

OCL Art Curriculum: Statement of Intent

Purpose of study

The visual arts make a vital contribution to our student’s development both explicitly and implicitly. To understand visual culture is to be able to access the world in which we live. By practicing Art, our students are presented with an opportunity to learn and develop creative skills and techniques with different materials and processes discovering confidence and channelling self-expression. We study Art to grow that personal expression, foster curiosity of the world around us and explore the limitless capabilities of our imagination whilst engaging with different cultures and historical events. Art also provides students with opportunities to question, critique and make decisions about a range of themes and topics. Our Art curriculum enables our young people to work independently, work collaboratively, develop resilience, problem solve, manage time and resources, and ask the big questions; encouraging them to become thinkers, researchers, observers, makers and creators.

We value **Character**, **Competence** and **Community** in our curriculum:



Character: Engaging all students in learning about visual culture that develops personal creativity, resilience, the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas: developing a sense of self. Confidently experimenting and exploring ideas and ways of working, being open to asking questions and challenging accepted ideas: developing a sense of wider responsibility. Thoughtfully investigating ideas of equality and diversity: developing a sense of inclusivity.

Competence: Developing student’s ability to use accurately and expressively a variety of skills, techniques and materials with confidence. Enabling them to make well-informed, positive choices about their work and to understand and formulate connections between their work and the work of others. Being able to create a personal response through practice and understanding context: nurturing creativity.

Community: Inspiring students to develop a lifelong love, appreciation and understanding of a wide range of creative styles, traditions and contexts through considering the place of visual communication in their world. Improving health and wellbeing of themselves and others through their practice and through sharing their practice in different ways. Contributing to their futures though actively working sustainably and considerately of and for others: promoting ambition

Core concepts and principles of progression

The Oasis Art curriculum is planned carefully so that core art, craft and design skills, knowledge and understanding are developed over time. Expertise develops through consistent, deliberate practice from a solid foundation and immersion in the rich heritage of artistic and global, cultural traditions and movements.

#1 Artists Express and communicate:

Works of art, craft, design and architecture consist of formal elements and principles of design (such as line, shape, form, pattern, texture, colour and balance, rhythm, contrast etc.). These elements combine to communicate in many ways, often suggestive of histories and traditions. From ancient times, artists have used these elements in different ways over time to tell their own stories in response to the world in which they are or have been a part. The histories of art - the stories we share about art and artists - are also subject to change across time and space. **We learn to tell our own stories through developing our practice with the formal elements as our foundation – what we see and later what we know and what we think and feel.**

#2 Artists are adaptive:

Artists learn the 'rules' and conventions so they can decide when and how to break them. Some artists work within established traditions and genres; others tease and disrupt these in alternative ways. Definitions of art are always changing. **We learn the 'rules' by practicing accuracy, control and fluency in order to experiment and explore with purpose.**

#3 Artists play with ideas, materials and failure:

Artists take creative journeys exploring materials, ideas and ways of working. Art is a process. Serendipitous outcomes can emerge through purposeful experimentation. Artists take risks and trust their intuition. **We learn to be creative by creating. Embracing 'happy accidents' and learning from 'mistakes'. We are 'creative apprentices' learning habits, routines, methods and questioning – understanding our motivations to create our own work with increasing independence and skill**

#4 Art is a Visual Language:

Artists learn a vocabulary in the same way that we learn language through imitation, practice and study of structure. Art narrates an experience or documents an event. Art and design use symbols as a short hand and create reference points through physical and implied connections. Art is an international language, which references culture and identity and our ability to interpret and create relies on our understanding of this language. **We learn how to decode and encode works through progressive practice in identifying, deciphering and interpreting to enable us to apply, exploit and manipulate this language through our own responses**

#5 Art engages – me and you:

Art stimulates the mind and body – perception and cognition/conscious and unconscious feeling. Artists use their heads, hands and hearts during the creative process. To engage with a work of art a viewer may form opinion from an aesthetic perspective or might also physically employ their senses. Art can evoke a heightened sense of place and wonder. We can immerse ourselves in the act of creating; art can be physically and mentally restorative. **We learn to look at, share and create work of increasing complexity and purpose, processing information and developing a personal response to stimulus**

#6 Artists ask questions:

