



King's College

The British School of Murcia

Art Curriculum Overview

Aims

At Key Stage 3 Art and design offers the pupils the opportunity

- To stimulate creativity and imagination.
- To provide visual and sensory experiences and a special way of understanding and responding to the world.
- To communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.
- To experiment with many different processes, techniques and applications.

Assessment

Students are assessed through teacher observation during lessons. There will be continuous assessment of Art sketchbooks with a written comment allowing students to identify their strengths and to see where they need to make improvements.

Self and peer evaluation is also encouraged and all students will learn how to critically evaluate their own work and that of others.

Student Responsibilities

- To follow the Art rules at all times.
- To have basic Art equipment both for class- work and for homework – pen, pencil, ruler, rubber, sharpener and coloured pencils.
- To always bring their sketchbooks to their lessons.
- To give 100% effort in lessons and be as creative as possible.
- To learn about the history behind Art as well as the paintings.

Year 7 Curriculum Outline

What will pupils study?

Below you will find a description of the topics and skills normally taught each term. The exact timing and the order in which topics will be delivered may vary.

Term 1: Introduction into basic Key Skills, Drawing and Colour

- The children will be taught the basic key skills in Art and Design. They will learn the basics of drawing and then learn how to apply a

range of techniques to improve their work, including sketching, line work, tonal, shading and the use of colour in Art.

- They will work in a variety of media, such as pencil, coloured pencils, paint, pastel and charcoal, as they experiment with these techniques.
- Pupils will be look at famous pieces of Art explaining and highlighting the different skills the children will learn. The pupils will also find out about the history behind the Artist and their paintings.
- They will then select images from today's culture and using their new skills in colour blending use them to create their own composition.

Term 2: All about Me

- Students explore their personal identity as a starting point.
- They create images that reflect their ideas of themselves, working from both observation and imagination.
- They will develop skills (They have learn't in the previous term) in the use of traditional materials and processes and have the opportunity to experiment with digital media
- They will learn about the ideas, methods and approaches of artists who have made images of themselves and others
- General observational studies/ portraiture
- Emphasis on painting and digital media

Term 3: African Masks

- Pupils will learn about the Art from Africa
- Students will look at African Art through Tribal Mask Design.
- Pupils will study the method, approaches and intentions of the African culture, festivals and tribal artistic backgrounds.
- Pupils will produce a decorative mask that will be inspired and reflect the culture and history of Africa.
- They will develop their own ideas and combine artwork with graphics to design and decorate a 3D mask.

Year 8 Curriculum Outline

Term 1: Sea Sculptures

- Students will look at 3-D form and sculpture.
- We will look at the work of Artists such as Andy Goldsworthy and Antoni Gaudi and look at how they are inspired by the world around them and how nature and organic objects influence their work.
- Students will look at objects from the sea and its language through poetry and use it as a base to create and produce a sculpture.
- They will study shape, form and structure of sea shells.
- Using wire, tissue paper, glue, various other materials and text, create sculptures of the sea that communicate the natural world we live in.

Term 2: Comic Book and Animation Project

- Students will look at and learn the history behind Comic Book Art and Animation.
- They will look at the development of Animation from Disney/Pixar and how it compares with the likes of Manga and The Simpsons/Futurama.
- Students will also look at the links between Animation, Comic Book Art and Film.
- Using the experience they have learnt the pupils will start to create their own Comic Book characters, Comic Book strip and create their own Animations.
- This will be started with drawing, planning and storyboarding and then bringing it to life using various ICT programs.

Term 3: Cubism

- Pupils will explore familiar objects from different viewpoints as the starting point for their work, developing their ideas and selecting the more abstract qualities of objects to use as the basis for a piece of Art.
- The children will study the background and influences of Cubist Art, as well as exploring the patterns, shapes and markings often seen in the Cubist style.

- The children will produce a range of pieces, initially using 2-D perspective (observational drawing and collage) and will apply previously-taught techniques of tonal change.
- They will learn safe cutting techniques for use in the Art-room.
- Pupils will design and produce a final 3-D composition in a Cubist style.

