

Kingfisher Curriculum Offer – Art

Curriculum Offer
(SLT)



Progression Map and National Curriculum Aims and Expectations
(Curriculum Lead)



Progression Map and Proposed Timescale with Core Curriculum Aims, Qualification Mapping and Teaching Schedule
(Subject Lead)



Lesson plans and Resources including Displays and Assessment
(Classroom Teacher)

Progression Map

Expectations for the end of Key Stage 4 is to achieve Bronze Arts Award and for Post 16 to achieve Arts Award Silver and Gold.

Key Stage 2 Kingfisher School Curriculum Offer

Key Stage 2 Content National Curriculum Expectations

Primary Classes are on a 3-year rotation, ensuring students in Primary do not repeat topics if they are in kingfisher for the entire 3 years.

Rotation 1 topics:

Autumn:

1: Kandinsky & The colour Wheel

2: Winter Wonderland

Spring:

1: Hunderwasser

2: Food in Art

Summer:

1: Egyptian Treasures

2: Yayoi Kasuma

Rotation 2 topics:

Autumn:

1: optical illusions

2: Haunted Houses

Spring:

1: Aboriginal Art

2: Insects, Bugs & Beetles

Summer:

1: Heroes & Villians

2: Keith Haring

Rotation 3 topics:

Autumn:

1: Circus Art

2: Piet Mondrian

Spring:

1: Jackson Pollock / William Morris

2: Lichtenstein

Summer:

1: Animals in Art

2: seaside

Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

| Key Stage 3 Kingfisher School Curriculum Offer | Key Stage 3 Content National Curriculum Expectations |
|---|--|
| <p>MIDS CLASSES</p> <p>Autumn Term topics: Autumn 1: Monet & Treasure Autumn 2: Landscapes</p> <p>Spring Term topics: Spring 1: Ancient Japan Spring 2: Papier-mâché & Junk Modelling</p> <p>Summer Term topics: Summer 1: Medieval Art & Hats & Headdresses Summer 2: Anime & Manga</p> <p>The National curriculum expectations are met in the following ways:</p> <ul style="list-style-type: none"> • Every child has their own sketchbook or folder to record their work. • Opportunities for written and verbal evaluations both of their own work and their peers. • Topics designed to showcase Art from different cultures, styles, time periods and explain the context and significance for that work. • Different techniques and materials are widely available and lessons are planned around children using them in a variety of ways. • Students are encouraged to be imaginative, creative and explore Art in the way they want. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks for exploring their ideas • use a range of techniques and media, including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day |
| Key Stage 4 Kingfisher School Curriculum Offer | Key Stage 4 Content National Curriculum Expectations |
| <p><u>Year 10</u></p> <p>Autumn Term Topics: Autumn 1: Celtic Art Autumn 2: Fantasy Art</p> <p>Spring Term Topics: Spring 1: Portraits</p> | <p>The National Curriculum assumes that KS4 students are taking GCSE Art, whereas our students complete an Arts Award. These are the expectations for the different Arts Awards.</p> |

Spring 2: Graffiti Art

Summer Term:

Arts Award Discover & guided self-study

Year 11 & Post-16

Autumn Term Topics:

Autumn 1: Klimt

Autumn 2: Character Design & OP Arts

Spring Term Topics:

Spring 1: Film Posters

Spring 2: Lichtenstein

Summer Term:

Bronze Arts Award / exam leave

To achieve Arts Award Discover, young people create a personal 'arts log' of experiences. This provides evidence of:

- taking part in arts activities
- researching artists or craftspeople and their work
- sharing their arts discoveries.

For a young person to achieve Bronze Arts Award, their portfolio must include evidence of:

- actively participating in any art form
- experience at least one arts event and reviewing it
- researching the career and work of an artist or craftspeople
- passing on an arts skill

To achieve Silver Arts Award, young people create a portfolio, in a format of their choice, presenting evidence that they have completed all the tasks within the award's two units:

Unit 1: Arts practice and pathways

- planning an arts challenge that develops their skills
- implementing and reviewing the success of their challenge
- reviewing arts events and sharing their views
- researching careers and future opportunities in the arts

Unit 2: Arts leadership

- identifying an arts leadership role and planning an arts project
- being an effective arts leader, including dealing with practical issues and working effectively with others
- reviewing their project and leadership abilities.

Intent - Art

Students will be introduced to skills and experiences as well as the opportunity to get recognised qualifications which should enhance and facilitate their lives during and after education.

Students will develop their personal art skills, knowledge and vocabulary through observation and practice.

They will develop their use of sketchbooks as a planning tool to think, plan and express personal ideas.

They will make connections in their own work with that of other artists/makers/illustrators/designers which will broaden their understanding of the Arts and Culture as a participant and an observer.

Their confidence in their own making will increase through practice and the development of resilience.

They will develop their critical skills in class discussion and personal reflection.

Arts Award Discover for Year 10

Arts Award Bronze for year 11

Arts Award Silver & Gold for Post-16

The art curriculum is bespoke and is devised to meet the needs and interests of our students. It is flexible and a working document. Topics / projects can be customised to suit the pupils' interests.

Implementation

Art learning is **cyclical** - not sequential as in other subjects. Lessons build on and connect to previous content, concepts and vocabulary. Specific techniques and skills are revisited throughout the key stages with degrees of increasing refinement to deepen knowledge and understanding. Learning, vocabulary and content is cumulative.

Subject content is delivered as half-termly projects with a different topic and focus each half term. Teaching is paused regularly to check understanding, verbal and written feedback is given throughout. High quality resources are carefully designed and chosen to support the learning journey. Our pupils are then able to apply learned knowledge and practiced skills confidently during independent application.

During lessons, pupils will:

- Learn how to design and create independently, designing and making are fundamental skills with an essential body of knowledge.
- Learn to develop creative and critical thinking
- Have assistance from staff with specific areas of need.
- Have a wider understanding and appreciation of the arts and culture, their own and those from different times and places.
- Work collaboratively as well as individually, skills essential in all of the creative, media, design and craft industries as well as in general life.
- Build on skills previously learnt in the school to develop more complex techniques and a greater depth of knowledge

Impact

A judgement on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

The impact of the school's curriculum can be seen through the rising quality of work pupils produce and the in-year progress demonstrated by all groups of pupils. This is mostly documented in their sketch books as well as the results from their Arts Award qualification.

We have high aspirations for all; expecting:

- All children will make good progress from their individual starting points academically, emotionally, creatively and socially.
- Children will take pride in all that they do, motivated to do their best and with confidence in their own abilities and their work across the curriculum is of high quality
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared their next steps
- Students have a knowledge of what Arts Award is, how they can achieve it and how the qualification will be of use to them in the future.