Artists challenge ideas of what has gone before by asking questions of themselves and of their audience. By using the see, know, think model with increasing levels of sophistication across the learning pathway, pupils are equipped to investigate aesthetics and meaning in their work and the work of others. **We learn to ask questions through mindful practice of looking at (our) art and pushing our artistic boundaries to help inform our practice and form opinions with increasing discrimination**

#7 Art has value in unequal measure: The value of art is measured by society in different ways - personal, cultural, social, economic, political, historical. Works of art and artists are not equally valued and attitudes to art change over time. Artists and ideas in art can be marginalised because of prevailing social attitudes. **We learn to challenge preconceived notions of art and its documentation of histories by asking questions, considering our own aesthetic perspectives and preferences and developing understanding of the ability of art to illuminate and enrich our experience, building confidence over time to express and articulate our thinking in different ways**

#9 Art is powerful: Art has the potential to influence human behaviour. It can evoke emotion and provoke action, shaping the world by changing opinions, instilling values and translating experiences. It allows people from different cultures and times to communicate with each other. Art empowers us to notice, question, interact and respond. It is a way of understanding and expressing our existence. Historically a way of demonstrating power and wealth, art can be used to excite and incite. **We learn to understand the meaning, purpose and power of works of art and design through time and culture and translate that in to our own work. We move from thinking to doing – learning to make conscious choices and decisions about our work and how we want it to be perceived**

#8 Art is not fixed in meaning – context is everything: Artists have intentions when creating work but what the viewer understands may be different. Individual interpretations of art are rarely the same but shaped by knowledge, personal experience, prejudice and time. The same work takes on new meaning if the parameters change; history is rarely fixed - new discoveries and perspectives can radically alter what might have previously seemed secure. Art does not only change the way we look at things, it can influence the way we recall the past and imagine the future. Artworks exist as evidence of purposeful action by an artist within a particular time and place. Awareness of this context - when, where, by whom, and why - can influence the meaning that a viewer draws from the work. How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring...? **We learn about works of art across time by experiencing and observing how the use of materials, processes, subject matter and events relate to our work. We consider how global connections, culture and heritage influence, shape and describe our understanding of art ‘his’tory and our own creations**

#10 Art is contradictory and complex*: the *concept* of art has significantly shifted over its history. New views of art have emerged to challenge the old, complicating though not erasing what has gone before. Artists understand the branches of art practice: traditional, modern and contemporary and the impact that history, heritage and metamorphosis has on aesthetic and meaning. Each idea of art has its distinctive values and characteristics. **We learn to deconstruct and reconstruct ideas and methodologies to foster connection and innovation. We develop technical skill enabling us to become adept at personal, creative expression**

***See Fig 1.**

A R T C O N C E P T S		
TRADITIONAL	MODERN	CONTEMPORARY
CONVENTION Artists use forms genres, themes and meanings that are passed on from generation to generation	ORIGINALITY An artist is an individual who creates something new and personal without relying on previous work	COLLABORATION Art is a social process in which people work together, sharing ideas and allowing new forms to emerge
CRAFT Art uses skilful techniques that can be taught and which produce reliable, predictable outcomes	MEDIUM Art works through particular mediums like painting, drawing and sculpture. Mediums combine materials and conventions	PRACTICE Art can't be confined to established forms, mediums and materials. Anything can become art. Art and life are blurred
IMITATION Artists copy the work of their predecessors. They copy nature too. The tension here is interesting	EXPERIMENTATION Artists try out unexpected moves and test them directly against experience, finding new standards of success	DECONSTRUCTION Art breaks down familiar boundaries. It raises questions and challenges all established ideas and conventions

***Fig.1**
 Neil Walton,
 Subject
 Leader for
 PGCE Art &
 Design at
 Goldsmiths,
 University of
 London

Curriculum Intent

Through our carefully sequenced and ambitious curriculum, we intend that our curriculum will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make art, craft and design successfully, being able to:

- Use a wide range of materials, processes and techniques with confidence
- Use a wide range of materials, processes and techniques with skill and accuracy
- Work in 2D
- Work in 3D
- Create their own works of art; devising, developing and executing a personal response
- Understand the process of creating their own work
- Develop and use primary sources for personal work
- Identify, explore and use the elements of art and design within their own work
- Review and refine work independently