Year 9 Curriculum Outline

Term 1: Graffiti Art and Popular Culture

- Pupils will learn and explore the origins and development of Graffiti Art.
- They will learn how Graffiti Art has become it's own Art form and how influences today's popular culture.
- Students will look at the work of Banksy, Space Invader and xxxx and how their work has become an important way of communicating a message and bringing Art to the people.
- They will discuss, "Is Graffiti, Art or just a menace on the wall?"
- Pupils will learn the Art of cutting, masking, stenciling and how to apply it to different surfaces and mediums.
- They will look at today's culture and trends and create their own Graffiti Art for display.

Term 2: You're a Designer

- In this project students will explore the design process. They will work in groups and undertake the full design process from brief to final outcome.
- Students will be asked to design, promote and advertise a global and a specific design area. (Guidance and subject areas will be given).
- Their brief will be to present a 5/10 minute presentation/design pitch to a panel of judges explaining their project brief, ideas and final designs.
- Pupils will learn, create and develop professional design campaigns, logotypes, advertising, websites and eye catching visual communication for an ever changing industry.
- Students will learn to present to an audience, advertise their products and build a unique website that creates and present all their ideas in a professional and engaging quality design setting.

Term 3: Set and Theatre Design

- This will be a project focusing on set design and scenic art. The student's brief will be determined by discussions with the Music and Drama department.
- They will be expected to create the set for the school production. This is an exciting Project that will enable the students to experience the use of artistic and aesthetic skills with a real life outcome
- Students will also be expected to produce a school Poster, Tickets (if needed), and a School programme, plus any other additional graphic communication that is needed.

KS4 Art

Year 10 GCSE Curriculum Outline

Assessment Information

Unit 1 – 60%

Personal Portfolio in Art and Design.

Internally set and marked; assessed through controlled assessment.

Unit 2 - 40%

Externally Set Assignment in Art and Design

Externally set theme and internally marked.

Each unit is assessed separately out of 80 marks. You will be assessed using 4 assessment objectives of develop, review/experiment, record, present.

Other Information

Students must:

- develop your visual skills
- be creative, enthusiastic and imaginative
- visits galleries, museums, workshops and studios
- experiment and take risks with your work
- students will be given project work to complete over the summer to help gain a higher grade and enable students to work to their deadline in Year 11.

Introduction and Aims

The GCSE covers a range of activities and in-depth assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. There are a wide range of options within the different endorsements, or you may choose to work in several areas. Whatever you choose, the main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work to progress to further courses or employment.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

Term 1: Unit 1

Personal Portfolio

First project: Design Skills

Introductory skill building in formal elements and visual language. Small-scale activities that cover Assessment Objectives 1-4.

Development of an introductory personal project, chosen by the student, under an Art & Design theme – bringing together the skills gained during Term 1.

Term 2: Unit 1

Personal Portfolio

Second project: Identity

Students build on learning from Term 1 while developing more personal approaches. Introduction to the theme and planning possible responses. Sourcing primary and contextual references for ideas, and developing use of media. Recording and analysing reference material and integrating it with the developing work. Selecting, developing and refining ideas for their outcome and reviewing ideas. Producing outcome(s).

Term 3: Unit 1

Personal Portfolio

Third project – Art & Design Research

Students may now be ready to adopt a more in-depth personal and focused approach to developing a project under their chosen theme. This might be

an opportunity for the first controlled assessment or even a mock controlled assessment taken under controlled conditions.

Students plan possible personal responses based on research and activities in Term 1.

Sourcing primary and contextual references for personal ideas and experimenting with, and developing skills in, handling appropriate media. Recording and analysing reference material and integrating it with the developing work. Selecting, developing and refining personal ideas for their outcome and reviewing ideas.

Year 11 GCSE Curriculum Outline

Term 4: Unit 1

Personal Portfolio Final project: Design theme Completion.

Students will start to finalise and begin completion of their Final Project theme. Deadline for all coursework is January in their final year.

