



Art Handbook

2023 - 2024

Contents

Introduction

Intent, Implementation and Impact

Curriculum Map

Progression and Assessment

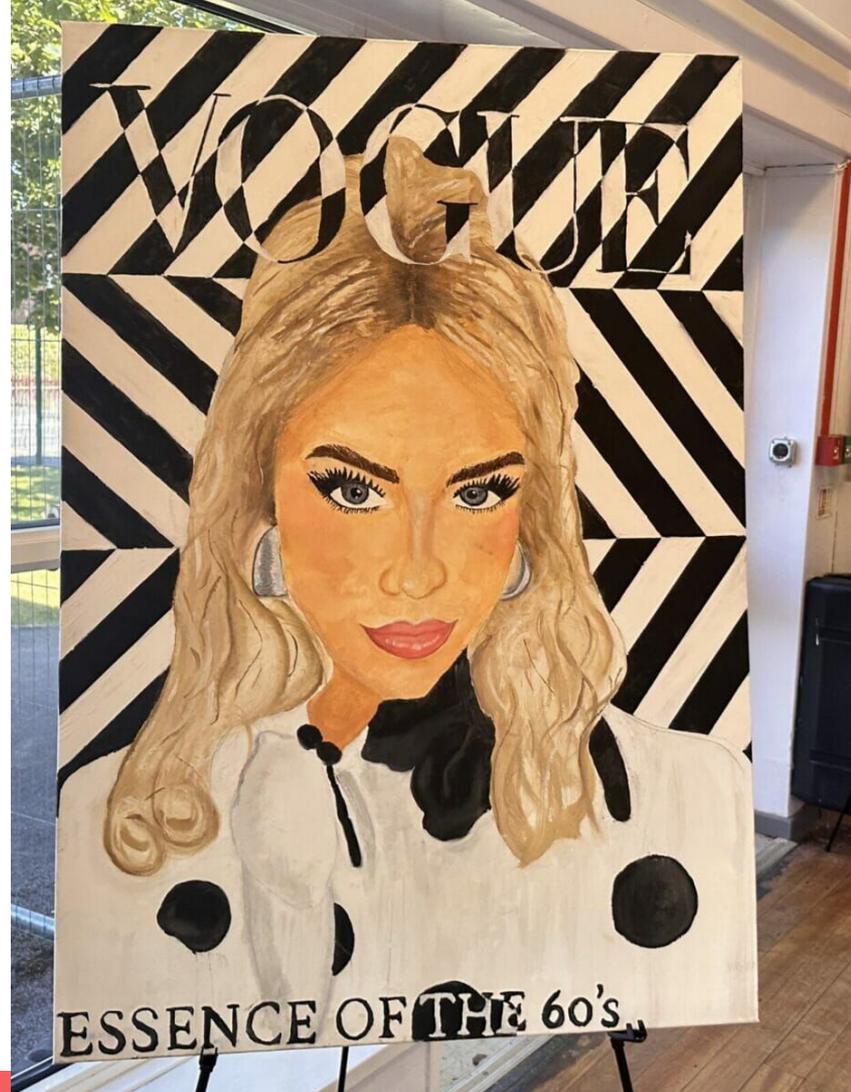
Examinations

Events and Trips

Examples of Good Practice

Introduction

At The Observatory School, we believe that the study of art is essential for the holistic development of each pupil. We aim to provide a high-quality art curriculum that nurtures creativity, promotes cultural appreciation, and fosters a lifelong love for artistic expression. Through engaging and challenging experiences, we aim to develop pupils' artistic skills, knowledge, and critical thinking abilities. Our art curriculum embodies the values of inclusivity, diversity, and personal growth, empowering pupils to express their individuality and explore the wider world around them.

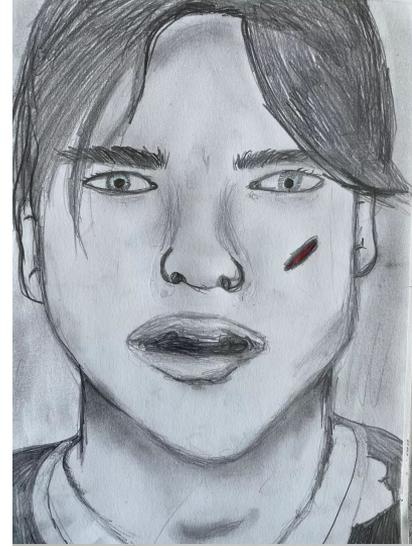


Intent

The intent of the Art curriculum is to provide a rich, inclusive, and meaningful learning experience for all pupils.