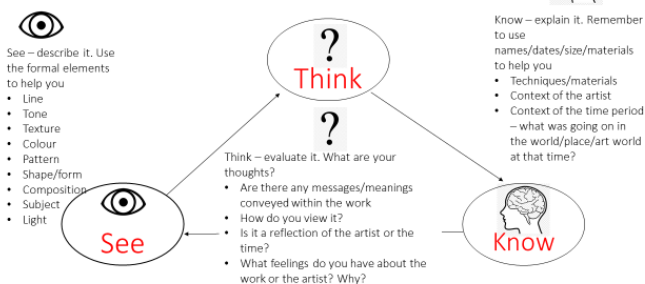
2. To build the foundation for all students to decode and encode visual language, its history and context:

- Understand and use art language both in creating visual work and in thinking and writing about the work of others
- Be able to articulate their reasons for choices and decisions they have made
- Rigorously question, observe, identify, dissect, analyse, evaluate and use ideas from art across the full range of historical periods, genres, cultures and traditions, including the works of architecture, photography, craft and design (*see Fig. 2)
- Broaden and deepen essential world knowledge and use this to create purpose in their work
- Use a wide range of materials, processes and techniques with purpose to convey meaning, realising intentions
- Think in abstract ways from concrete starting points making connections between their work and the work of others
- Work with professionals from a range of disciplines
- Have opportunities to visit galleries and exhibitions and view art in different contexts
- Have opportunities to study art and artists with particular local, contextual significance

3. To enable all students to develop their character, confidence and identity through practising art, evidenced by being able to:

- Resilience to rehearse, improve, create, embrace success and the unplanned, give and take feedback and become reflective practitioners
- Empathy, sensitivity, understanding and openness to others
- Take appropriate risks and demonstrate good decision making skills with materials, resources, ideas and ways of working
- Problem solve with enthusiasm – think creatively around a situation or piece of work
- Demonstrate confidence, collaboration and leadership skills
- Engage in extra-curricular events and enrichment activities that allow them to develop their own interests and means to express themselves
- Take advantage of opportunities such as competitions or community events to demonstrate creative skills
- Understand the role of art in shaping individuals, culture and community for good
- Celebrate diverse backgrounds, values and characteristics in their work
- Develop their own values and sense of identity through their work
- Demonstrate understanding of people with different beliefs and perspectives
- Challenge stereotypes

To investigate contextual, cultural and critical thinking in Art we use this model:



***Fig.2**

A model developed to aid students in decoding a work of art

OCL Art Curriculum: Long Term Plan

Year 7: The formal elements – Learning how the fundamental elements of art can be created and used.

‘Learn the rules like a pro, so you can break them like an artist.’ Pablo Picasso

In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding.

This part of the learning journey is designed to teach students about the building blocks of art and how they can be used and created. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy. They will do this in the context of each element of art. Students will also learn how to identify the formal elements of art and begin to explore how artists use them to create different styles and effects. By analysing and evaluating the work of other artists our students will be able to implement this into their own practical work.

The students will complete this part of the learning journey as part of a rotation. One half of the year group will study art for 3 half terms and then will swap so that the other half of the year group will study the same content for the other 3 half terms.

	<u>Autumn 1/Spring 2</u> <u>Elements of Art</u>	<u>Autumn 2/Summer 1</u> <u>Elements of Art</u>	<u>Spring 1/ Summer 2</u> <u>ELEMENTS OF ART</u>
Key Learning	<p>LINE</p> <ul style="list-style-type: none"> - What is line? - Why is line important? - How is line created? - How have other artists used line? - Practical applications: outlines, tone, texture, contour, and developing a style <p>TONE</p> <ul style="list-style-type: none"> - What is tone? - Why is tone important? - How is tone created? - How have other artists used and created tone? - Practical applications: creating tone to add dimension and realism <p>TEXTURE</p> <ul style="list-style-type: none"> - What is texture? - Why is texture important? - How is texture created? 	<p>COLOUR</p> <ul style="list-style-type: none"> - What is colour? - Why is colour important? - How is colour created? - How have other artists used and created colour? - How do you create tone and texture with colour? - How are colours blended? - What are primary, secondary and tertiary colours? - How can primary colours make all other colours? - What are tints, tones and shades - Practical applications: colour theory, adding emotion to artwork, using colour with line tone and texture 	<p>PATTERN</p> <ul style="list-style-type: none"> - What is pattern? - Why is pattern important? - How is pattern created? - How have other artists used and created pattern? - What is repetition? - What is rotation? - What is symmetry? - How does pattern link to the other elements of art - Practical applications: decoration, creating focus and adding interest to negative space

