)	Introduction to the theme. Building on prior KS3 knowledge.	Experimental processes and techniques such as timed drawing, pen and inks, mono-printing collage and mixed media. Collection of Drawing based on the theme.	Observational Drawing using a range of wet and dry media. Produce a series of developmental studies inspired by each of your artists research which, also shows how you are exploring and developing your creative idea for 2D work and displays a range of media and techniques. Composition, Dramatic Lighting, Viewpoints, Develop annotation skills and use of key terms.	Produces 2 x A2 pencil drawing from observation. A2/3 oil/chalk pastel /colour pencil/ painting study. Photoshop print of and own version of work. 1 x A4 /A3 section of Portrait/ Objects - colour pencil/ink/mixed media/painting work in sketchbook.	Introduction to Surfaces. Brainstorm/Visual Mind Map to explore the theme. Collection of Observation Drawing of natural forms based on the theme.	Building of experimentation and processes, techniques and media used by other practitioner's.
Building towards (knowledge, concepts and skills)	Building on confidence and independence. Collection of Observation Drawing of Self and other portraits. / Objects. In-depth personal investigations into the work of various artists. Personal responses to the Artists Research-emulating the style, theme, content, mood, or use of colour.	Developing of ideas and refinement as well as gathering more reference source materials to support accuracy and control of formal elements and media. Through research and sustained investigation.	In-depth personal investigations into the work of at least 2 different artists relating to the theme. Personal responses to the Artists Research-emulating the style, theme, content, mood or use of colour.	Sketchbook- by the end of this project the sketchbook should be full and should contain - personal development of ideas finalising in 1 or 2 large-scale personal responses to Portraits or Objects linked to the Artists research completed during the year.	Experimental processes and techniques such as perspective drawing, water colour painting, collage, rubbings. Collection of Drawing based on the theme. In-depth personal investigations into the work of at least 2 different artists.	Observational Drawing using a range of wet and dry media. Produce a series of developmental studies inspired by each of your artists research which, also shows how you are exploring and developing your creative idea for 2D work and displays a range of media and techniques. Composition, Dramatic Lighting, Viewpoints Develop annotation skills and use of key terms.

						In-depth personal investigations into the work of at least 3 different artists relating to the theme.
Independent enrichment (wider reading and learning suggestions)	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading, and Evaluations.	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading, and Evaluations.	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading, and Evaluations.	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading, and Evaluations.	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading, and Evaluations.	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading, and Evaluations.
SMSC	Culture/social/identity.	Identity.	Social interactions.	Imagination.		
Careers				Artist suggestions from past papers /resources along with personal discovery investigating.		

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Natural Forms	Natural Forms	Externally set task	Externally set task	Exam and end of Component 2; External moderation- Course finished	Exhibition & celebration showcase
Building on (knowledge, concepts and skills)	Continuing with the project started in the summer term Natural Forms. Students will produce a variety of visual recording outcomes using different media, techniques, and processes to support evidence for the 4 assessment objectives. Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant practices in the creative and cultural industries to their work.	Prior research using materials, techniques & processes, and investigations around Natural Forms subject matter. Students will be reflective over choices about subject matter, media, and compositions. Use drawing skills for different needs and purposes, appropriate to context.	Externally set AQA exam topics shared with students. Students will follow the same design process from their coursework focused on one of the 7 theme choices set. Use drawing skills for different needs and purposes, appropriate to context.	Critical reflection on research gathered and effectiveness of media used. Further source material linked to area of interest to be gathered to support idea developments.	Students will be reflecting critically on planned ideas and media selections in preparation for making the final piece(s) linked to the externally set topic theme.	Y11 course completed, and grades submitted to AQA before 31 May. July -Summer showcase with KS5 & other creative subjects.
Build towards (knowledge, concepts and skills)	Increased confidence and fluency in handling media and development of own ideas linked to research gathered from looking at others work, and own relevant source material. Students' portfolio evidence will be increased through planning and exploring ideas and documenting this processes and journey. Refine their ideas as work progresses through experimenting with media, materials, techniques, and processes. Record their ideas, observations, insights, and independent judgements, visually and through written annotation, using	Developing own personal and meaningful response that realises intentions and links to the theme topic of Nature and Form. Realise personal intentions through sustained application of the creative process.	Students will explore relevant artists, designers, and suitable subject matter relating to their chosen theme interest. They will gather evidence for the 4 assessment objectives and document this journey and idea development processes. Independence and personal interest linked to theme will be supported.	Use drawing skills for different needs and purposes, appropriate to context.	Creating the final planned outcome(s) linked to theme selected. Realise personal intentions through sustained application of the creative process.	Summer homework task set for joining Y12 and KS5 course.

