

Subject Intent Statement

The Garibaldi School Creative Arts Faculty is made up of the three disciplines of Art, Music and Performing Arts. We are dedicated to providing our young people with life enhancing creative skills which will provide them with the opportunity to express their creativity through a range of artistic pathways and experiences. This contribution to our students' lives will enable them to flourish in their surroundings, whether this is in the world of work, in their wider community or simply for pleasure. The Creative Arts faculty nurtures students to bring out their optimum potential paying close attention to cultural differences, socio-economic or religious backgrounds.

We encourage all of our students to: -

- Assume responsibility for their learning and development
- Develop their creative communication skills throughout the three CA disciplines Art, Drama, Music
- Improve their self-confidence
- Develop a broad-based affinity with artistic work in their chosen specialism
- Interact and be inspired by teachers, mentors, practitioners and different student age groups
- Value the opinions of peers and encourage an environment of healthy critical discussion

We believe each students' creative potential can be explored in a warm and friendly environment with caring teachers; encouraging a high level of success as well as supporting physical and emotional well-being. We ensure that our classes are a safe and non-judgemental environment where our creative curriculum is engaging and nourishing yet disciplined and challenging for all students.

Key Concepts

Key Language/Terminology

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
Formal elements- Visual language Drawing – Proportion, Accuracy, application of line, shape & tone Painting- Brush control, Colour mixing, application. Ceramics – Introduction to clay, modelling & Joining techniques, incising, texturizing, Structure, Balance, Form Textile Art- introduction to Felting, mark-making, Texture, Still life- Observational studies, Drawing & Recording, Composition, accuracy, scale Architecture- 3D Card Modelling, Knife skills, folding, joining & manipulation. Drawing – Primary observations, recording, Mark-making, Texturizing, Incising, Form.	Skills Building Component 1- – Investigation – Ideas generation – Development and creation – Presentation Component 2 - - Project development Research, Review. - Development of ideas. - Final response - Portfolio	Traditional aspect of art & design. The Creative Process Critical & Contextual Studies in Art & Design Visual Recording & Communication.	Visual elements- Line, Shape, Colour, Texture, Pattern, Form, Tone. Illustration, subject, Portraiture, Ceramics, Mark- making, composition, Still life, Architecture, Construction, Skills building, Observation, Recording, Imagination, Ben-day dots, Personality, Analysis, Creativity, Primary, Secondary, Application.	Research, Exploration, Review, Refine, Evidence, Annotation, Development, Qualities, Materials, Techniques, Processes, Generate, Modification, Communicate, Structure, Layout, Organisation, Presentation.	Apply, Analysis, Context, Concept, Compare, Explain, Explore, Evaluate, Communicate, Review, Reflect, Refine, Disciplines,

Concept Art- Mural, Stylised, concept art. Working to a design brief- Artistic Specialisms					
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Year 7	Curriculum Coherence
	By undertaking Art in year 7 students will understand the formal elements present in the work of other artists and can identify them in art work building on skills from KS2. They will be able to use the formal elements in conversation and subconsciously throughout their lessons, showing an in depth knowledge. Students will record images imaginatively, selecting appropriate techniques, showing originality in their recording. They will apply appropriate 2D & 3D techniques using a variety of mediums to imaginative imagery. This will allow our students to understand the importance of presentation skills in their sketchbooks. They will be able to evaluate their own work in comparison to artist, self-assessing the success of their own work.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1/2 Formal elements	'It's all about the ingredients' Visual elements & Artistic vocabulary. 'It's all about the observation' - Creating sketchbook pages learning how to present artwork skilfully addressing the formal elements with the theme sweet treats.	- Visual Elements- Line, Shape, Colour, Texture, Pattern, Form, Tone. -	- Identify and communicate both verbally & creatively using correct Artistic Vocabulary & Skill set.	Visual Element Technique	Knowledge retrieval -Quiz	Revise using BBC Bitesize video links. Quiz questions.
HT3/ HT4 Myths & Legends	'It's all about the proportion' -Creating a portrait, learning about scale, proportion, symmetry and balance. 'It's all about the modelling' - Creating a 3D sculpture and learning how to present a scaled and balanced Bust'	- Understanding Portrait structure. - Drawing & recording using line & tone. - Understanding clay tools & Modelling techniques.	- Application of 2d dry Mediums - Application of 3d wet Mediums & modelling skills. - Responding to 3D Artists - Health and Safety. - Evaluation.	Proportion Distort Guideline Highlight Demonstrate Manipulate Method Attach	Teacher/ peer feedback Outcome	Research a traditional myth & create a character to support their findings.
HT5/6 My Sister Lives on the Mantlepiece	'It's all about the story' - Creating an Illustrative artist exploration technique sheet and learning how to present artwork skilfully. 'It's all about the ideas' - Produce a book cover for the book entitled 'My sister lives on the Mantel piece.'	- Knowledge recall & cross curricular link with English Dept - Sketchbook presentation - Responding to Artists - 2D Wet & Dry Mediums & techniques.	- Responding to 2D Artists - Application of Watercolour techniques & brush control. - Health & Safety - Evaluation.	Illustrate Image Practitioner Author Scenario Chapter Conflict Publish Trace	Teacher/ peer feedback Outcome	Illustrate a narrative using the style of Quentin Blake.