	<ul style="list-style-type: none"> - How have other artists used and created texture? - Practical applications: mark making and using line and tone to create texture 		
Thinking	Studying the work of Vincent Van Gogh to see how he uses line, tone and texture to create his artwork	Studying the work of Kelly Stanford to learn how she uses colour to create hyper realistic artwork.	Studying the work of Gustav Klimt to learn how he uses pattern to decorate negative space within his artwork
Recording and making	Use different tools to record different types of line, tone and texture.	Using a range of different drawing and painting materials to create a representative of intentions	Using a range of different drawing and painting materials to create a representative of intentions
Exploring	Exploring how line, tone and texture can be combined to create a piece of art. Exploring how line, tone and texture can be created with a range of materials	Exploring how colours can be blended and mixed with a range of materials Exploring the different properties of materials that are used to create/add colour.	Exploring how pattern can be used to adorn and decorate artwork and objects. Exploring how the other elements of art can be used to create pattern
Assessing Progress	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum
Oasis Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.

Year 8: How Materials impact the elements of Art

'The thing that's important to know is that you never know. You're always sort of feeling your way.' Diane Arbus

This part of the learning journey is an opportunity for students to explore the elements of art in various contexts. Students will explore how the elements of art can be created and applied in a piece of art using various materials. Students will do this to develop an understanding of how the materials affect their use of the elements of art and how that specific material can limit or change the way in which the elements of art can be created. Students will explore these materials in a project-based structure with the goal of creating a single piece of art as an outcome of the project. Students will study the work of specific artists to develop new techniques and ideas for their own work. The students will create a single outcome as a response to the theme of the project and the material that they have explored.

	<u>Autumn Term</u> <u>Portraits- Painting and Drawing</u>	<u>Spring Term</u> <u>Coastal – Print Making</u>	<u>Summer Term</u> <u>Monsters- 3D</u>
Key Learning	<p>PROPORTION</p> <ul style="list-style-type: none"> - What are proportions - Why do we use proportions - What are the different types of proportions - How to use proportions in artwork <p>DIGITAL PAINTING</p> <ul style="list-style-type: none"> - What is digital art - How to create digital art - How to recreate traditional techniques with digital media - Using photography with digital painting <p>COLLAGE</p> <ul style="list-style-type: none"> - What is a collage - How to create a collage - How collage can be used in the context of portraits 	<p>PRINT MAKING</p> <ul style="list-style-type: none"> - What is print making - What types of print making are there - What is the difference between each type of printing <p>LINO PRINTING</p> <ul style="list-style-type: none"> - What is a lino print - What are the characteristics of a lino print - How do you create a lino print - Which parts of the lino do you cut and why <p>MONO PRINTING</p> <ul style="list-style-type: none"> - What is mono printing - What are the characteristics of a monoprint - How do you create a monoprint <p>COLLAGRAPH PRINTING</p> <ul style="list-style-type: none"> - What is a collagraph print - What are the characteristics of a collagraph print - How do you make a collagraph print 	<p>SCULPTURE</p> <ul style="list-style-type: none"> - What is sculpture - What materials can be used to create sculptures <p>PHOTOMONTAGE</p> <ul style="list-style-type: none"> - What is photomontage - How to create a photomontage - How to use photomontage to create unique and interesting designs <p>INK</p> <ul style="list-style-type: none"> - How to create tone using ink - What is wet on wet and wet on dry technique - When should you use wet on wet technique - When should you use wet on dry technique <p>CLAY</p> <ul style="list-style-type: none"> - How to create a pinch pot - How to carve a surface - How to sculpt onto a surface - How to create texture - How to create form <p>DESIGN</p> <ul style="list-style-type: none"> - How to develop a monster design - How to develop a design into a final finished design - How to use and manipulate photographs to create designs

