



The Creative Arts department focus on developing the KGA values of confidence, creativity, courage, conscientiousness and consideration of others.

Our curriculum, both in the classroom and out, enables learners to reflect on the world around them and how they fit into it by expanding their cultural capital. Learners will learn about different types of people, cultures and art forms to develop their understanding of the human condition as in turn they develop their own identity. KG Arts provides learners with the tools to express themselves in a variety of ways and be able to use these to communicate effectively.

Intent

Implementation

Impact

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	Introduction to basic recording skills (traditional drawing materials), language and the formal elements (line, form, shape, texture, value, space, movement, colour). Developing thinking and observational skills. Challenging understanding of art and its place in our lives, environment and industry. Artists & art movements: Chris Ofili/ Kehinde Wiley/ Faith Ringold/ Van Gogh/Hockney	Developing recording skills and ability to work independently to create a personal and meaningful response. Further exploration through the introduction of different mediums and 3D work. Developing creative and imaginative thinking connecting to the history and cultures of other countries. Artists & art movements: Metamorphosis, surrealism. American, Indian, Chinese, African Artefacts. Marc Chagall, Tim Burton, Travis Louie	Mastering recording skills to articulate personal and meaningful outcomes with greater depth and understanding. Further exploration through the introduction of challenging techniques and processes. Developing independent ideas allowing for personal expression. Imbedding understanding of the arts in its place in society, environment and industry. Artists & art movements: Van Gogh/Kobi Levi/ Jim Lasser/ Nick Kirkwood/ Irregular Choice /Graffiti/ Dystopian literature /Michael Kerbow	Art Introduce learners to a range of appropriate materials, processes and techniques reflecting the breadth of art, craft and design. Introduce learners to methods of critical analysis . Unit one starting project theme – Fragments. Second project introduced in Term 5/6 – unusual portraiture/food. Photography Introduce learners to a range of appropriate materials, processes and techniques reflecting the breadth of Photography. Introduce learners to methods of critical analysis.	Art/Photography Learners focus on idea generation, experimentation and development of their work. Learners are able to focus on mastering their preferred process /technique. Unit 2 – Externally set component.	Art/Photography Introduction to course structure and the 4 assessment objectives. Unit 1 - Personal project objectives. Introduced to a variety of experiences that explore a range of fine art/photography media, processes and techniques. e.g. Print/Photography/life drawing/model making workshops. Introduced and Informed of both traditional and new media. Essay writing techniques introduced in term 5 and 6.	Art/Photography Learners take increasing responsibility for the development and direction of their personal project and make a meaningful and personal response. Externally set assignment – Unit 2 - With guidance learners transfer knowledge, understanding and skills learnt through the course and refine and apply to their selected question
Recurring skills/themes	Reviewing & refining recording skills. Analysis and evaluation of their own work and that of others. Correctly using materials and language relating to subject.			Give guidance as learners explore and experiment and begin the process of developing knowledge, understanding and skills. Learners are given the opportunity to fully engage with a theme and make a personal response. They learn to engage with the process of developing, refining and recording ideas.		Give guidance as learners explore and experiment and begin the process of developing knowledge, understanding and skills. Learners are given the opportunity to fully engage with a self directed personal theme and make a personal response. They learn to engage with the process of developing, refining and recording ideas to create personal responses.	
Personal Development	Photography Club Craft Club Trip to National Gallery	Photography Club Craft Club Ceramics Club	Photography Club Craft Club Ceramics Club	A school organised museum/gallery visit. Develop opinions of artists work and critique art.	Additional support sessions during holidays for completion of personal projects.	2 school organised museum or gallery visit will take place dependent on learner personal projects. Support for projects in independent study slots (3 expected + an after school session).	A school organised museum/gallery visit will take place in term 2 and can inform their personal project. Support for projects in independent study slots (4 expected).
Assessment	3 assessments per year Teacher and self assessment using rag rating and WWW. and EBI's Setting themselves a target in response to teachers comments.			3 formal assessments per year using the 4 AQA assessment objectives. Homework marked fortnightly. Verbal reviewing and assessing of classwork within the lesson.	1 final formal assessment completed in the October. Coursework marked and graded in the January.	3 formal assessments per year using the 4 AQA assessment objectives. Homework marked fortnightly. Verbal reviewing and assessing of classwork within the lesson consistently.	1 final formal assessment completed in October. Coursework marked and graded in January. Regular verbal reviewing and assessing of classwork.

Learners will have an appreciation and broader knowledge of the arts
Learners have an understanding of the formal elements
Learners well being and mental health is supported through working with different mediums
Connections can be made to their environment.
Develops problem solving skills and empathy.
Their progress is visible through their practical outcomes and their ability to reflect on their progress.
Progress will be measured and tracked over time.

An understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study.
Historical and contemporary developments and different styles and genres how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created. A grounding in specialist terminology across the arts. An understanding of how the skills gained are highly transferable and used in many fields of employment and careers.

An understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art/photography historical and contemporary developments and different styles and genres. How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created. Continuity and change in different styles, genres and traditions relevant to fine art/photography working vocabulary and specialist terminology that is relevant to their chosen area. An understanding of how a art qualification provides transferable skills and knowledge that can be used in many careers.