

ART CURRICULUM SEQUENCE GRID

Year 11 GCSE Exam	Year 11 Externally Set Assignment
<p>Unit(s) (Tablet in 39week plan)</p> <p>Key Retainable substantive and disciplinary knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> • What... • How.... • Why.... • 	<p>Substantive Knowledge:</p> <p>This refers to the core knowledge and content students are learning during the project:</p> <ol style="list-style-type: none"> 1. Technical Art Skills: <ol style="list-style-type: none"> a. Students learn how to use a range of materials and techniques (e.g., drawing, painting, sculpture, digital media, mixed media). This knowledge helps them build proficiency in various artistic methods, which is essential for executing their creative ideas. 2. Conceptual Development: <ol style="list-style-type: none"> a. Students learn how to generate and develop ideas based on a personal theme or concept. This knowledge teaches students how to approach art creation with an intentional focus on meaningful and personal expression. 3. Composition and Design: <ol style="list-style-type: none"> a. Students understand how to arrange visual elements effectively (balance, contrast, focus, etc.). This includes knowledge of how to manipulate the elements of art to create visually compelling and harmonious compositions. 4. Contextual Knowledge: <ol style="list-style-type: none"> a. Students gain awareness of how historical, cultural, and contemporary artists' work informs and inspires their own practice. This helps students situate their work within a broader art context and understand the influence of past and current art movements. 5. Self-Reflection and Evaluation: <ol style="list-style-type: none"> a. Students learn the ability to assess and evaluate their work. This includes making informed decisions about improvements and adjustments, which is vital for refining and enhancing their artistic practice. <p>Disciplinary Knowledge:</p> <p>This refers to how students engage with and apply the substantive knowledge in their own artistic practice:</p>

1. **Research and Planning:**
 - a. Students conduct thorough research on artists, art movements, and relevant themes to inform their personal project. They also plan through initial sketches, mood boards, and experimentation with materials. This encourages students to build a solid foundation of ideas and concepts before beginning their final work.
2. **Experimentation and Refinement:**
 - a. Students continuously experiment with different media, techniques, and compositions to refine and develop their final pieces. This hands-on approach allows them to test out various methods and make adjustments based on their findings.
3. **Critical Analysis:**
 - a. Students engage in regular reflection and analysis of their own work and the work of others. This may include discussions, peer critiques, and written evaluations. Critical thinking about their artistic choices allows them to refine their approach and gain insight into how their work is received.
4. **Documentation:**
 - a. Students keep detailed sketchbooks that document all stages of the project, including research, experimentation, development, and final outcomes. This process encourages thorough tracking of their artistic journey and ensures they are reflecting on the evolution of their work.
5. **Artistic Process:**
 - a. Students apply artistic methods such as observation, abstraction, or conceptualisation in their work. This allows them to develop pieces that communicate personal and thoughtful concepts, demonstrating the depth of their artistic process.

Why This Knowledge is Taught:

1. **Development of Independent Artistic Practice:**
 - a. The GCSE exam assesses students' ability to take ownership of their work. This encourages them to develop and express their personal artistic voice, fostering independence in the creative process.
2. **Critical Thinking and Problem-Solving:**
 - a. The exam encourages students to think critically about their artistic choices, adapt ideas, and solve problems that arise in the creative process. This helps students become more adaptable and resourceful in their work.
3. **Preparation for Further Education:**
 - a. The skills developed during this project, such as technical proficiency, conceptual depth, and independent thinking, prepare students for further study in fine art at A-level or university. This lays the groundwork for more

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advanced and rigorous artistic practice.

4. **Art as Communication:**

- a. Students learn how to communicate ideas visually, which is a key skill not only in art but also in other fields such as design, visual culture, and communication. This ability to convey messages through art is essential in many creative careers.

Key Takeaways for Retainable Knowledge and Skills:

- **Substantive Knowledge** includes understanding how to use various materials and techniques, develop personal concepts, create effective compositions, analyse art in context, and reflect on one's work.
- **Disciplinary Knowledge** involves applying these concepts through research, experimentation, critical analysis, documentation, and the artistic process.

This project provides a comprehensive framework for students to develop both the technical skills and critical thinking abilities needed for success in the GCSE Fine Art exam and beyond, preparing them for further education and careers in the arts.

Key Technical Vocabulary (To be modelled and deliberately practiced in context.)

1. **Composition:** The arrangement of visual elements within a work of art to create balance, focus, and unity.
2. **Proportion:** The relationship in size between different elements of an artwork, ensuring realistic or intentional distortion of size and scale.
3. **Medium/Media:** The materials or tools used to create artwork, such as pencil, charcoal, acrylic paint, or digital software.
4. **Texture:** The surface quality of an artwork, either real (tactile) or implied (visual), used to convey different effects or emotions.
5. **Tone:** The lightness or darkness of a colour or grey, used to create depth, volume, and contrast.
6. **Contrast:** The difference between elements in a composition, such as light vs. dark, rough vs. smooth, or large vs. small, used to create emphasis or visual interest.
7. **Context:** The historical, cultural, or social background of a work of art, which helps explain its meaning and significance.
8. **Abstract:** Art that does not attempt to represent reality, but instead uses shapes, colours, and forms to express ideas or emotions.
9. **Symbolism:** The use of symbols to represent ideas, themes, or concepts in an artwork.

