

## **Curriculum Statement – Art**

### **Our Commitment**

**'Art enables us to find ourselves and lose ourselves at the same time'** Thomas Merton

We aim to sustain a fun and creative environment where high standards are promoted and enthusiasm is key. The students are well motivated and are continuously challenged. The work produced by students in the department can be seen on display throughout the school and on our website. Each year a selection of the GCSE work is exhibited in our school gallery. We believe that art can inspire, encourage and engage the students in very creative and ambitious work.

### **Our Expectations**

Students need to come to their lessons with an imaginative and open mind. Hard work and enthusiasm are essential, and to be willing to try their best and to take creative risks when appropriate.

### **Home Learning**

At both key stages homework tasks are set regularly and will be used to enhance learning and secure the skills that have been taught.

### **Enrichment**

Any student can come in to the Art rooms at lunchtime to extend their subject knowledge, as there is an open door policy. There is also a key stage 3 gifted and talented club two lunch times a week and at the exam time of the year, there are additional key stage 4 after-school sessions. The inspiring environment provides a vibrant and enjoyable place for students to continue to develop their art skills and knowledge. Students will often get to work with practising artists and some will have the opportunity to go to visit both local and London based galleries.

### **Our Achievements**

The Art department at Looe Community Academy is extremely successful and has had a series of outstanding achievements at GCSE, with many students going on to study Art at a higher level and exhibiting their work. This year all 69 students completing the GCSE Art course achieved 100% A\*- C, with 94% achieving their FFTD target or higher.

### **Career Opportunities**

- Over 200,000 people in Britain work in careers associated with Art and Design.
- Many 1000's of Art graduates work in the media industry, film, TV, video and photography.
- British artists and designers have an amazing international reputation and are frequently employed abroad.

Some of the careers related to Art are:

architecture, fashion designer, photographer, ceramicist, graphic designer, theatre and costume design, art therapy, jewellery maker, product design, animator, community arts worker, exhibition designer/curator, fine artist, illustrator, glass blower/designer, furniture designer, industrial/product designer, interior designer, make-up artist, medical/scientific illustrator, printmaker, textile designer, web designer, production designer theatre/TV/film, set designer, technician, art historian, art journalist, car designer, costume designer, advertising, teacher/lecturer, sign writer, computer graphics/games designer, cartoonist, sculptor.

## CURRICULUM

### Key Stage 3

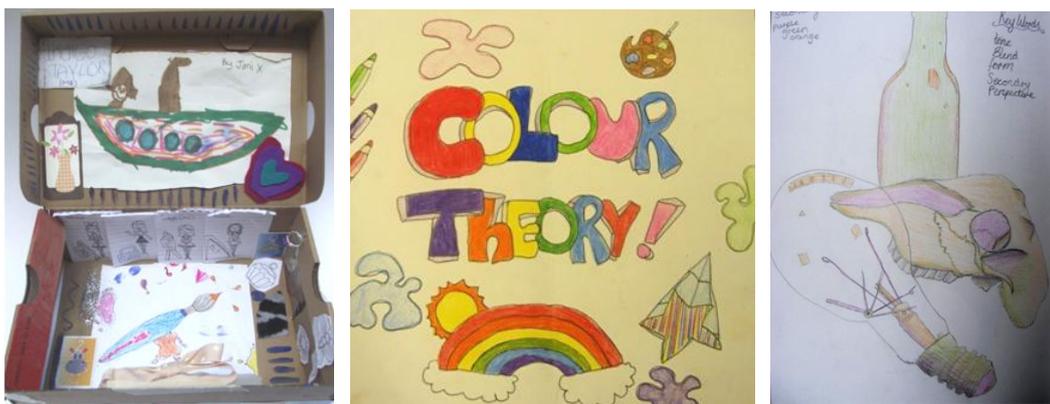
Students are introduced to key artistic skills exploring themes including line, shape, tone, form, colour, texture, pattern and composition. An important part of the course is the study of a range of traditional and contemporary artists to make connections with the work and to develop ideas. Students study a wide range of disciplines and are introduced to painting, 3D work, collage, cultural studies and printing. All of this is built on a foundation of the importance of good quality drawing skills. A variety of assessment strategies are used including peer, self, teacher- led and group feedback with a focus on dedicated improvement time. Skills learnt in Art can be applied to other subjects, with a great focus in lessons on cross-curricular links. Art in key stage 3 also lays a good foundation to studying Art at GCSE.