Year 8	Curriculum Coherence
	By undertaking Art in year 8 our students will have knowledge of a wide range of techniques, allowing them to record from primary and secondary sources and demonstrate how artists have influenced their work. They will understand how to use 2d materials techniques and processes showing originality and consistency allowing them to take more risks and develop their own techniques to create a final pieces. Students can identify how Artists use the formal elements to communicate their ideas within design work- this will be an example of advanced understanding. They will be reflective and evaluate their strengths and weaknesses during the units explaining how to trouble shoot problems when they occur. Identifying areas for improvement.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1/2 Totally trees	'It's all about the mark-making & texture'	- Observational drawing recording. - Responding to the work textile artists.	-Application of 2d Dry mediums.	Environment Culture Tradition Enormous Texture Implied	Teacher/ peer feedback Outcome	Andy Goldsworthy installation inspired art.

	<ul style="list-style-type: none"> - Observational drawing & recording using 2d Dry mediums to record the formal elements. 'It's all about creating the texture' - Exploring the work textile artists to produce a textile wall hanging. 	<ul style="list-style-type: none"> - Communicating ideas using 2d Dry mediums & textile specialist equipment 	<ul style="list-style-type: none"> - Application of specialist textile tools, equipment & materials. - Demonstrating health & safety awareness. - Evaluation 	Actual		
HT 3/4 Pop Art	<ul style="list-style-type: none"> 'It's all about popularity' - Presenting a response to the work of the pop artists looking at the philosophy and context behind the movement 'It's all about the painting' -Producing a painted final outcome in response to the Pop Art Movement. 	<ul style="list-style-type: none"> - Understanding the Pop art movement & consumerism. - Understanding Composition. - Exploring printmaking & block painting. 	<ul style="list-style-type: none"> - Drawing & recording showing an understanding of composition. - Application using 2d wet & dry media. - Demonstrating health & safety awareness. - Evaluation 	Composition Block Primary Diagonal Scale Enlarge Repetition	Teacher/ peer feedback Outcome	Practitioner - fact file Roy Lichtenstein.
HT 5/6 Artistas españoles	<ul style="list-style-type: none"> 'It's all about the life of' - Presenting a visual response to the work of the Spanish artists looking at the context behind the movement and the influences behind their work. 'It's all about the construction' -Constructing a 3D card architectural model 	<ul style="list-style-type: none"> - understanding Spanish culture and key architectural buildings. - Responding to secondary research. - Responding to 3D Artists - Creating a 3D card architectural model. 	<ul style="list-style-type: none"> - Drawing & Recording selecting artist information. - Written and verbal communication addressing the formal elements. - Application of 3D card construction methods. - Demonstrating health & safety awareness. - Evaluation 	Construct Perspective Modelling Joining	Teacher/ peer feedback Outcome	Practitioner - fact file Antoni Gaudi.