It should enable them to develop their creativity, self-expression, and communication skills while fostering a sense of personal achievement and emotional well-being.

The intent is to ensure that all pupils, regardless of their abilities or disabilities, can access and engage with art in a way that celebrates their individual strengths and supports their learning and development.



Implementation

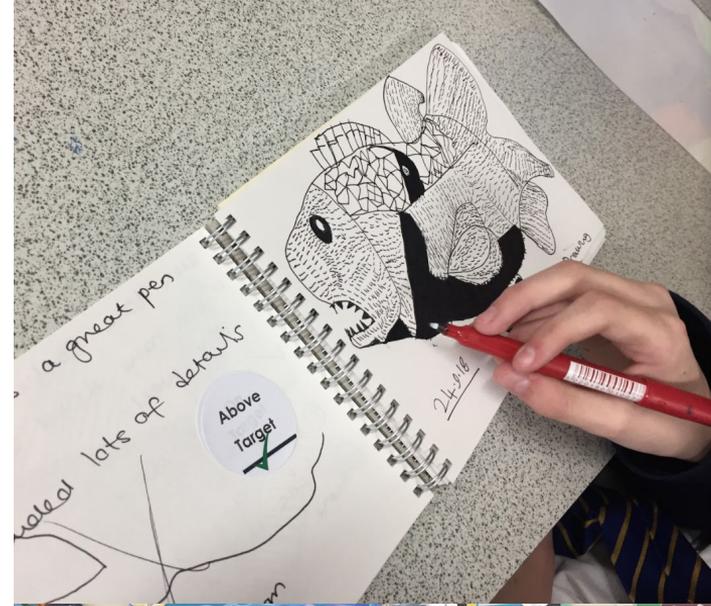
Inclusive Learning Environment: The classroom is well-organised, visually stimulating, and equipped with appropriate resources, tools, and materials. The environment caters to the diverse needs of pupils, including those with sensory needs or physical disabilities.

Personalised Learning: The curriculum is differentiated to meet the individual needs, interests, and abilities of each pupil. Adaptations and modifications should be made to tasks, materials, and techniques to ensure that every pupil can actively participate and achieve success.

Multi-Sensory Approach: Art lessons incorporate a range of sensory experiences, such as tactile materials, visual stimuli, and auditory components. This allows pupils to explore and express ideas through various senses, supporting their overall sensory development.

Collaboration and Communication: Opportunities for collaborative work and peer interaction is embedded in the curriculum. Group projects and discussions encourage pupils to share ideas, develop social skills, and learn from each other, fostering a sense of belonging and building positive relationships.

Accessible Assessment: Assessment focuses on the process and progress of the pupils' artistic journey, rather than solely on the final outcomes. Assessment strategies are varied, using both formative and summative approaches, and adapted to accommodate the individual needs of pupils, including alternative modes of communication.



Impact

Personal Achievement and Self-Expression: Pupils show increased confidence and self-esteem, demonstrating their ability to express their thoughts, emotions, and ideas through art. They develop a sense of pride in their achievements, irrespective of their abilities.

Emotional Well-being and Resilience: The curriculum provides a safe and supportive environment for pupils to explore their emotions, develop coping strategies, and celebrate their individuality. Pupils display increased emotional resilience and well-being through their engagement with art.

Improved Communication Skills: Pupils demonstrate improved verbal and non-verbal communication skills by expressing themselves through art and discussing their work with peers.

Enhanced Sensory Perception and Integration: Pupils exhibit progress in their ability to perceive, understand, and respond to different sensory stimuli in their artwork. This can include improved coordination, fine motor skills, and sensory integration.

Progression in Artistic Skills and Techniques: Pupils demonstrate progress in their artistic skills, techniques, and knowledge over time. They showcase an understanding of art concepts, experimentation with various materials, and the ability to reflect on and evaluate their own and others' work.