Thinking	Studying the work of contemporary and historic artists to develop ideas and understanding of portraiture. Students will study: Aldo Tolino, Louis Jover, Hattie Stewart, Richie Velazquez, Ana Strumpf and Felipe Tomazelli	Studying the work of Mark Heard to develop an understanding of art analysis and how techniques and ideas can be employed into their own work.	Studying the work of Chris Ryniak to inspire the design of monsters. The style and techniques of Chris Ryniak are used to develop a monster design that will then be used to create their sculptures from
Recording and Making	Students will explore both traditional and digital media to record images of portraiture. Students will spend the terms developing a fragmented portrait	Students will record their observations through print making focusing on images inspired by coastal objects, animals and locations.	Students will be using photomontage to develop their designs for their monsters. They will be creating an inked version of their design to use to help them create their sculptures.
Exploring	Students will explore a range of materials and how they can be used and manipulated to create portrait-based images. Students will experiment with taught techniques and then explore how they can combine the materials and techniques into a single piece of art	Students will be exploring a variety of print making processes. The students will learn how to create different prints and how the elements of art can be used to change the style and appearance of each type of print making process.	Students will be exploring a range of techniques and exploring how they can use different materials to develop a design into a final outcome. Students will explore the process of turning 2D work into a 3D design.
Assessing Progress	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum
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Year 9: Using the Elements of art to Communicate an Idea

“Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.” Marcus Aurelius

The purpose of year 9 is for students to start to use their knowledge and understanding of the elements of art and materials to express ideas and opinions about specific topics. The Students will explore 3 different themes within 3 different art disciplines. Each exploration will be in the form of a GCSE style project helping students to develop their understanding of how to structure a project and how to develop and refine their own ideas in response to the work of other artists and a specific theme. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can be communicated through the visual language that is art.

The Purpose of Art	<u>Autumn Term</u> <u>Fine Art: Structures</u>	<u>Spring Term</u> <u>Photography: Portraits</u>	<u>Summer Term</u> <u>Textiles: Natural</u>
Key Learning	<p>Develop: Explore the work of other artists to develop ideas and gain inspiration. When developing ideas students will explore similar techniques to the artist that they have studied to help them to develop ideas.</p> <p>Recording observations: students will record their observation of content related to the project theme. Students will explore and use a variety of drawing materials and photography to record their observations.</p> <p>Refining ideas: experimenting with materials and techniques of studied artist in own work, developing their own ideas and unique style.</p> <p>Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the student’s project. The artwork must fit the theme and be linked to the ideas and techniques explored throughout the project</p>	<p>Develop: Explore the work of other artists to develop ideas and gain inspiration. When developing ideas students will explore similar techniques to the artist that they have studied to help them to develop ideas.</p> <p>Recording observations: students will record their observation of content related to the project theme. Students will explore and use a variety of drawing materials and photography to record their observations.</p> <p>Refining ideas: experimenting with materials and techniques of studied artist in own work, developing their own ideas and unique style.</p> <p>Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the student’s project. The artwork must fit the theme and be linked to the ideas and techniques explored throughout the project</p>	<p>Develop: Explore the work of other artists to develop ideas and gain inspiration. When developing ideas students will explore similar techniques to the artist that they have studied to help them to develop ideas.</p> <p>Recording observations: students will record their observation of content related to the project theme. Students will explore and use a variety of drawing materials and photography to record their observations.</p> <p>Refining ideas: experimenting with materials and techniques of studied artist in own work, developing their own ideas and unique style.</p> <p>Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the student’s project. The artwork must fit the theme and be linked to the ideas and techniques explored throughout the project</p>

Thinking	Students will study the work of artists that explore the theme of Structures such as: Laura Oldfield, David Hephher and Jon Measures. The students will learn the skills and techniques that each specific artists uses and apply them to their own ideas and work.	Students will study the work of photographers that explore the theme of Portraits such as: Annie Leibovitz, Pablo Thecuadro and Brno Del Zou. The students will learn the skills and techniques that each specific photographer uses and explore applying them into their own work	Students will study the work of textiles artists that explore the theme of nature such as: Louise Gardiner, Louise Watson and Deborah Cambell. The students will learn the skills and techniques that are specific to each textiles artist and use these skills to develop their own work and ideas
Recording and Making	Students will explore both traditional and digital media to record images of structures. Students will spend the term exploring different materials and techniques associated with the artists that are studied as part of the project	Students will explore recording portraits using photography. Students will explore setting up a photoshoot and create a shoot plan when recording their observations	Students will explore both traditional and digital media to record images of nature. Students will also explore using string and thread to create drawings of their observations.
Exploring	Students will explore a range of materials that are associated with fine art. The students will learn specific techniques that apply to those materials and learn how to mix and combine these materials in unique and personal ways	Students will explore the elements of photography (aperture, lighting, ISO, shutter speed) and begin to develop a knowledge of their impacts on photography. The students will experiment with digital editing and also explore traditional manipulation of images.	Students will explore a range of textile specific techniques such as applique and embroidery. They will begin to explore using these techniques to develop their own ideas.
Assessing Progress	<p>Low stakes questioning to check for understanding</p> <p>Formative assessment and feedback during each lesson to support progress.</p> <p>Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum through the use of marksheets</p>	<p>Low stakes questioning to check for understanding</p> <p>Formative assessment and feedback during each lesson to support progress.</p> <p>Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum</p>	<p>Low stakes questioning to check for understanding</p> <p>Formative assessment and feedback during each lesson to support progress.</p> <p>Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum</p>
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Year 10: Urban Environments and Natural Forms – how people interact with the space around them.

