

## Art and Design Curriculum Plan 2023/24

Within our department at Chester Catholic High School we will accelerate, challenge and enrich students in order to develop creative, critical thinking and skilful artists, designers and craftspeople. We will do this by giving students the opportunity to explore a rich and diverse range of techniques and processes so that they can respond to the world around them in context with inspirations locally, nationally and internationally.

At Keystage 3 level, students will embark on a journey of discovery within one comprehensive project each year. They will use the work of an artist, designer or craftsman as inspiration to showcase their knowledge and creative art skills using four distinctive assessment objectives: AO1: Research, AO2: Skills Development, AO3: Observational Drawing, AO4: Final Outcome. Within our project work we aim to also harness skills in leadership, organisation, resilience, initiative and communication.

At Keystage 4 level, we offer GCSE Fine Art with our chosen exam board, AQA.

At Keystage 5 level, students will be given the opportunity to choose from either A-Level Fine Art or A-Level Photography with our chosen exam board, AQA.

In year 7, students will study Art, Craft & Design in a carousel with Music and Drama, 3 lessons per fortnight for one school term.

In year 8 and 9 students will study Art, Craft & Design once every week all year.

At GCSE level, students who choose to study Fine Art will receive 5 lessons per fortnight in Y10 and 6 lessons per fortnight in Y11

At A-level, students who choose to study Fine Art or Photography will receive 10 lessons per fortnight

	Theme/ Context		Inspiration		Skills based focus	
<b>Year 7 FOUNDATION COURSE</b>	Shape, Space, Pattern, Texture and Colour Art Foundation: Exploring fundamental knowledge, skills, techniques, processes and media		Frank Stella, Jean Tinguely, Yulia Brodskaya, Dean Logan, Juan Miro, Judy Pfaff, Peter Reginato, Nathalie Miebach, Stephen Friedman, Rex Ray, Laura Levin-Svencner, Jonathan Gemmell, Andrea Garvey		Introduction to decoding art at KS3 level Introduction to drawing skills at KS3 level Introduction to markmaking and painting techniques at KS3 level Introduction to colour theory at KS3 level	
<b>Assessment</b>	Students will be assessed on four key assessment objectives: AO1: Written work, AO2: Practical skills development, AO3: Observational drawing, AO4: Final outcome					
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS3 art curriculum. <i>See our CST in Art plan for more information.</i>					
<b>Homework</b>	A homework menu will be published for students to select up to four extension tasks to complete in their homework books					
	Theme/ Context		Inspiration		Skills based focus	
<b>Year 8 PRINTMAKING and 3D CONSTRUCTION</b>	Environments (Interiors and Exteriors)		Julie Chappell, Caroline Dangerfield, Yellena James, Stef Mitchel, Angie Lewin, Cornelia Hesse-Honegger, Eugene Seguy, Tina Tavolacci, Pol Cosmo, Maria Trojanowska, Ernst Haekel, Lauren Kussro, Karen Margolis, Sue Davis, Courtney Mattison		Analysing art, craft and design with greater depth Observational drawing with greater depth Introduction to printmaking and 3D construction	
<b>Assessment</b>	Students will be assessed on four key assessment objectives: AO1: Written work, AO2: Practical skills development, AO3: Observational drawing, AO4: Final outcome					
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS3 art curriculum. <i>See our CST in Art plan for more information.</i>					
<b>Homework</b>	A homework menu will be published for students to select up to four extension tasks to complete in their homework books					
	Theme/ Context		Inspiration		Skills based focus	
<b>Year 9 REFINED PAINTING SKILLS and Printing making or 3D construction</b>	Cultures and Celebrations		Chris Ofili, Jean Michel Basquiat, Judith Bautista, Jiha moon, David Lozeau, Jeannie Petyarre, Laolu Senbanjo, Patricia Ariel, Alana De Haynes Street Artists: Banksy, Sweet Toof, Alexis Diaz, Hunto, Thoms Colt, Tizer, Captain Kris, Mr Cent, Love Pusher, David Speed, Jim Vision, Kieth Haring, Stik, Thierry Noir, Shepard Fairy, Mark Wigan		Analysing art, craft and design in (working towards GCSE level) Observational drawing (working towards GCSE level) Printmaking or 3D construction (Working towards GCSE level)	
<b>Assessment</b>	Students will be assessed on four key assessment objectives: AO1: Written work, AO2: Practical skills development, AO3: Observational drawing, AO4: Final outcome					
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS3 art curriculum. <i>See our CST in Art plan for more information.</i>					
<b>Homework</b>	A homework menu will be published for students to select up to four extension tasks to complete in their homework books					
<b>KS4 students will study two projects in either Fine Art or Graphic Communication throughout a two year programme of study. Students will have five allocated hour long lessons over a two week timetable in Year 10 and six lessons in Year 11</b>						
	Theme/ Context		Inspiration		Skills based focus	
<b>Year 10</b>	Component 1 — Portfolio (60%) Students will complete two full projects based on themes appropriate to the abilities and interests of the class. Some of the themes explored in the past have been: Kraken, SteamPunk and Micro-organisms		Artist inspiration will be based on a theme/topic of study chosen by the class teacher. This may change each year depending on the interests and ability of the class		Analysing Fine Art at GCSE level Observational drawing and photography at GCSE level Developing appropriate techniques and processes in painting, three dimensional construction, printing, textiles, design and/or mixed media at GCSE level	
<b>Timescale</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Tasks</b>	Component 1 - Portfolio: Project 1			Component 1 - Portfolio: Project 2		
<b>Assessment focus</b>	AQA Specification assessment criteria			AQA Specification assessment criteria		
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS4 art curriculum. <i>See our CST in Art plan for more information.</i>					
<b>Homework</b>	Students will be set specific homework to accelerate, challenge and enrich the work set in lessons further Students will also be expected to work independently at home to enable deadlines for project work to be met					
	Theme/ Context		Inspiration		Skills based focus	
<b>Year 11</b>	Component 2 — Externally Set Assignment (40%) This is a project set by the exam board whereby students will choose between 7 different themes set on 1st January		Artists, designers and craftspeople set by the exam board and chosen by students in consultation with teaching staff		Analysing Fine Art at GCSE level Observational drawing and photography at GCSE level Developing appropriate techniques and processes in painting, three dimensional construction, printing, textiles, design and/or mixed media at GCSE level	

