



The Cornerstone Academy

Art and Design Curriculum

The Cornerstone Academy Art Curriculum for Years 7-11

The Cornerstone Academy Art Curriculum is studied by all students in Key stage 3.

At Key Stage 4 options students study the AQA Art and Design full course option.

Intent of the Art & Design curriculum

Art Department philosophy. What have you learnt, what have you gained, have you taken a meaningful journey?

Art Means Work

Beyond the qualities of creativity, self-expression, and communication, art is a type of work. This is what art has been from the beginning. This is what art is from childhood to old age. Through art, our students learn the meaning of joy of work—work done to the best of one's ability, for its own sake, for the satisfaction of a job well done. Today we hear much about productivity and workmanship. Both ideals are strengthened each time we commit ourselves to the endeavour of art. We are dedicated to the idea that art is the best way for every young person to learn the value of work.

Art Means Language

Art is a language of visual images that everyone must learn to read. In art classes, we make visual images, and we study images. Complete literacy includes the ability to understand, respond to, and talk about visual images. Therefore, to carry out its total mission, art education stimulates language—spoken, written, and created—about visual images. As art teachers we work continuously on the development of critical skills. This is our way of encouraging linguistic skills. By teaching pupils to describe, analyse, and interpret visual images, we enhance their powers of verbal expression. That is no educational frill.

Art Means Values

Art teaches values: We expose our students to the expression of a wide range of human values and concerns. We make students aware of the fact that values shape all human efforts, and that visual image can affect their personal value choices. All of them should be given the opportunity to see how art can express all aspects of the human spirit.

Art activity, as well as being important, is a useful vehicle for exploring common and contrasting concepts in other subjects in a direct and dynamic way.

Implementation of the Art & Design Curriculum

KS3 Art and Design is taught for 1 x 50-minute lesson each week. KS4 Art and Design is an option GCSE and students have 1 x 50 minute and 1 X 100-minute lesson per week.

The Art and Design curriculum at The Cornerstone Academy is implemented according to the teaching and learning policy of the school. Rosenshine and Teach like a champion technique are the basis of the schools teaching and learning practice. Staff will follow dedicated schemes of work to ensure that all students follow The Cornerstone Academy Art and Design curriculum.

All lessons at each key stage should use quizzing to promote recall, retention, application, and mastery of content. Students will have knowledge organisers with key subject content and key vocabulary which will be set for homework. This low stake assessment for learning will be used by staff to inform their planning and class

interventions.

Modelling is used frequently with the aid of visualisers to guide student practice and improve the quality of student response.

Assessment in KS3 uses KPI assessments. These assessments are completed independently at the end of a topic to assess key knowledge or a skill. Certain KPI's can be applied to a range of topics and can be assessed multiple times across the year thus allowing for improvement, development, and mastery. The KPI assessments are used to inform planning and intervention by the class teacher to address gaps in knowledge and to ensure students master the KPI's leaving them well prepared for the next stage of their education.

The Cornerstone Academy Art and Design assessment outcomes (KPIs) can be found at Annex 1.

The Key Stage three curriculum

Pupils in Key Stage 3 can experiment with a range of materials, including pencil, paint, pastel, chalk, charcoal, 'papier Mache', wire, string, mod roc, plaster, watercolour, and a variety of papers to name but a few...Our aim is to introduce students to Art and Design in an environment which they consider to be safe and to give them the freedom to develop their own artistic style and to express their own critical views in exciting and dynamic ways. Many elements of Art history are incorporated into practical schemes of work, from Medieval times all the way through to Modern Art of the 21st Century. The department proactively promotes independent and reflective learning and standardised self-assessment.

In Key Stage 4, students are led through the Assessment Objectives of GCSE Art and Design and are encouraged (particularly in the first year) to be experimental with their choice of materials and to be inspired by a range of carefully selected artists and crafts people, the influence of whom informs the student's own outcomes. Students use a large-scale sketchbook to develop their ideas, record observations and research the work of other artists. Students are also strongly encouraged to work outside of the sketchbook as much as possible, to develop large scale development pieces as well as their final outcomes for the coursework and exam units. Year 11 students are given more freedom to develop their own ideas, in response to a theme set by the exam board.

Students must produce a portfolio of linking studies with several different outcomes and one exam Unit in which there is a 10 hour Controlled assessment.

Our aim is to inspire and encourage students to achieve the highest standards in the work that they produce - giving them the skills to progress with confidence.

Impact of the Art and Design Curriculum

The curriculum broadens and expands a student's formal creative design vocabulary, while introducing new ways of thinking about images, time, space, and audience. This program encourages students to think analytically, use of high thinking order, personalisation of work and to use their imagination to develop an awareness of the role of artists in our culture. GCSE Art and Design is a basis that leads onto further investigation into the Visual Arts in further education.

By the end of Key Stage 3 students will be able to develop their creativity and ideas and increase proficiency in their execution through the refinement of their skills. They will develop a critical understanding of artists, architects, and designers, and be able to express reasoned judgements that can inform their own work.