‘That's what I'm interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.’ Julie Mehretu

The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording, and making investigated through the earlier stages of the learning journey. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge, and the key concepts and re-interpret these ideas into their own work with increasing independence.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1. The students will be studying the work of a diverse range of artists/designers and craftspeople to help them to develop their own ideas and responses. The students will be able to decode the visual language used by the studied artist and encode it into their own work.

Students will consolidate technical skills with a variety of processes and materials and explore how these can be adapted and combined to meet assessment objective 2. Students will be immersed into a wide range of 2D and 3D disciplines and begin to specialise in their favoured media .

Students will consolidate drawing and recording skills for assessment objective 3. They will learn how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider their audience.

Students will refine and review their work over the duration of the course helping them to present a personal and meaningful response to each theme and project. This will enable students to access assessment objective 4.

All of the work produced during this year will be relevant to the AQA Fine art GCSE and will make up 60% of the students final GCSE grade.

	<u>Autumn Term and Spring Term 1</u> <u>Urban Environments</u>	<u>Spring Term 2 and Summer Term</u> <u>Natural Forms</u>
Key Learning	<p>Develop: explore ideas, experiment with appropriate media, materials, techniques and processes</p> <p>Study the work of: Ian Murphy, Jemma Gunning/Louise Hayward and Victoria Villasana to help develop ideas for a piece of art</p> <p>Recording observations in line with project theme: using drawing materials and photography to record content that relates to the project theme</p>	<p>Develop: explore ideas, experiment with appropriate media, materials, techniques and processes</p> <p>Study the work of: Ernst Haeckel, Peter Randol Page and Joshua Abarbanel to develop ideas for a piece of art</p> <p>Recording observations in line with project theme: using drawing materials and</p>

	<p>Refining ideas: experimenting with materials and techniques of other artists, exploring materials and how they impact the artwork and experimenting with different compositions and arrangements of content</p> <p>Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the student's project. The artwork must fit the theme and be linked to the work completed during the project.</p>	<p>photography to record content that relates to the project theme</p> <p>Refining ideas: experimenting with materials and techniques of other artists, exploring materials and how they impact the artwork and experimenting with different compositions and arrangements of content</p> <p>Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the student's project. The artwork must fit the theme and be linked to the work completed during the project.</p>
Thinking	<p>Students will study artists whose work is associated with urban environment as a theme. They will start with Ian Murphy and explore expressive mark making and then continue to study artists such as Jemma Gunning and Victoria Villasana exploring print making and pattern. The students will also begin to select their own artists that relate to the theme and their own ideas</p>	<p>Students will study artists whose work is associated with natural forms as a theme. They will start with studying the work of Ernst Haeckel and explore natural forms through composition and line drawing. Students will then continue to study artists such as Peter Randol Page and Joshua Abarbanel. The students will also begin to select their own artists that relate to the theme and their own ideas</p>
Recording and Making	<p>Students will explore the theme urban environments through a range of recording. Students will capture observations using a mixture of photography and drawing materials. Students will engage in making choices about what materials are best to record their observations.</p>	<p>Students will explore the theme natural forms through a range of recording. Students will capture observations using a mixture of photography and drawing materials. Students will engage in making choices about what materials are best to record their observations.</p>
Exploring	<p>Students will explore a range of materials that link to the artists that they have studied. The students will be able to explore other materials and try to apply similar techniques to these other materials. Students are encouraged to play and try ideas to help them to develop their own creative thinking.</p>	<p>Students will explore a range of materials that link to the artists that they have studied. The students will be able to explore other materials and try to apply similar techniques to these other materials. Students are encouraged to play and try</p>