Positive Attitudes towards Art: Pupils develop a love for art, an appreciation for different forms of artistic expression, and an understanding of the cultural and historical significance of art. This can be seen through their enthusiasm, curiosity, and willingness to engage in artistic activities beyond the classroom.

In year 10 and 11 pupils have the opportunity to study art at GCSE level.

Overall, our Art curriculum provides an inclusive, empowering, and enriching experience, enabling all pupils to access and excel in art, regardless of their abilities or disabilities. It should celebrate their individuality, foster their creativity, and support their holistic development.



Our Diverse Curriculum



It is important that our children receive a broad, balanced, inclusive and diverse curriculum. As a school we have developed anti racist commitments, and endeavour to fulfil these in every curriculum area, including art. Within this subject, we will ensure:

- Images and artwork studied within the art curriculum are carefully selected by staff to ensure that they are representative of our diverse community.
- Pupils are given the opportunity to learn about and recreate the work of artists from a range of BAME backgrounds.
- Artwork studied is representative of a range of cultures and communities.

Key Stage 2



To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Learn about great artists, architects and designers in history

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Key Stage 2 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Portraits</p> <p>Pupils learn the rules of drawing faces. They develop their drawing skills.</p>	<p>The Rainforest</p> <p>Through the exploration of animals and plants pupils explore colour and different textures in art.</p>	<p>Understanding Colour</p> <p>Building on the previous topic, pupils explore the colour wheel and the theory behind it. They apply their knowledge to a final painting.</p>	<p>Understanding Painting & Techniques</p> <p>Using their knowledge from the previous topic pupils continue to learn about painting techniques and use their knowledge of colour to create a final outcome.</p>	<p>Kandinsky</p> <p>Pupils are introduced to the artist Kandinsky. They use sound and art to create paintings. They use their skills learnt in previous projects to create a series of paintings in their sketchbooks.</p>	<p>Abstract Art</p> <p>Pupils are introduced to the artist Picasso. The concentrate on the Cubist movement and work to create a final out come based on their research.</p>

Key Stage 3



To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

To increase their proficiency in the handling of different materials

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

To increase their independent working and time management skills

About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Year	NC link/BSquared	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic</p> <p>Covers skills and knowledge in Steps 5, 6, 7, 8 and 9</p>	<p>Formal Elements</p> <p>In this unit pupils use their sketchbooks to explore different mark making techniques. At the end of the unit pupils produce one piece of work which includes several of the techniques they have learned.</p>	<p>Fantasy Fish 3D Unit - Colour</p> <p>In this unit pupils make a 3D sculpture using papier mache. They apply their knowledge of the colour wheel when adding the surface colour.</p>	<p><u>Great Artists - Appreciating Art</u></p> <p>In our Art Appreciation topic, we have created a whistle stop tour of Art History from ancient cave art to the 20th Century explosion of movements. The intent is to develop students' cultural capital as well as to give them the basis for developing their own ideas for future artwork. Within this topic students create a series of mini outcomes based on each era utilising their knowledge of the formal elements from their prior learning.</p>		<p>Cultures of the World Aboriginal Art</p> <p>The study of different cultures in art is a critical element of Art and Design. Students use this study as a basis to work with mixed media techniques including paint, clay, drawing skills and printmaking as well as develop their understanding of symbolism.</p>	<p>Portraiture (realistic and abstract)</p> <p>During this topic students will gain an understanding of drawing portraits and developing their knowledge of visual language. Students will develop confidence in their proficiency to draw complex shapes of the human face. They will complete a final portrait at the end of the unit.</p>

