

Art and Design – Programme of Study KEY STAGE 3					
Prior learning KEY STAGE 2	Students create folders of work or sketch books to record their observations	Students improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Students recorded their observations and use them to review and revisit ideas	Students learn about great artists, architects and designers in history.
Content for KEY STAGE 3	Students use a range of techniques to record their observations in sketchbooks or folders and other media as a basis for exploring their ideas	Students use a range of techniques and media, including painting	Students increase their proficiency in the handling of different materials	Students analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	Students learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Taught content: Knowledge/Skills	Students will be taught a range of different techniques to record their observations in different formats effectively – <ul style="list-style-type: none"> • Annotation • Organisation of ideas – mind maps / chronology • Different media, materials and observation skills • Research skills 	Students will be taught the range of media available to use and the different skills and techniques associated with them <ul style="list-style-type: none"> • Painting • Dry materials – oil pastels / charcoal / chalk pastels / pencil drawing • Photography and other technology • 3D work – Clay / mod-roc / papier-mâché / card / gum tape • Printing • Mixed media 	Students will be taught how to use the range of materials available to them proficiently. <ul style="list-style-type: none"> • Encouragement of material exploration • Feedback – Teacher and peer 	Students will be taught how to improve the outcome of their work and that of others through effective use of analysis and evaluation <ul style="list-style-type: none"> • Reflect on own work and progress through supported structured frameworks • Refine work based on analysis and evaluation to improve outcomes 	Students will develop a deeper understanding of specific artists, designers and crafts people through time and culture <ul style="list-style-type: none"> • Research - analyse and evaluate • Respond – make visual connections within their work

Taught content: KS4 progression	<p>The 5 strands slot under the KS4 Assessment Objectives for most Exam boards.</p> <p>AO1 – Develop (strand 1 and 5) AO2 – Refine (Strand 2 and 4) AO3 – Record (Strand 3) and AO4 – Present (There is no curriculum strand for this, however, in all projects there is development of ideas and a final outcome)</p> <p>With this principle students are developing the ability to meet the assessment objectives successfully in KS4.</p> <p>The Entry level will run concurrently with GCSE as an alternative qualification. It is possible to deliver the Entry Level qualification to Y9 students and the assessment objects are the same as above. Another path way to is begin the GCSE course in Y9 – this provides a fall-back body of work for students who have difficulty with attendance to enable them to gain a GCSE at the end of Y11.</p> <p>Arts Award is taught at KS4 as another pathway for students to gain a GCSE equivalent qualification – Arts Award Bronze level 1 and Silver level 2.</p>
Subsequent learning	<p>Over the 3 years students are provided opportunities to enrich their love of learning and nurtured to promote positive wellbeing and confidence in themselves and their abilities. Opportunities to record observations beyond the classroom through offsite trips and visits extends and broadens their knowledge of the world around them. Trips and visits are often coordinated across the curriculum to embed concepts and further cement real world purposeful learning experiences.</p> <p>Projects are linked through skills to possible careers and industry, reiterating real world experiences and raising aspirations.</p>
<p>The formal elements of art and key terminology are delivered to students through a range of projects. These projects encourage students to work both independently and as part of a group. Students are introduced to basic key skills, techniques and processes in which the formal elements are embedded and built on over the 3 years of study. Projects are designed to enhance and develop initial skills, techniques and processes. This is achieved through revisiting each content strand in a project, providing the opportunity to increase proficiency whilst encouraging creative thinking, risk-taking and confidence building. These skills include developing and progressing ideas through a range of media, materials and processes. Each project has a contextual element ensuring students acquire knowledge of other cultures, artists, designers or crafts people from ancient times to present day. Influence of this will be emerging within their work.</p>	

Commented [MG1]: Hi Kate, Arts Award Bronze is a level 1 qualification and Arts Award Silver a level 2

Commented [MO2R1]: thank you Clare I have added info