### **Year 7**

The emphasis during this first year is on giving the students real self-confidence in drawing, painting and using their hands skilfully. Various techniques and examples are explored and the fundamentals of tone, design and colour theory are reinforced. Following this the students look at the theme of identity and create a 3D expressive piece.

#### **Key skills:**

- ✓ Researching the work of other artists/crafts persons
- ✓ To be able to transfer a 2D design to a 3D final piece
- ✓ Talking about your own work and that of others
- ✓ Creating imaginative drawings from descriptive writing
- ✓ Using peer, self and teacher feedback as a positive tool for improvement
- ✓ Learning the fundamental elements of art
- ✓ Respond to the local area
- ✓ Working from first hand observations using and exploring a variety of media



## Year 8

Year 8 builds on the previous year's experiences and begins to consolidate students' skills and confidence. Students work on drawing and designing then extend their ideas in to a 3D mask. They learn about different mask cultures such as Maori and African, and about mask making. They also study mark making techniques using a variety of media, and complete both individual and group studies.

### Key skills:

- ✓ Talking about your own work and that of others
- ✓ Researching the work of other artists/crafts persons /cultures
- ✓ To work independently and in groups
- ✓ Looking at form, scale and proportions
- ✓ To be able to transfer a 2D design to a 3D final piece
- ✓ Painting on a 3D surface
- ✓ Using a variety of mark making techniques
- ✓ Designing and creating your own final piece using your research to influence you
- ✓ Using peer, self and teacher feedback as a positive tool for improvement
- ✓ Working from first hand observations using and exploring a variety of media



## Year 9

The last year of key stage 3 starts off by looking at the theme of 'self' and focusing on the art movement of Pop Art. Students explore how 'self' can be portrayed in a variety of ways through observational drawings, collage and images. They learn about many artists' work, try out various techniques and develop sustained pieces of work, which combine in a final personal design. Throughout the year they will also undertake cultural studies and illustration.

### Key skills:

- ✓ Talking about and analysing your own work and that of others
- ✓ Looking at form and proportions
- ✓ Researching the work of other artists/crafts persons / cultures
- ✓ Designing and creating your own final piece using your research to influence you
- ✓ Being able to assess and evaluate your own work
- ✓ Creating illustrations from poems
- ✓ Using peer, self and teacher feedback as a positive tool for improvement
- ✓ Working from first hand observations using and exploring a variety of media



#### Key Stage 4: GCSE Fine Art

The department follows the OCR syllabus. The GCSE is made up of two units, the coursework component which is worth 60% and is a self set project depending on the students' interests, and the examination unit, which is worth 40% of the overall GCSE, and is from a choice of 10 externally set questions. Students work in sketchbooks, developing ideas, and working in a range of materials. There is a high expectation of the students to work creatively and to develop confidence in their own interests, and ideas. Students have the opportunity to develop both their understanding about art and how to produce their own individual pieces of art. This course is studied over either a one or two year basis. The first term or year focuses on foundation skills aiming to increase students' confidence in drawing, painting and developing their ideas, they are also introduced to the critical study of other artists using visual and written analysis. This forms the basis for their coursework, involving extensive research together with the exploration of other media. Once the coursework is complete, students prepare for the final exam. Both pieces of work require a sketchbook and a final piece to be submitted at the end.

#### Key skills:

- ✓ Researching the work of other artists/crafts persons/cultures
- ✓ Designing and creating your own final piece using your research to influence you
- ✓ Talking about and analysing your own work and that of others
- ✓ Being able to critically assess and evaluate your own work
- ✓ Using peer, self and teacher feedback as a positive tool for improvement
- ✓ Working from first hand observations using and exploring a variety of media



'Art washes away from the soul the dust of everyday life' Picasso