Key Stage 4 LTP

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| **Curriculum Intent** |
| This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. This specification provides an opportunity for learners to take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study. Learners have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style. OCR’s Art and Design suite offers seven specification titles for centers to choose from. These cover the depth and breadth of Art and Design and include the use of traditional methods and digital technology.OCR’s GCSE (9–1) in Art and Design will encourage learners to: * actively engage in the creative process of art, craft and design in order to develop as effective and dependent

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 learners’ own work
* demonstrate safe working practices in art, craft

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 within the JCQ’s and exam board guidelines. This curriculum is designed to be progressive and when need reviewed to adapted to the changing needs of our pupils.British values and PSHE is generally taught and explored within each designed project, as it is one of the fundamental areas within the art and design community. Students need to take in the views and opinions of others and use these ideas to make their own choices when producing or analysing art work. Researching into cultures and movements to offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but thoughtful to the observer.  |

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| **Prior Learning Summary** |
| Students in KS3 will have learned Basic skills in two-dimensional and three dimensional art informed by research into artists, designers, craft makers and art movements. In both Y7 and Y8 they will have produced work that was project based allowing students to learn new skills and knowledge to allow them to produce individual creative outcomes. |

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| **Curriculum Structure – Year 9** |
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| **Curriculum Structure – Year 10** |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | 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 11** |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D |  |  |  |  |  |  |  |  |  |

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| **Unit A – Aquatic Life** |
| **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
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| **Unit B – Coursework 2 Independent title.**  |
| **Overview** | A portfolio of observations, experiments and art, design, craft based techniques to produce outcomes inspired from a their personal choice of title |
| **Aims** | This project focuses on the student’s personal creativity and exploration. Specific techniques and tasks are taught and explored by all students but more freedom is given for students to choose the direction those techniques are developed and progressed to produce a range of outcomes.This is also preparation for their external exam project where teacher feedback and support will be restricted to keep in line with exam restraints. |

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| **Unit C – Refine and Complete** |
| **Overview** | An opportunity for pupils to catch up on any missed work and for those who are able to challenge themselves to create more refined work. |
| **Aims** | This is to provide students the opportunity to target areas of struggle to ensure portfolios are submitted with a good breadth of assessment objectives. Students are divided into two groups those who need to complete specific tasks missed in their coursework, the other group are offered specifically chosen workshops to refine areas in their sketchbooks/portfolio that need refining to challenge them to the next grade boundary. |

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| **Unit D – Final External Exam** |
| **Overview** | A portfolio of work produced independently based on a question provided by the exam board. |
| **Aim** | Students to complete external exam portfolio in accordance with the exam specification and in line with the JCQ regulations. |