



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### Departmental Schemes of Work

**Curriculum Intent:** “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

## Year 9 Art

Year 9 will form a foundation year for GCSE in which pupils will work on two units of work as preparation for more extensive folder work in Year 10 and Year 11.



### **Isaiah 28:16**

Therefore thus says the Lord GOD, “Behold, I am the one who has laid as a foundation in Zion, a stone, a tested stone, a precious cornerstone, of a sure foundation: ‘Whoever believes will not be in haste.’”

# Art & Design Curriculum Intent

Mission Statement	School Curriculum Intent	Curriculum Intent
<b>'To educate</b>	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>Art &amp; Design are a small team comprising of two subject specialists. Our pedagogy in Art is mainly project based, where pupils are immersed into a world of creative expression, underpinned with core artistic knowledge and skills. We deliver a curriculum that is logically sequenced, beginning with pupils' developing their knowledge of colour, line, tone, texture, pattern, shape and form; then progressing onto developing a personal portfolio of work based on the inspiration of famous artists. Our pedagogy enables pupils to hone the fundamentals of becoming a talented artist through regular opportunities to review and refine specific techniques to develop accuracy; modelling of different levels of techniques, scaffolding to build pupils' confidence, and providing opportunity to be creative and experimental with key concepts.</i>
<b>each and every</b>	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>All pupils have access to our rich and stimulating curriculum where we foster a positive attitude and love for Art by developing pupils' passion and ambition to succeed. In the project work "Who am I?" pupils are provided with the opportunity to reflect on their cultural backgrounds, correlating with our Catholic ethos that we are a Catholic School for All. Through the study of the artist, Stephanie Ledoux, we promote themes of diversity and tolerance.</i>
<b>unique child</b>	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>Pupils continue to express their artistic talents through the coursework theme of 'Identity'. Pupils consider our locality and research their cultural and religious backgrounds to create artistic pieces. Pupils develop their numeracy (understanding proportion) and literacy skills when conducting research on a famous artist, for example, pupils include quotes to inspire their creative pieces. They are also encouraged to visit art galleries in and around Birmingham.</i>
<b>in our care</b>	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>As a practical based subject, we pay close attention to safety and the wellbeing of pupils. Classroom routines ensure that pupils are mindful of health and safety. We have high expectations and promote positive attitudes to learning through motivational and assertive teaching strategies; this encourages many pupils to use the art room at lunchtime and after school.</i>
<b>to hear</b>	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	<i>The study of art &amp; design fosters pupils' personal development as they make sense of their ideas and emotions through their own creative work. Pupils are expected to take care of the classroom environment and to be respectful as they peer assess the work of others. Pupils deepen their cultural understanding as they reflect on the influences that shape our culture and the many different cultures around the world.</i>
<b>and respond</b>	We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.	<i>We aim to foster a love for art and design, even if pupils do not continue their studies at GCSE. Pupils will be encouraged to develop their creativity whilst developing as a person. They learn that it is acceptable to make mistakes, and that we learn from them. For the many pupils who continue into GCSE Art &amp; Design, many of them achieve an excellent GCSE grade, with a significant proportion of awards attained at Grades 7-9.</i>
<b>to what God calls them to be'</b>	Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.	<i>Our scheme of work is designed to lead pupils into the study of Art &amp; Design and related disciplines beyond their curriculum journey here with us. Pupils can hope to continue onto A Levels and obtain a degree in this field. Pupils can also use an art qualification in photography, illustrator, animator and graphic design. Our ultimate ambition is for pupils to "take the time to notice the big and small things of each day" Ignatius.</i>

## Year 9 Art Scheme of Work Overview

<b>Sequencing of topics</b>	<b>Autumn term 1:</b> Marvellous beast project	<b>Autumn term 2:</b> Marvellous Beast Project	<b>Spring term 1:</b> Marvellous Beast Project	<b>Spring term 2:</b> Portraiture	<b>Summer term 1:</b> Portraiture	<b>Summer term 2:</b> Portraiture	
<b>Calendared assessments</b>	<b>Assessment one</b> – Autumn term 1 <b>Assessment two</b> – Spring term 1 <b>Assessment three</b> - Summer term 1			<b>Development homework</b>	Termly Art challenges- found on the SJW website  Students are encouraged to use the art room at lunch time and after school to remain up to date with their classwork and to take work home.		
<b>Career Links</b>	<ul style="list-style-type: none"> <li>• <b>Graphic Designer-</b> <a href="https://nationalcareers.service.gov.uk/job-profiles/graphic-designer">https://nationalcareers.service.gov.uk/job-profiles/graphic-designer</a></li> <li>• <b>Illustrator-</b> <a href="https://nationalcareers.service.gov.uk/job-profiles/illustrator">https://nationalcareers.service.gov.uk/job-profiles/illustrator</a></li> <li>• <b>Realist Artist-</b> <a href="https://www.raise.me/careers/arts-and-design/craft-and-fine-artists/fine-art-painters">https://www.raise.me/careers/arts-and-design/craft-and-fine-artists/fine-art-painters</a></li> </ul>						
<b>Personal</b>	<i>Cross curricular Our School Values- SMSC - Cultural capital-</i>	<p><b><u>Creativity and critical thinking</u></b> – students are encouraged to think for themselves in art and create work that is individual, <b>Maths</b> – scale and accuracy in drawing,</p> <p><b><u>Attentive and Discerning</u></b> - Ignatius tells us we should take the time to notice the big and small things of each day.</p> <p><b><u>Learned and wise</u></b> - What can I learn from other artists?</p> <p><b><u>Spiritual</u></b> - In art students are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. Pupils understand that this standard of work does not happen immediately but requires endurance, a Christian value encompassed in our departmental ethos. <b><u>Moral</u></b> - Pupils are encouraged to show compassion (Christian value) when assessing the work of others through AfL activities, understanding how their comments can build up or diminish another’s self-belief. <b><u>Cultural</u></b> – Pupils researching the work of famous artists as contextual reference for their own development in each project</p> <p>Art provides students with necessary time in a busy curriculum where they can take risks, develop creativity whilst developing as a person. Students learn that it is acceptable to make mistakes, and that we learn from these mistakes. Students are provided with information about future careers in the creative industry. They are encouraged to visit art galleries in and around Birmingham.</p>					
<b>Progression model</b>		<b>What knowledge will pupils develop? (Including key terminology)</b>			<b>What skills will pupils develop? (Including literacy &amp; Numeracy)</b>		
		Year 9 will form a foundation year for GCSE in which pupils will work on two units of work as preparation for more extensive folder work in Year 10 and Year 11. <b>Students shall be working towards the GCSE art assessment objectives; these will be explained to the students as the project develops.</b>  <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources  <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			<b>Skills being focused on during Marvellous Beast Project:</b> This topic aim is to develop student’s observational drawing skills and understanding the importance of looking at artists.  Skills being focused on: <ul style="list-style-type: none"> <li>• Drawing objects and understanding using base shapes.</li> <li>• To develop tonal knowledge and application skills</li> <li>• Develop the important skills of independent and creative thinking to create a personal response.</li> </ul>		<b>Skills being focused on during Portraiture project:</b> Many of the students when they reach year 10 and 11 seem to focus on projects that have an emphasis on portraiture/human face. This project is designed to ensure the students have the basic skills they need in this area. The project is designed to be more workshop based and improve on areas that we have found weak in the Marvellous Beast project. Skills being focused on: <ul style="list-style-type: none"> <li>• Tonal drawing</li> <li>• Acrylic painting</li> <li>• Watercolour painting</li> <li>• Using an artist as inspiration</li> </ul> Understanding GCSE assessment objectives