Students will be able to use a wide range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas. They will develop confidence in being able to use a range of techniques

and media, including painting and clay. Through different themes to inspire their work, students will increase their proficiency in the handling of varied materials and be able to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. Through the study of various artists students will develop a respect of different cultures through the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day encouraging them to think about the visual world in which they live today.

By the end of Key Stage 4 students will demonstrate a deeper understanding of the knowledge, understanding and skills acquired during their course of study. Students will be able to select, and creatively present work produced during their studies to demonstrate attainment, reflecting a holistic approach, whether this is in a sketchbook or journal or individual design sheets. They will make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople, and designers and when applying working methods and processes appropriate to a starting point or stimulus. They will develop in confidence as they improve their skills with a range of media and their opinions as they annotate and discuss their developed ideas.

ANNEX 1 - The United Learning KS3 Art curriculum and assessment outcomes (KPIs)

	Curriculum topic and content		Key performance indicators
Year	Topic/Overarching Theme	Content/Knowledge	The student can... (code and statement)
7	The Formal Elements	Students are introduced to the formal elements, Colour, Line, Shape, Form, Texture, Tone and Space through a range of practical based tasks including 2D skills (drawing, painting, oil pastels, chalk pastels etc), 3D skills (clay). Students will also investigate the work of Artists to help inform their own work.	7.1 I can find facts and give my opinion about an Artist's work. 7.2 I can use secondary research to inspire and inform my design ideas. 7.3 I can identify the hot/cold/primary/secondary/complementary and harmonious colours. 7.4 I can create a range of tones with my pencil. 7.5 I can draw a range of 2D shapes. 7.6 I can use my observational skills to accurately draw what I see. 7.9 I can create a detailed poly-print focussing on intricate lines and negative space. 7.10 I can use feedback to make improvements to my work/designs. 7.11 I can explain the relevant social and environmental links within my work.
8	Portraiture	Students are introduced to portraiture. They learn various drawing principles of facial proportion, understand how emotions are portrayed visually in art works, and produce outcomes working from direct observation. They use a variety of materials within the work including pencil tonal work, line drawing and watercolours to create washes and fine details. Students investigate masks and mask-making to produce their own mask influenced by their research and design work. Students work from both primary and secondary sources to develop their ideas and final design. Students	8.1 I can find information and put it into my own words and form an opinion. 8.2 I can use artefacts and pattern to inspire my design ideas. 8.3 I can identify the Cubist style and colours. 8.4 I can identify harmonious colours and use these within my work. 8.5 I can use paint and paint brushes with skill and control. 8.6 I can demonstrate knowledge of tints and tones by mixing and painting graduating colours. 8.8 I can demonstrate my understanding of cubism through my composition techniques and the use of colour and mixed media. 8.9 I can evaluate my own work against set criteria and implement improvements. 8.10 I can explain the relevant cultural influences within my work.



	Curriculum topic and content		Key performance indicators
Year	Topic/Overarching Theme	Content/Knowledge	The student can... (code and statement)
		begin to understand how artists develop their work from similar sources.	
9	Pop Art	Students will complete a miniature GCSE style project based on Pop Art. They will look at relevant artists, take photographs, complete observational studies, experiment with different medias and create a personal and informed original response to their chosen topic.	9.1 - I can draw a portrait and enlarge it using the grid method. 9.2 - I can use materials, pencil, pen, oil pastel and inks and Modroc with control. 9.3 - I understand how to recognise and recreate the style of other artists. 9.4 - I can choose my favourite artist from those studied and develop my mask idea in their style. 9.5 - I can draw an idea for my mask influenced by my chosen artist from those studied. 9.6 - I can use Modroc with careful control to realise my mask design. 9.7 - I can select colours appropriate to my mask design to paint my mask. 9.8 - I can paint my mask with careful control to reflect the style of my chosen artist.
10	Students will complete 2 sustained projects throughout the year topics TBC	Unit 1: Portfolio of Work Controlled Assessment (60%) Student portfolio selected from work undertaken during course of study and must include more than one project. There is no restriction on the scale of work produced. Students must demonstrate an ability to sustain work from initial starting point or project briefs to the realisation of intentions. Explicit evidence of the relationship between process and outcome must be presented in such forms as sketchbooks, visual diaries, design sheets, design proposals, preparatory studies, annotated sheets, and experimentation with materials, working methods and techniques.	GCSE Assessment Objectives: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. AO3 - Record ideas, observations, and insights relevant to intentions as work progresses. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



	Curriculum topic and content		Key performance indicators
Year	Topic/Overarching Theme	Content/Knowledge	The student can... (code and statement)
11	<p>Students complete a mock exam project in Term 1&2</p> <p>Students complete the Externally set task in Terms 3&4</p>	<p>Unit 2: Externally Set Task Question paper issued in the January of Year 11(40%). Students are given unlimited preparation time to respond to a chosen starting point from the question paper. During the preparatory period, teachers may discuss starting points with students and give them general guidance on the choice of materials, how to carry out preparatory studies or how to begin research on the chosen starting point. This is then followed by 10 hours of sustained focused study where students will produce a personal outcome.</p>	<p>GCSE Assessment Objectives:</p> <p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>AO3 - Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