		ideas to help them to develop their own creative thinking.
Assessing Progress	<p>Low stakes questioning to check for understanding</p> <p>Formative assessment and feedback during each lesson to support progress.</p> <p>Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum.</p> <p>All students are given a personal development plan which gives each student a clear plan for their work and helps them to develop and refine their work so that it is of the best of their abilities.</p>	<p>Low stakes questioning to check for understanding</p> <p>Formative assessment and feedback during each lesson to support progress.</p> <p>Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum.</p> <p>All students are given a personal development plan which gives each student a clear plan for their work and helps them to develop and refine their work so that it is of the best of their abilities.</p>
Oasis Habits	<p>The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.</p>	<p>The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.</p>

Year 11: Reflect, refine, resolve. An individual perspective

‘I saw the angel in the marble and I carved until I set him free.’ Michelangelo

Students will be able to demonstrate a level of mastery in understanding of contextual references and critical thinking skills to enable access to assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople relevant to their starting points and personal journey.

Students will be able to show independence in using technical skills with a variety of processes and materials to access assessment objective 2 through selecting appropriate tools and processes from a range of 2D and 3D disciplines relevant to their personal response.

Students will be able to demonstrate fluency, control and mastery in drawing and recording skills for assessment objective 3 through presenting ideas in a sketchbook or other relevant mediums, evaluating and refining methods and considering audience and intention.

Students will be able to produce relevant outcomes to access assessment objective 4 building a personal and reasoned response.

Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).

The work will be relevant to the AQA Fine art GCSE. Students will be finishing off their NEA portfolio and beginning their Final Exam project. The final exam project will make up 40% of their final GCSE mark.

	<u>Autumn Term</u> <u>Feedback and Improvement</u> <u>Urban Environment and Natural</u> <u>Forms</u>	<u>Spring and Summer Term</u> <u>Exam Project Issued by Exam</u> <u>board</u>
Key Learning	<p>Develop: explore ideas, experiment with appropriate media, materials, techniques and processes</p> <p>Recording observations in line with project theme: using drawing materials and photography to record content that relates to the project theme</p> <p>Refining ideas: experimenting with materials and techniques of other artists, exploring materials and how they impact the artwork and experimenting with different compositions and arrangements of content</p>	<p>Develop: explore ideas, experiment with appropriate media, materials, techniques and processes</p> <p>Recording observations in line with project theme: using drawing materials and photography to record content that relates to the project theme</p> <p>Refining ideas: experimenting with materials and techniques of other artists, exploring materials and how they impact the artwork and</p>

	Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the students project. The artwork must fit the theme and be linked to the work completed during the project.	experimenting with different compositions and arrangements of content Presenting a personal and meaningful response: creating a single finished piece of artwork that represents the best ideas and thoughts of the student’s project. The artwork must fit the theme and be linked to the work completed during the project.
Thinking	Students will study artists whose work is associated with their chosen theme. They will be encouraged to explore a range of appropriate artists and select one based upon their own opinions and interests	Students will study artists whose work is associated with their chosen theme. They will be encouraged to explore a range of appropriate artists and select one based upon their own opinions and interests
Recording and Making	Students will explore their theme through a range of recording processes. Students will capture observations using a mixture of photography and drawing materials. Students will engage in making choices about what materials are best to record their observations and which materials are best suited to their chosen theme.	Students will explore their theme through a range of recording processes. Students will capture observations using a mixture of photography and drawing materials. Students will engage in making choices about what materials are best to record their observations and which materials are best suited to their chosen theme.
Exploring	Students will explore a range of materials that link to the artists that they have studied. The students will be able to explore other materials and try to apply similar techniques to these other materials. Students are encouraged to play and try ideas to help them to develop their own creative thinking.	Students will explore a range of materials that link to the artists that they have studied. The students will be able to explore other materials and try to apply similar techniques to these other materials. Students are encouraged to play and try ideas to help them to develop their own creative thinking.
Assessing Progress	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of sketchbooks to assess learning and identify student strengths



	All students are given a personal development plan which gives each student a clear plan for their work and helps them to develop and refine their work so that it is of the best of their abilities.	and areas for development within teaching and the curriculum All students are given a personal development plan which gives each student a clear plan for their work and helps them to develop and refine their work so that it is of the best of their abilities.
Oasis Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.