Key Stage 3 LTP

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| **Curriculum Intent** |
| Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds  • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products  • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques  • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills  • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence  • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent  • develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures  • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries  • develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work  • demonstrate safe working practices in art, craft and design.  To have gained skills and developed their innovative ideas by designing from their own themed mood boards, analysis of existing artist’s work, which will then be developed by using various mediums to produce a number of pieces of artwork, in both 2D and 3D.  It helps when forming the structure of GCSE Art, and enables students to also clearly see their development throughout the year. What they are working towards.  The curriculum that is in place is to enforce independence, creativity and confidence. To encourage students to develop their own independent opinions and to consider those of their peers. To be able to evaluate and develop their work. In Year 7 and 8, pupils learn how to research, develop and produce design outcomes. Year 7, look at British artist Jon Burgerman, learning about a variety of materials, his work, products he has designed and how it affects the environment. Year 8 focus on World Culture and people’s perception of an object and colours focused on surrealism. This develops their knowledge and understanding of the environmental and world issues. Looking at traditional and modern developments. These projects will help GCSE students understand the use of primary and secondary research and the importance of forming a final outcome based on research and opinion.  We aim to provide spiritual support, academic progress, and pastoral care for every pupil, by creating a safe, secure and stable learning environment, reflecting on St. Joseph’s strong Catholic ethos and values. Within this environment we aim recognise and encourage talent of all kinds and stretch creativity in all our pupils. We ensure that all pupils have access to the curriculum and that the curriculum through subject specific Schemes of Work, is adaptable, This curriculum is designed to be progressive and when need reviewed to adapted to the changing needs of our pupils.  The fundamental lead for the curriculum is our vision statement. It focuses on our beliefs but also respects the culture and faiths of all. We have a big focus on the personal development of the pupils with an emphasis on Spiritual, Moral, Social and Cultural development and Personal and Social Health.  In lessons we provide differentiation by outcome. Workbooks and ppt tasks have opportunities to self-set tasks, independent research/inspirations and challenges.  Some provide extension tasks that offer increased difficulty/challenges and there are exemplars for all units. We also have streaming of HA sets but inclusive of G&T and run a just for fun booklet online. Available to students we have KS3 termly workshops, KS3 Photography Club, KS4 Open GCSE studio, Trips London/Abroad, External and internal exhibitions and use HA Booklets. |

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| **Prior Learning Summary** |
| Prior learning experiences from primary has varied in depth. This course ensures students are given basic skills knowledge which is the foundation for any development in art. It also ensures that the basic skills taught are introduced and developed through subject specific schemes of work. |

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| **Curriculum Structure – Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B |

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| **Curriculum Structure – Year 8** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 9** | | | | | |
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| **Unit A –** Me, myself and I: Jon Burgerman | | | | | | |
| **Overview** | | A project that will give an insight to basic skills and art principles focusing on abstract and craft based work. | | | | |
| **Aims** | | The unit will begin with a basic baseline test to assess student prior knowledge and skills.  Assessing and progressing of student’s prior learning and understanding of the formal elements and principles. Students will create a variety of final pieces using a variety of processes and materials across the art, design and craft specialisms. | | | | |

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| **Unit B –** Still Life in a Art movement | |
| **Overview** | A project that will develop their basic skills and art principles further and an introduction to traditional art. |
| **Aims** | Assessing student’s prior learning and understanding of the formal elements. Unit 2 will reflect an initial overview having covered analysis and basic drawing and development skills. Students create a variety of final pieces using different art genres mediums and viewpoints. |

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| **Unit C –** Cultural Typography | |
| **Overview** | An introduction into lino print and craft using Cultural Tribal references and inspiration. |
| **Aims** | Understanding of design specifications and a brief, to develop ideas taken from research using mixed media and developed into a 3D piece. |

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| **Unit D –** Beautiful Nightmares | |
| **Overview** | A fantasy illustrative project focusing on surrealism and their interpretation of Beautiful Nightmares |
| **Aims** | Drawing from observation local landscapes, developing skills using perspective and using knowledge and inspirations of fantasy illustrations |

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| **Unit E –** Natural Forms | | | | |
| **Overview** | A portfolio of observations, experiments and art, design, craft based techniques to produce outcomes inspired from the title Natural Forms | | | |
| **Aims** | This projects focus is to enable students to explore new techniques and materials in a structured journey to produce a portfolio of work that can influence their coursework in year 10 and allow them to be more confident and independent.  They will focus on: | | | |
| AO1   * Artist Research * Art movements * Cultural research * Photography | AO2   * Graphite * Charcoal & chalk * Textiles * Collage * Printing * Painting * Photoshop | A03   * Observations * Mind Mapping * Mood boards * Annotation and analysis | AO4   * Outcomes in each medium * Independent outcome from personal choice of materials and techniques |