All four Assessment Objectives must be covered through the ESA.

This unit will involve students showing evidence in:

- generating and developing ideas informed by primary and contextual sources

Term 5: Unit 2

Controlled Assessment Exam Preparation.

Students will be given their exam paper question and theme in January and then will begin the controlled assessment part of the GCSE.

Assessment Overview

- Externally set, internally marked and standardised.
- Externally moderated.
- Work produced for assessment under controlled conditions, will consist of approximately 20 hours supervised activity, including 10 hours of sustained focus exam.

Term 6: Unit 2

Controlled Assessment/Exam.

Assessment Overview (Cont)

Students will sit the final stage of their Controlled Assessment with a 10 hour exam that brings together the 20 hours of preparatory work they have been working on from term 5.

KS5 Art

Year 12 AS Curriculum Outline

AS: Art & Design. Graphic Communication

Graphic communication conveys information and ideas by visual means. Often work is realised in two-dimensional form but carries the illusion of three dimensions through the manipulation of images and the formal elements. The critical elements for a graphic designer are the successful communication of a message through the organisation of images and words. The use of information technology within Graphic communication has taken on an ever-increasing importance in recent years, changing working practices and leading to new forms of communication and presentation.

Students must be alert to the possibilities offered by a huge range of materials and processes within Graphic communication and of the important role of signs and symbols. In producing graphic solutions to defined problems, students must be able to keep in balance aesthetic and commercial considerations.

Students must investigate specific areas of a design problem, determine relevant sources of information and use them to research and define possible solutions. Ideas should be developed using appropriate design methodology, recognising the constraints of moral, social, cultural, environmental and legal issues.

In the context of this specification, disciplines will include advertising, illustration, packaging, typography and interactive media. Students will be required to work in one or more of these disciplines.

AS Unit 1: Coursework

The following is the outline for AS Unit 1: Coursework.

Term 1 and part of term 2:

Broken into two stages, Unit 1 stage 1: First half of term 1

Aims:

Initial intensive induction course, designed to equip students with skills and concepts required to embark on a personal assignment for Unit 1

Objectives:

Exploratory

Developmental

Visual skills

Investigatory

Learning methodology

Contextual referencing

Review and evaluation

Teaching & Learning:

- Structured teaching
- Exploring the theme
- Formal elements/Visual language
- Ongoing review of progress
- Use/transformation of media
- Generating and developing ideas
- Contextual sources - gallery visit
- Producing a range of roughs trials, test pieces, thumbnails, swatches, storyboards etc

Unit 1 stage 2: Second half of term 1

Continued for: first half of term 2

Aims:

Building on learning from stage 1

Negotiated personal responses to assignment theme

Objectives:

Personal responses

Greater focus

Developing skills

Ideas development

Critical, analytical skills

Continuous review and evaluation of progress

Teaching & Learning:

- Group and individual teaching
- Personal interpretation of theme

- Developing own visual language
- Exploring relevant media and method

AS Unit 2: Externally Set Assignment

Term 2 and part of term 3

Unit 2 ESA broken into two stages: stage 1: Approximately 2-3 weeks of the second half of term 2

Aims

Initial centre-launch of the given theme Initial exploratory stage

Students using the skills learned from experiences in Unit 1 to embark on their personal assignment for Unit 2

Objectives

Exploratory

Developmental

Visual skills

Investigatory

Learning methodology

Contextual references

Review and evaluation

Teaching and learning

- Launch of the them
- Structured teaching
- Exploring the theme
- Primary source investigation
- Relevant contextual research
- Ongoing review of progress
- Negotiate individual selection of starting points

Unit 2 stage 2: Approximately last 3 weeks of the second half of term 2, and first 2-3 weeks of term 3

Aims

Negotiated personal responses to set assignment

Building on the exploratory work

Culmination of skills learned at AS

Objectives

Personal responses

Greater focus

Developing skills
Ideas selection
and development
Continuous review and
evaluation of progress
Synthesising ideas

