

## Art

### Curriculum Intent

At Carnforth High, we recognise the vital role of art and design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. Fine Art embodies some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design.

Year on year, our curriculum introduces every member of our school community to a wide range of art and artists, including those from different periods and cultures. This in turn creates world citizens with an understanding of how art impacts and enhances societies and our surroundings. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional well-being of our society within both national and global contexts.

Carnforth's Art and Design Department aims to ensure that all pupils: develop the confidence to produce creative, personal work. We aim to provide a platform and environment in which pupils can explore their ideas and record their experiences, all whilst becoming proficient in drawing, painting, printing, sculpture and other Art, Craft and Design techniques. Pupils will evaluate and analyse creative works using the language of Art. They will encounter, analyse and interact with a range of diverse works of Art, craft makers and designers, opening their eyes to the highly visual world we are surrounded by.

Studying art in school helps develop creativity and confidence and each student's personal style. It offers opportunities for students to progress into further education and creative media including fashion, design, marketing, publishing and many other career routes.

### Implementation

Year 7	Pupils are introduced to the key concepts in art and design in short projects. They start with work with a project based upon 'Our World' exploring natural forms and then a second project based upon the 'Environment'. These draw on ideas from a range of artists and designers and cultural references. Pupils are taught how to draw from direct observation, secondary resources and from their imagination using tone to describe a form. Pupils investigate colour and pattern through a variety of media such as poly printing, paint, pencil crayons, clay and textiles.
Year 8	Pupils build on their knowledge gained in year 7 to develop their drawing and pattern making skills with a pen drawing project based on Under the Sea. Pupils demonstrate tonal value differences using different mark making and pattern experiments inspired by artists such as Lynette Shelly and Yellena James. They then develop designs and make a ceramic fish in the style of Alan and Rosemary Bennet. Pupils go on to investigate mixed media and colour ideas inspired by Vincent Scarpase. This project is further developed by investigating how environmental issues may affect Sealife.  A second topic builds upon their drawing observational skills with a self-portrait, investigating artist styles such as Luke Dixon, Picasso, or Takahiro Kimura.
Year 9	Year 9 are encouraged to develop their critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work through investigating a wide genre of art styles. Pupils develop their art history knowledge through looking at a range of Isms. Such as Surrealism and Fauvism whilst developing their skills in all areas of the formal elements of art. There is a strong emphasis on creativity and the development of techniques.



	<p>Using the theme of Our environment, pupils experiment with composition through the medium of photography and photoshop.</p>
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Year 10	In Year 10, students focus on a 'Close Ups' as a theme. They carefully consider the work of other artists by investigating the way in which they work. They then respond to them through creating their own pieces in their sketchbooks. Pupils build up a range of experiments using a wide variety of materials. They evaluate their work and the work of others in order to refine their own working practice in line with GCSE AQA guidelines. In the summer term pupils will choose their second project title to work on.
Year 11	In Year 11, the students continue to build on their second project, completing their coursework by Christmas. GCSE work is brought together in a design portfolio. In January pupils work towards their externally set task ( component 2) and are encouraged to take creative risks to continue to experiment and develop their skills in preparation for their final exam work.

### Assessment

The art GCSE follows the AQA qualification and the work is assessed with an artist's sketchbook portfolio and a final art exam.

### KS4

GCSE Exam structure	Weighting	Assessment	When
Component 1: Portfolio	60%	Coursework Component	Years 10-11
Component 2: Externally set assignment	40%	Exam	Year 11

### Department Staffing

Mrs E Richards (Subject Leader - Art)

Ms L Luurs (Teacher of Art and Technology)