

OCL Art Curriculum: Statement of Intent

At Arena, we believe that Art is a vital and important part of a student's education. Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.

Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived.

Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.

Sequencing:

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
- 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

Assessments:

At the end of every term there is a formal assessment. Assessments include individual and or pair tasks; students are encouraged to evaluate their knowledge and understanding of different artist/architects/designers/craftsmen; develop and

improve their skills using a range of materials and process. Assessments are interleaved and each assesses students' ability in one of the following areas: drawing, analysis, experimentation of materials and final responses (AO1 –AO4).

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
<p>Autumn 1 The Big Questions</p>	<p>Value in unequal measure Key concepts: #6 #7 Thinking - Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Recording: Recording ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Investigate work from Western and non-western cultures, traditional and modern interpretations. Learn to ask questions of works of art and decipher meaning or cultural significance: ○ What is Art? ○ What makes a work valuable? ○ What is the relationship of Art to society? ○ Exploring 2D skills/techniques and drawing skills: a variety of media and processes using formal elements/2D making skills collage/exploiting formal elements to suggest/change ways of viewing work/exploring mark making to convey expression (mood, feeling, qualities and subtleties of making marks in story telling) ○ Processes: drawing/photography/collage/other mark making materials and tools/enlarging e.g. grid method ○ Use different tools to record different types of marks representative of intentions. ○ Describe ideas using subject terminology – ‘what’ – using the language. ○ Demonstrate understanding of source material ○ Record ideas and investigations with increasing levels of competence and intention. ○ Evaluate response 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>
<p>Autumn 2 The Big Questions</p>	<p>Value in unequal measure Key concepts: #6 #7 Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Recording: Recording ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Reflect on the qualities of their own work: ○ What do they value about the process of making art? ○ Which of their own pieces do they value most and why? ○ What makes their work valuable? ○ How does their audience value their work? ○ Developing 2D/3D materials: a variety of materials and processes developing ideas from drawing investigations ○ Processes: Mixed media techniques/2D relief building/painting/stencilling/registering/colour selection/cutting/refining ○ Use different tools to record different types of marks and colour choices representative of intentions. ○ Describe ideas using subject terminology ○ Demonstrate understanding of source material ○ Develop an outcome using techniques and skills practiced with competence and fluency of intention. ○ Evaluate response 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>

<p>Spring 1 The Big Questions</p>	<p>Context is everything Key concepts: #8 #7 #6 Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Recording: Recording ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Investigate how meaning in artwork is subject to change dependent on circumstance through exposure to works from different times, cultures and mediums: ○ Which artworks are immediately familiar? ○ Why? ○ Why might they hold great significance to others? ○ Exploring materials and methods and drawing skills: a variety of media and processes/2D making skills (relief)/exploring compositional elements ○ Processes: printing skills/collage/photography/ other mark making materials and tools/enlarging e.g. grid method ○ Use different tools to record ideas representative of intentions. ○ Describe ideas using subject terminology – ‘how’. ○ Demonstrate understanding of source material ○ Develop a series of ideas. ○ Select an idea to resolve. ○ Develop an outcome using skills and techniques practiced with competence and intention 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>
<p>Spring 2 The Big Questions</p>	<p>Context is everything Key concepts: #8 #7 #6 Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Recording: Recording ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Reflect on how our society affects how we notice, view and respond to work: ○ How does our 24-hour news culture, the internet, social media etc. influence the way we notice and think about artworks and what they might mean to us? ○ How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring..? ○ How does time and ‘fashion’ influence our tastes? ○ Exploring materials and methods drawing skills: a variety of media and processes considering colour, pattern, composition/considering positive and negative space, shape and form ○ Processes: Mixed media techniques/printing/painting/colour selection/cutting/refining ○ Use different tools to record different motifs. representative of intentions ○ Describe ideas using subject terminology. ○ Demonstrate understanding and relevance of source material ○ Record ideas, investigations and refinements with increasing levels of discernment. ○ Devise and make outcomes using skills and techniques practiced with competence and intention 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>
<p>Summer 1</p>	<p>A sense of place Key concepts: #9 #8</p>	<ul style="list-style-type: none"> ○ Investigate art as evidence of a time, place, event and the implications of the work. Investigate the place of art in our modern world and its significance to 	<p>Verbal, formative assessment</p>



<p>The Big Questions</p>	<p>Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/techniques /processes</p> <p>Recording: Recording ideas</p> <p>Making: Personal response/realising intentions</p>	<p>individuals, society and global conversations. Consider site specific work and its significance/</p> <ul style="list-style-type: none"> ○ relationship to ‘modern’ values ○ Applying materials and methods drawing skills: ○ using a variety of media and processes/considering elements of art and principles of design in installation, site specific context/considering positive and negative space, proportion and scale ○ Processes: mixed media techniques/printing/ ○ Painting (mixing/blending/edges)/registering/colour selection/cutting/refining ○ Use different tools to record different types of line/marks representative of intentions – responding to a starting point. ○ Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’. ○ Demonstrate understanding and use of source material ○ Record ideas, investigations and refinements with increasing levels of discernment. ○ Devise, develop and make an outcome using skills and techniques practiced with competence and intention 	<p>building to summative assessment on portfolio of evidence at designated points</p>
<p>Summer 2 The Big Questions</p>	<p>A sense of place Key concepts: #9 #8</p> <p>Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/techniques /processes</p> <p>Recording: Recording ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions of themselves and others through their work. Consider the qualities in their own work which challenge, surprise or reinvent ideas ○ Applying materials and methods ○ drawing skills: using a variety of media and processes/considering elements of art and principles of design in installation, site specific context/considering positive and negative space, proportion and scale ○ Processes: Mixed media techniques/printing/ painting /Building, curating processes/colour selection/cutting/refining ○ Evaluate and review work. ○ Use key terminology in describing, interpreting and evaluating work. ○ Demonstrate understanding and use of source material ○ Record ideas, investigations and refinements demonstrating clarity in decision-making. ○ Make outcomes using skills and techniques practiced with competence and intention 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence</p> <p>EOY Assessment</p>