



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 can opt to study AQA GCSE Art, Craft and Design.

Intent of the Art & Design curriculum

The Cornerstone Academy curriculum for Art & Design will equip students with the knowledge, understanding and skills required to experiment, invent and create their own works of art.

Our curriculum will encourage students to think critically, analysing Artists and their work to develop a deeper understanding of why and how art is created and the impact it has had on local, national or global communities.

The Art curriculum ensures by the end of Key Stage Three, students:

- have the opportunity to explore and create using a range of materials, techniques and processes, developing proficiency in key art skills;
- experience the work of a diverse and representative group of traditional, modern and contemporary artists;
- develop an understanding of the chronology and context of the artworks they study and acquire an overview of art history, building their cultural capital;
- gain confidence in their own creative abilities, and have opportunities to celebrate their achievements in the subject;
- develop an understanding of the importance of creativity and creative subjects.

At KS4 students will follow the AQA GCSE Art, Craft & Design scheme of learning where the curriculum knowledge from Key stage 3 will be built upon. At KS4 students are assessed through a series of projects based on a context, artist or theme. They will work in a range of materials, recording their ideas and experimenting, culminating in personal outcome.

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 subject 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 techniques 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 will start with recall of knowledge, this supports retention, application and mastery of

content. Students will have knowledge organisers with key skills which will be set for homework. This low stakes assessment for learning will be used by staff to inform their planning and class interventions. Modelling should be used frequently with the aid of demonstrations and 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, wire, string, mod roc, 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 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)

Students are encouraged to 'AME' high in KS3. We will assess them repeatedly against the following criteria. They will be awarded an A, M or E for the work completed. A is approaching, their abilities are not yet where we would expect a student to be for the year. M is meeting, they are completing tasks at the expected level. E is exceeding, the student is working above where we would expect them to be for that year.

In Art students will be working towards the following statements:

	Year 7	Year 8	Year 9
Generating Ideas	<input type="checkbox"/> I can write a brief analysis of my own or others work <input type="checkbox"/> My work is very similar to the artist or theme given	<input type="checkbox"/> I can write an analysis of my own or others work <input type="checkbox"/> My work is similar to the artist or theme given but shows some individuality	<input type="checkbox"/> I can write an in-depth analysis of my own or others work <input type="checkbox"/> My work is individual but clearly inspired by the artist or theme
Recording Ideas	<input type="checkbox"/> I can explain my ideas showing some links to the artist or theme <input type="checkbox"/> My work is presented in an aesthetically pleasing way	<input type="checkbox"/> I can explain my ideas showing clear links to the artist or theme <input type="checkbox"/> My work is presented with some creativity.	<input type="checkbox"/> I can explain my ideas showing in depth links to the artist or theme <input type="checkbox"/> I present my work creatively developing my own style
Use of materials	<input type="checkbox"/> I can control the media used to achieve the intended outcome <input type="checkbox"/> I can follow instructions to use basic equipment and techniques	<input type="checkbox"/> I can control the media used to achieve the intended outcome <input type="checkbox"/> I can follow instructions to use basic equipment and techniques	<input type="checkbox"/> I can control the media used with some precision to achieve the intended outcome <input type="checkbox"/> I can follow instructions to use more complex equipment and techniques

ANNEX 2 - The Cornerstone Academy KS4 GCSE Art, Craft & Design curriculum.



The subject content is presented under two headings: Component 1: The Portfolio and Component 2: The Externally set assignment.

For component 1 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.

For component 2 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.

Component 1: The Portfolio

Students are required to submit a portfolio that comprises a sustained project and a selection of further work which represents their course of study. This will be completed during Year 10 and the first term of Year 11.

How it's assessed

- There is no time limit
- The maximum mark has increased to 96
- The portfolio will be worth 60% of the GCSE

Component 2: The Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their chosen title. This will be completed in Year 11 from January until April.

How it's assessed

- Students have an unlimited preparation period followed by 10 hours of supervised time (practical exam)
- The maximum mark has increased to 96
- The externally set assignment will be worth 40% of the GCSE

GCSE Assessment Objectives: (Each worth 24 marks)

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.



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