Curriculum Coherence

Year 9

By undertaking Art in year 9 our students will have the opportunity to voice opinions and be consistent with written observations about the work of other artists. They can explain similarities or differences between artists work and their own work and can note this down in detail. Students understand the formal elements present in the work of other artists and can annotate their work consistently using a range of specialist terms & artistic vocabulary. They know how to manipulate a wide range of 2d & 3d materials, techniques and processes safely and imaginatively, demonstrating originality in their creativity and ideas. Students follow safe working practices and adhere to Health & Safety, by selecting correct tools and equipment. They make thorough observations in their annotations about any use of materials that is consistently detailed. Evaluation is thorough and reflective with suggestions made for modifications.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1/2 Natural Forms & Funky Vessels	<ul style="list-style-type: none"> Its' what you see not what you think you see! - Recording from natural forms using a wide range of 2d media, communicating the formal the formal elements. 'It's all about the Construction' - Producing a final outcome in response to Primary & secondary research and observations. 	<ul style="list-style-type: none"> - Recording first hand observations - Responding to artists, - Responding to secondary research - Idea generation communicating formal elements. - 3D construction methods. 	<ul style="list-style-type: none"> - Drawing from a range of Natural forms. - Application of line, shape, colour, texture, tone, - Exploring 2d mediums. - Analysing the work of Kate Malone & Karl Blossfeldt - Creating a 3D Vessel in clay. - Demonstrating health & safety awareness. - Evaluation. 	Generation, Specific, Contrast, Technique, Stable,	Teacher/ peer feedback Outcome	Practitioner - fact file Kate Malone

HT3/4 Doodle do 'Mural'	'It's all about the imagination' - Exploring the work of Jon Burgerman & Geo Law drawing and recording from primary & secondary information. 'It's all about the individuality' - Generating ideas for a personally inspired stylised mural.	- Responding to artists, - Responding to secondary research - Idea generation communicating formal elements.	- Researching artists - Note taking - Concept idea generation - Tracing, image transferring. - Creative thinking - Imaginative drawing - Evaluation	Concept, Contemporary, Design, Illustrate, Individual, Overlap, Select, Style, Trace, Muralist, Commercial,	Teacher/ peer feedback Outcome	Practitioner - fact file Jon Burgerman.
Ht5/6 Industrial Heritage	'It's all about the past' - Presenting a response to the art work & the History of our Mining Heritage looking at the philosophy and context behind it. 'It's all about the visual communication' - Producing a series of final outcomes in response to a brief.	-Responding to artists, - Drawing & Recording, -Art history, - Skills building. - Potentials and Limitations of 2D materials. -Health & Safety - Evaluation.	- Drawing from a range of primary & secondary resources. - Application of line, shape, colour, texture, tone, - Exploring 2d mediums. - Analysing the work of Norman Cornish - Creating a range of final pieces, drawing, print, ceramics. - Demonstrating health & safety awareness. - Evaluation.	Contrast, Community, Communicate, Terminate, Survive, Structure,	Teacher/ peer feedback Outcome	Practitioner - fact file Norman Cornish.

Curriculum Coherence

Year 10

By undertaking Art in year 10 our students will develop the skills to generate and refine a creative response working to a project brief. They will explore a thematic starting point, through to producing their own final pieces. Students will use their prior knowledge gained at KS3 to generate, develop, refine and evaluate their ideas through investigation and experimentation developing their independence, originality and confidence in the subject. They will use their prior knowledge of tools, materials, techniques and processes to produce creative work. The nature of their final pieces will depend on their individual skill set but should include both 2D and 3D disciplines.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1/2 Skills Building	'Its all about the subject specialisms' - Revisiting/ Consolidating key skills, materials, techniques and processes to address LO's.	- exploring a wide range of Artistic specialisms. ie Drawing, Painting, Textiles, Ceramics,	- Idea generation - Application of 2d Dry mediums. - Application of specialist tools, equipment & materials.	Manipulate, Incorporate, Emerge, Communicate, Process, Outcome, Document, Justify, Link,	Teacher feedback	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.
HT3/4 Component 1	'Its all about the development' - LO: A/B/C/D Task 1 – Investigation Task 2 – Ideas generation	Review and evaluate research, ideas and progress. -Select and apply specialist practical skills to manipulate materials, techniques and processes - Presentation Skills	- Research into other artists. - Idea generation - Application of 2d Dry mediums. - Application of specialist tools, equipment & materials.		Teacher feedback	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.

