Curriculum Overview

ART

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our art curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of art, graphics and textiles. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below:

Assessment: This includes one key piece of assessed work per term						
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
7	**Still life with Sarah Graham** While familiarising themselves with the popular, vibrant artist Sarah Graham, Y7 will develop their technical skills in art through the use and exploration of new and familiar art mediums. These will be applied while completing a series of observational drawing tasks, exploring colour theory and colour mixing. Later within the project, Y7 pupils will delve into the use of textiles within art to plan and create a textiles cushion inspired by Sarah Graham's subject matter of nostalgia and food.					
8	**Pop Art** In Y8, pupils will be introduced to the Pop Art movement that took over in 1950. Pupils will learn and explore the work of the most influential artists involved in the take over of the popular art movements and investigate the key features that convey Pop Art and make it what it is. Pupils will develop a range of skills including their technical drawing skills, printing techniques, control of mediums, communication and creative presentation skills. All of which will come together to form an artist inspired, mixed media Pop Art final piece. Later within this project, pupils will build further on their textile skills through the introduction and use of a sewing machine to create a drawstring bag with Pop Art inspired applique.					
9	**Surrealism - Fantastic Beasts** Y9 pupils will enter the world of imagination and creativity through the art movement of Surrealism. Starting with a collaborative piece of work which generates a fantasy creature inspired by J. K. Rowling's Fantastic Beasts, pupils will then complete a series of art skill enhancing tasks to ensure the progression, improvement and refinement of their work. This will include the control of a variety of art mediums, observational skill and execution of					

	technique. Pupils will develop skills in drawing, mark making, observation and application of texture, painting and 3D sculptural construction. At the end of this project, pupils will have created a 3D sculpture of their fantasy creature from clay.	
10	**GCSE Fine Art** **Component 1 - Identity Project** Becoming more independent in their own creativity, pupils will start producing an independent and detailed project on the theme of 'Identity' - expanding on previous learning, exploring new processes and techniques.	
11	**GCSE Fine Art** **Component 1 - Identity Project** Continuing with their coursework, pupils will work towards their mock 10 hour exam where they will be tasked with producing a final piece or a series of work that brings together all their learning throughout Component 1. This two day mock exam is a way to allow our pupils to understand the expectations and experience the exam conditions they will face at the end of Y11. 10 HOUR MOCK EXAM / 2 DAYS	**GCSE Fine Art** **Component 2 - Externally Set Assignment** In January of Y11, pupils will be given 8 titles by AQA, our exam board and be asked to select one title to investigate independently. They are asked to develop their own ideas through sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding. Practically, they are required to explore and select appropriate processes, then review and refine their work in the time frame leading to a final 10 hour exam after Easter, producing a final piece or series of work that brings together all their learning throughout the ESA.. 10 HOUR EXAM / 2 DAYS

Examples of on-going assessment and feedback in lessons
● Verbal feedback by the teacher to the whole class which pupils act on in the lesson ● Pupils self-assess or peer-assess work with a clear framework guiding them through this ● Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently ● Pupils may complete mini quizzes or retrieval activities that revisit prior learning and receive verbal feedback ● Use of tailored questioning by the teacher ● All coursework and the ESA is marked by their teacher, standardised within the Art and Design directorate and moderated by AQA