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Tasks</b>	Refine/ improve project 1 and 2, and produce a final piece of work		Externally set assignment paper handed to students in Jan. Preparation to develop one theme from a possible seven. Students have three months to investigate the work of artists, designers and/or craftspeople, work from observation and explore a range of techniques and processes		Refine work and produce a final outcome under exam conditions within a 10 hour period	Course complete prior to May half term break	
<b>Assessment focus</b>	AO1, AO2, AO3, and AO4		AO1, AO2, and AO3		AO4		
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS4 art curriculum. See our CST in Art plan for more information.						
<b>Homework</b>	Students will be set specific homework to accelerate, challenge and enrich the work set in lessons further. Students will also be expected to work independently at home to enable deadlines for project work to be met						
<b>KS5 students will study two distinctive components in either Fine Art or Graphic Communication throughout a two year programme of study. Students will have five allocated hour long lessons over a two week timetable in Year 10 and six lessons in Year 11</b>							
	<b>Theme/ Context</b>		<b>Inspiration</b>		<b>Skills based focus</b>		
<b>Year 12</b>	<b>Component 1 – Personal Investigation (60%)</b> This is a teacher led project based on combining Architecture with Organic Forms		To be confirmed		Analysing art, craft and design at GCSE level Observational drawing and photography at GCSE level Developing appropriate techniques and processes in painting, three dimensional construction, printing, textiles, design and/or mixed media		
Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Tasks</b>	Foundation workshops (a series of workshops exploring techniques and processes linking Architecture with Organic Forms) These workshops serve as stepping stones towards students making their own choices and later developing an independent, 'Personal Investigation' project			Students will develop one or more areas explored in the Foundation Workshops towards their own 'Personal Investigation'			
<b>Assessment focus</b>	AO1, AO2, and AO3			AO1, AO2, and AO3			
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS5 art curriculum. See our CST in Art plan for more information.						
<b>Homework</b>	Students will be set specific homework to accelerate, challenge and enrich the work set in lessons further. Students will also be expected to work independently at home to enable deadlines for project work to be met						
	<b>Theme/ Context</b>		<b>Inspiration</b>		<b>Skills based focus</b>		
<b>Year 13</b>	<b>Component 2 – Externally Set Assignment (40%)</b> This is a project set by the exam board whereby students will choose between 5 different themes set on 1st February		Artists, designers and craftspeople set by the exam board and chosen by students in consultation with teaching staff		Analysing art, craft and design at GCSE level Observational drawing and photography at GCSE level Developing appropriate techniques and processes in painting, three dimensional construction, printing, textiles, design and/or mixed media		
Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Tasks</b>	Refine/ improve Personal Investigation, produce a final piece of work and complete 3000 word essay		Externally set assignment paper handed to students in Feb. Preparation to develop one theme from a possible five options. Students have three months to investigate the work of artists, designers and/or craftspeople, work from observation and explore a range of techniques and processes		Refine work and produce a final outcome under exam conditions within a 15 hour period	Course complete prior to May half term break	
<b>Assessment focus</b>	AO1, AO2, AO3, and AO4		AO1, AO2, and AO3		AO4		
<b>Catholic Social Teaching</b>	Students encounter themes of Dignity, Solidarity, The common good, The option for the poor, Peace, Creation and Environment, The dignity of work and participation through the KS5 art curriculum. See our CST in Art plan for more information.						
<b>Homework</b>	Students will be set specific homework to accelerate, challenge and enrich the work set in lessons further Students will also be expected to work independently at home to enable deadlines for project work to be met						