Teaching and learning

- Group and individual teaching
- Developing own visual language
- Exploring relevant media and methods
- Independent research and relevant contextual analysis
- Tutorials - ongoing review
- Selecting ideas for effective development

Generally term 3 Unaided final work
Timed 8 hour examination • Producing outcomes(s) in 8 hours
Second half of term 3

Introduction to A2 Exploring potential for Unit 3
Setting tasks for Unit

Year 13 A2 Curriculum Outline

A2: Art & Design. Graphic Communication

Graphic communication conveys information and ideas by visual means. Often work is realised in two-dimensional form but carries the illusion of three dimensions through the manipulation of images and the formal elements. The critical elements for a graphic designer are the successful communication of a message through the organisation of images and words. The use of information technology within Graphic communication has taken on an ever-increasing importance in recent years, changing working practices and leading to new forms of communication and presentation.

Students must be alert to the possibilities offered by a huge range of materials and processes within Graphic communication and of the important role of signs and symbols. In producing graphic solutions to defined problems, students must be able to keep in balance aesthetic and commercial considerations.

Students must investigate specific areas of a design problem, determine relevant sources of information and use them to research and define possible solutions. Ideas should be developed using appropriate design methodology, recognising the constraints of moral, social, cultural, environmental and legal issues.

In the context of this specification, disciplines will include advertising, illustration, packaging, typography and interactive media. Students will be required to work in one or more of these disciplines.

A2 Unit 3: Coursework

The following is the outline for A2 Unit 3: Coursework.

Term 4 and part of term 5:

Unit 3 Exploratory stage

Term 4, 2 linked elements: Practical work and Personal study

Aims:

Building on AS

Focus on individual development

Individual statement of intent

Planning for both elements

Objectives:

Personal exploratory work

Conceptual development

Employing skills at a higher level

In-depth visual language

Sustaining investigation

Critical thinking and analysis

Teaching & Learning:

- Negotiate individual selection of starting points
- Group and individual teaching
- Developing personal visual language
- Exploring relevant media and methods
- Independent research and relevant contextual analysis
- Tutorials - ongoing review of progress

Unit 3: Developmental stage

Term 4 and first half of term 5

Aims:

Focus and selection

In-depth review and development
Synthesising ideas

Objectives:

Personal responses
Ideas selection and sustained development
Continuous review and evaluation of progress
Informed critical vocabulary
Production and presentation of outcomes for both elements

Teaching & Learning:

In-depth research and recording

- Selecting exciting ideas for effective development
- Exploring the potential of selected media and methods
- Extending critical, analytical vocabulary
- Creating skilful outcomes
- Presenting finished work for both elements

Students should also submit supporting studies, critical development and a personal study of 2000-5000 words from personal starting points. Work to be submitted for final teacher assessment.

A2 Unit 4: Externally Set Assignment

Unit 4 Broken into two stages
Stage 1: Approximately 2-3 weeks of the second half of term 5

Aims

Initial centre-launch of the given theme
Building on prior learning
Initial exploratory stage

Objectives

Personal exploratory work
Conceptual development
Employing skills at a higher level
In-depth visual language
Sustaining investigation
Critical thinking and analysis

Teaching and learning

- Launch of the theme
- Structured teaching

- Exploring the theme
- Primary source investigation
- Relevant contextual research
- Developing ideas
- Negotiate individual selection of starting points

Unit 4 stage 2: Approximately 3 weeks of the second half of term 5: First 2-3 weeks of term 6

Aims

Focus and selection
 Independent working
 Culmination of skills learned

Objectives

Personal responses
 Focus and in-depth study
 Employing in-depth skills
 Ideas selection and sustained investigation
 Continuous review and evaluation of progress
 Synthesising ideas

Teaching and learning

- Group and individual teaching
- Developing personal visual language
- Exploring potential of relevant media and methods
- Independent research and relevant critical and contextual analysis
- Tutorials - ongoing review
- Selecting ideas for effective development

Generally term 6: Unaided final work
 Timed 12 hour examination
 Producing outcome(s) in 12 hours