8	<p>Topic</p> <p>Covers skills and knowledge in Steps 7, 8, 9 and 10</p>	<p>Formal Elements</p> <p>In this unit pupils use their sketchbooks to explore different markmaking techniques. At the end of the unit pupils produce one piece of work which includes several of the techniques they have learned.</p>	<p>Silhouettes</p> <p>Students will explore various architecture/landscape designs in this multi-media art unit.. Students will study the art concepts of positive and negative space, silhouettes, and warm and cool colours, horizon line, foreground and background.</p>	<p>Natural Forms</p> <p>Antoni Gaudí was an architect born in Barcelona with a unique vision. Students will build their own three dimensional masterpieces using air dry clay/papier mache in the celebrated architectural style of Antoni Gaudi and learn about the history and work of Gaudi whose style is whimsical and organic</p>	<p>Perspective Drawing</p> <p>Students will be introduced to one point and two point perspective drawing, using a vanishing point to accurately draw a number of scenes culminating in a final major drawing of a realistic city scene</p>	<p>African Masks</p> <p>Students will understand why it is important to study the art of Africa, as well as the art of other cultures. They will understand the use of masks in the African culture and will create their own mask out of card and papier mache.</p>	<p>PICASSO PORTRAITS</p> <p>Pupils will be able to identify several works by Pablo Picasso. They will outline Picasso's life and career creating a work of art modelled after one of Picasso's pieces</p> <p>https://www.readwriteethink.org/classroom-resources/calendar-activities/artist-pablo-picasso-born</p>

Detailed curriculum maps are available on the website

9	Topic	Formal Elements Zentangle This animal zentangle unit requires to level up pupils drawing skills and create Zentangle patterns within the shape of an animal. Pupils focus on the formal elements of shape, pattern and texture.	Looking at Artists - Art Appreciation. This unit builds on the Art Appreciation unit from year 7 and prepares pupils for AO1 (contextual understanding) of their GCSE Art Course. Pupils focus on evaluating and analysing artists work both in written and visual forms.	FACE PAINTING AND MASKS FROM OTHER CULTURES Pupils will discuss as a group the various types and functions of masks both in day to day life. They will explore masks and face paintings from different cultures resulting in them making one final mask.	Observational Drawing The aim of the unit is to develop Year 9 students' drawing skills and develop the steps taken when creating realistic observational drawings. It prepares pupils for A03 (reflective recording)	<u>Sketchbook Project</u>

Key Stage 4

In Key Stage 4 pupils have the opportunity to take art at GCSE Level.

They:

- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries



Key Stage 4 Curriculum Map - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to GCSE Art Exploring media, techniques and artists.</p>	<p>GCSE Portfolio Development Pupils develop their own ideas from the initial theme. Pupils will use their skills, knowledge and new techniques to develop initial ideas.</p>	<p>Artist Research AO1 Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant artists,</p>	<p>Development of ideas/theme/materials AO2 Pupils experiment with materials and techniques. They master techniques ready for their final piece.</p>	<p>Final Piece Development Pupils work towards their final pieces, annotating their ideas as they go along.</p>	<p>Final Piece Development Final piece - controlled assessment</p>

Key Stage 4 Curriculum Map - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>GCSE Portfolio AO3</p> <p>Record ideas, observations and insights relevant to intentions as work progresses. AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p>GCSE Portfolio AO3</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>GCSE Portfolio AO4</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Final Pieces</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>End of course</p>	<p>End of course</p>

Progression

Key Stage 2	Key Stage 3	Key Stage 4
Development of skills and knowledge.	Refining skills and knowledge	Mastering skills and knowledge becoming independent learners.



Assessment

At The Observatory School we use BSquared for assessment across the school.

Progression Steps breaks down the 2014 National Curriculum programmes of study for Key Stages 1–3. These smaller, more manageable, assessment points can be used to evaluate the performance of pupils who make atypical rates of progress in some or all aspects of their academic development. As there is no curriculum guidance available for teachers of pupils working beneath the level of the National Curriculum, we have identified prerequisite skills for entry to the Key Stage 1 programmes.

Progression Steps provides frameworks for the teacher assessment of all National Curriculum subjects.

B Squared framework

NC programmes of study

Progression Steps

NC programmes of study		Progression Steps
KS3		PS 10
		PS 9
KS2	Year 6	PS 8
	Year 5	PS 7
	Year 4	PS 6
	Year 3	PS 5
KS1	Year 2	PS 4
	Year 1	PS 3
		PS 2
		PS 1

Qualifications

In key stage 4 pupils study towards a GCSE in art.

We are very proud of our performance at GCSE level, with year on year being the highest achieving subject in the school.



Events and Visits

All pupils have the opportunity to visit a gallery once a year. Our sessions and self-guided tours offer students a chance to deepen their understanding of art, explore new ideas, and make personal connections with the artworks in gallery Collections.



Examples of Good Practice