	appropriate specialist vocabulary, as work progresses. Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study.					
Independent enrichment (wider reading and learning suggestions)	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/1 https://angelafastina.com/ https://www.tate.org.uk/	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading and Evaluations. https://www.tate.org.uk/ https://www.pinterest.co.uk/	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading and Evaluations. https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/teaching-resources?f.Resource+type%7C6=Resource+lists	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading and Evaluations. https://www.creativeview.co.uk/	Students are to spend at least 3hrs. on their independent studies. The work will be a combination of Drawing, Artists Research, Annotations, Analysis, wider reading and Evaluations. https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/teaching-resources?f.Resource+type%7C6=Resource+lists	
SMSC	Culture	Imagination		Social		
Careers	Angela Faustina- contemporary artist focus Kate Malone- contemporary artist focus	Encouraged to explore own artist direction interests. https://cockpitstudios.org/		Artist suggestions from AQA along with personal discovery investigating practitioners of interest relating to theme. https://cockpitstudios.org/		

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Structure	Structure	Structure	Structure	Component 1: Personal Investigation	Component 1: Personal Investigation
Building on (knowledge, concepts and skills)	Introduction to new specification and topic theme Structure - building on KS4 skills, knowledge and independence.	Integration of research around artists, media, techniques and processes to develop own ideas.	Using idea developments and selected direction interest to refine handling of media.	Final piece is completed and fully realised. Using knowledge gained to start planning personal investigation area of interest.	Primary & secondary source response collected and investigated around area of interest – themes and area of interest to link to career plans and further study directions.	Personal investigation topic selection finalised and planning essay begins.
Build towards (knowledge, concepts and skills)	Students introduced to a variety artists and ways of working developing own subject focus linked to theme Structures through sustained investigations looking at abstraction and reduction, paper manipulations, mixed media.	Critical reflection and refinement on focused subject matter interest developed further through using of visual recording techniques.	Ideas are explored in depth and media choices and selections are informed through practice.	Research and collation around personal investigation component 1 begins Ideas and initial research planning process started to create personal project titles.	Research and responses reviewed Component 1 personal investigation topic finalised and personal theme set to explore and investigate.	Research and investigations into relevant areas documented and essay drafts completed (1000-3000 words linked to practical work being undertaken).
Independent enrichment (wider reading and learning suggestions)	https://www.piet-mondrian.org/	https://cockpitstudios.org/ https://www.theguardian.com/artanddesign/exhibition https://www.timeout.com/arts-and-culture	https://www.unifrog.org/	https://www.creativereview.co.uk/	https://www.unifrog.org/ https://www.timeout.com/arts-and-culture	https://www.unifrog.org/
SMSC						
Careers		https://cockpitstudios.org/ http://www.nahokokoijima.com/ https://www.theguardian.com/artanddesign/2013/may/09/maurizio-anzeri-embroidered-photographs-cardiff			Creative careers linked to UCAS.	WEX- linked to theme or career progression aspirations July.

Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Component 1: Personal Investigation	Component 1: Personal Investigation	Component 1: Personal Investigation end 31 January Externally set Component 2 starts 1 February	Externally set task	External moderation- Course finished	Exhibition & celebration showcase
Building on (knowledge, concepts and skills)	Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.	Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information. Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements.	Completion of both Practical and written aspects of component 1 based on own personal investigation. Finished by 31 January.	Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information.	Externally set topic ends start of May with personal and meaningful journey evidenced and component 2 completed last day of the controlled 15-hour time. Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations.	Y13 course completed, and grades submitted to AQA before 31 May. July -Summer showcase with KS4 & other creative subjects.
Build towards (knowledge, concepts and skills)	Use knowledge and understanding of the work of others to develop and extend thinking and inform own work. Generate and explore potential lines of enquiry using appropriate media and techniques.	Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations. Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.	1 February externally set themes shared with students to select from. Initial research and investigation into externally set topic begins. Use knowledge and understanding of the work of others to develop and extend thinking and inform own work. Generate and explore potential lines of enquiry using appropriate media and techniques.	Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements.	Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.	
Independent enrichment (wider reading and learning suggestions)	www.bbc.co.uk/arts www.artreview.com https://www.architecture.com/					
SMSC	Spiritual	Imagination				

Careers	UCAS applications and statements- visiting open days		Personal portfolio organisation and submissions for creative courses.			
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