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	<p>10. Reflection: The process of reviewing and analysing one's own work, considering successes, challenges, and areas for improvement.</p> <p>These terms should be consistently integrated into lessons and assessments to help students articulate their artistic choices and analyse their work in depth.</p>
Opportunities for Reading	<ol style="list-style-type: none"> 1. Art History Texts: Reading about the history of art movements (e.g., Renaissance, Cubism, Surrealism, Abstract Expressionism) provides contextual understanding of different styles and techniques, enriching students' work. 2. Artist Biographies: Exploring the lives and practices of renowned artists such as Pablo Picasso, Frida Kahlo, or Banksy helps students understand how personal experiences and cultural influences shape artistic development. 3. Art Criticism and Theory: Reading critical essays or articles on art theory (e.g., "What is Art?" by Leo Tolstoy) encourages students to reflect on their own work in relation to broader art conversations and helps them articulate their creative decisions. 4. Contemporary Art Journals: Engaging with publications like <i>Frieze</i> or <i>ArtReview</i> introduces students to current trends, exhibitions, and emerging artists, encouraging them to think critically about modern art practice. 5. Instructional Art Guides: Books or online articles offering technical advice on techniques (e.g., "Drawing on the Right Side of the Brain" by Betty Edwards) can help students refine specific skills such as shading, perspective, or colour mixing. 6. Art and Cultural Theory: Reading about cultural studies and the role of art in society helps students understand how art communicates identity, power, and social issues, enhancing their thematic explorations in personal projects. <p>These readings deepen students' understanding of both the technical and contextual aspects of art, promoting informed and reflective artistic practice.</p>
Developing Cultural Capital	<ul style="list-style-type: none"> • Exposure to a Wide Range of Art Movements: Students gain an understanding of key historical, contemporary, and global art movements (such as Renaissance, Surrealism, Pop Art, or Digital Art) which broadens their perspective and encourages an appreciation of diverse creative expressions. • Engagement with Professional Artists and Artworks: By studying the work of significant artists—both historical and contemporary—students learn how art reflects and responds to cultural, political, and social contexts. This knowledge fosters a deeper understanding of art's role in society and helps them connect their own work to broader themes and movements.

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	<ul style="list-style-type: none"> • Cultural Awareness: Encouraging students to explore art from different cultures (e.g., Indigenous art, African art, Asian art) enhances their understanding of cultural diversity and promotes global citizenship. This broadens their creative thinking and helps them make more informed, inclusive choices in their own projects. • Art as a Form of Communication: Art students are encouraged to see their work as a means of personal and collective expression. They develop the ability to communicate ideas, emotions, and cultural narratives through their art, contributing to their role as informed and engaged citizens in society. • Visiting Galleries and Exhibitions: Encouraging visits to museums, galleries, and exhibitions helps students connect theory with practice. These experiences expose them to high-quality artwork and allow them to engage with art beyond the classroom, fostering curiosity and a lifelong appreciation of the arts. <p>By developing cultural capital, students enhance their ability to think critically, creatively, and reflectively, equipping them with the cultural knowledge necessary for academic success and active participation in wider cultural conversations.</p>
Strategies to engage and maximise achievement of PP learners	<ul style="list-style-type: none"> • Personalised Learning: Provide tailored support and clear progression targets, breaking tasks into manageable steps. • Cultural Relevance: Connect art projects to students' personal experiences and explore diverse artists and art movements. • Active Engagement: Allow student-led learning and hands-on tasks to increase motivation and creativity. • Building Confidence: Celebrate successes, encourage peer collaboration, and create opportunities for showcasing work. • Access to Resources: Ensure all students have the necessary materials, including digital tools and art supplies. • Parental Involvement: Involve families in supporting progress and providing resources or encouragement at home. • Regular Monitoring: Offer frequent check-ins and constructive feedback to track progress and address challenges early.
Cross Curricular Links (Authentic Connections with other curriculum)	<ul style="list-style-type: none"> • History: <ul style="list-style-type: none"> • Explore historical art movements, artists, and cultural contexts, providing insight into the societal and historical significance of art. Students can research periods like the Renaissance, Modernism, or Surrealism, linking to their history curriculum. • English: <ul style="list-style-type: none"> • Develop skills in written analysis and critique through evaluating and discussing art. Students can connect their art project with creative writing or thematic studies, interpreting their personal work and the work of others.

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	<ul style="list-style-type: none">• Science:<ul style="list-style-type: none">• Link the study of colour theory with physics (the science of light and colour). Explore materials and their properties, such as different pigments, and how they interact to create effects in painting and sculpture.• Maths:<ul style="list-style-type: none">• Apply geometry in the composition of artworks, focusing on proportion, symmetry, and perspective. Students can use mathematical concepts to create balanced and harmonious designs.• Technology:<ul style="list-style-type: none">• Incorporate digital media and software tools (e.g., Photoshop, digital drawing tablets) to enhance their art projects. Students can also learn about the use of technology in modern art practices, such as digital installations or 3D printing.•
Key Assessments	<ul style="list-style-type: none">• Initial Research and Idea Generation:<ul style="list-style-type: none">• Assessment of students' research into chosen themes, artists, and art movements. This includes evaluating how they generate and develop ideas through sketches, notes, and mood boards.• Experimentation with Media and Techniques:<ul style="list-style-type: none">• Students are assessed on their ability to experiment with a variety of media and techniques, including drawing, painting, sculpture, printmaking, or digital tools. This includes their creativity, risk-taking, and technical development.• Development of Final Piece:<ul style="list-style-type: none">• Assessment of the evolution of their project, from initial concept to final artwork. This includes considering how well students reflect on their creative process and make decisions based on feedback and self-reflection.• Evaluation and Reflection:<ul style="list-style-type: none">• Students should demonstrate their ability to critically evaluate their own work and the work of others. This includes written or verbal reflections on the effectiveness of their chosen media, techniques, and how their work addresses the theme or concept.• Presentation of Work:<ul style="list-style-type: none">• Final assessment of the presentation of their personal project, including the quality and professionalism of their final piece and their ability to present their work clearly and confidently, either digitally or physically.