HT5 Component 1	'Its all about the creation' -LO: A/B/C/D Task 3 – Development and creation Task 4 – Presentation	-Review and evaluate research, ideas and progress & presentation so far -Select and apply specialist practical skills to manipulate materials, techniques and processes. -Produce final outcome in response to the brief	- Idea generation - Application of 2d Dry mediums. - Application of specialist tools, equipment & materials. -- Testing & trialling of materials. - Final piece, knowledge skill and application. -Presentation		Teacher feedback Internal Moderation External Moderation	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.
HT6 Skills building	'Its all about the subject specialisms' - Revisiting/ Consolidating key skills, materials, techniques and processes to address LO's.	- exploring a wide range of Artistic specialisms. ie Drawing, Painting, Textiles, Ceramics,	- Idea generation - Application of 2d wet & Dry mediums. - Application of specialist tools, equipment & materials.	Manipulate, Incorporate, Emerge, Communicate, Process, Outcome, Document, Justify, Link		Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.

Year 11

Curriculum Coherence

By undertaking Art in year 11 our students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1 Skills Building	'Its all about the subject specialisms' Application of practical Art & design skills, techniques & processes to address LO's	- exploring a wide range of Artistic specialisms. ie Drawing, Painting, Textiles, Ceramics	- Idea generation - Application of 2d wet & Dry mediums. - Application of specialist tools, equipment & materials.	Brief, Contemporary, Concept,	Teacher feedback	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.
HT2 Introduction Component 2: Responding to a brief	'Its all about putting it in to practice' Exploring ideas Research Recording Review Presentation	Understanding Component 2 Responding to a brief & Development view task.	- Discussion - Note taking - Mind maps		Teacher/ peer feedback	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.
HT3/4 Component 2:	'Its all about the communication' Activity 1: Project development Research, Review. Activity 2: Development of ideas.	-exploring ideas, materials, techniques and processes. - reviewing progress - recording development through images and annotation.	-Mind maps -Mood boards -sketches - discussions - Annotation -Analysis		Teacher/ peer feedback	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits. Drawing/ Sketching Sketchbook pages.
HT5 Component 2:	'Its all about the presentation' Activity 3: Final response Activity 4: Portfolio	- Application of practical Art & design skills, techniques & processes. - Digital presentation.	- Design ideas - Testing & trialling of materials.		Teacher feedback External Moderation	Research in to artists. Photography of primary sources suitable to the theme. Gallery visits.

			- Final piece- skill and application - Presentation			Drawing/ Sketching Sketchbook pages.
Year 12	Curriculum Coherence					
	By undertaking Art in year 12 our students will a chance to develop the skills needed to fulfil the requirements of the external assessments. It is aimed at learners who want to progress to higher education, apprenticeship or employment. Our projects will familiarise learners with the significance of critical and contextual understanding. It will also help them develop a fluency of their artistic language and analytical skills. As a foundation, students will gain fundamental skills, knowledge and understanding, exploring a variety of artists' and designers' work that uses a wide range of media to communicate with the audience. This introduction will also include demonstrations of essential techniques and processes, where students will produce visual recordings that demonstrate an exploration of ideas, materials, techniques and processes and allow them to review and reflect on the whole process before the period of assessment.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1 Unit 12 Traditional Aspect of Art & Design	- Traditional Aspect of Art & Design addressing LA's A B C	LO A: Explore 2D, 3D materials, techniques and processes used. LO B: Apply Art materials, techniques and processes to produce work for a brief. LO C: Review and reflect on own use of fine art materials, techniques and processes.	- Contextual Research - Analysis - Initial design ideas - Refining of ideas - Plan of making - working drawing - Final design - Final piece - Evaluation.	Criteria Analysis Impasto Critique Modify Representation Abstract Subject matter Aesthetics Message Emotions Facsimile	Teacher feedback	Research, Investigation, gallery visits, Sketchbook pages.
HT2 Unit 2 Critical & Contextual Studies in Art & Design (ESA)	- Critical & Contextual Studies in Art & Design. - Working to a set brief	LO A: Research and investigation LO B: Visual analysis of art and design work. LO C: Analyse contextual factors LO D: Creative judgements & Evaluation.	- visual analysis of others' work and contextual factors - reviews of exhibitions & and peer discussions/ debates - Analysing language and terminology - research into the artists and designers. - critiques of practical work - presentation, explaining and justification.	Words linked to set theme. TBC	Teacher feedback	Research, Investigation, gallery visits, Sketchbook pages.
HT3 Unit 2 Exam/ Continuation of Unit 12.	- Critical & Contextual Studies in Art & Design. - Working to a set brief	As above	As above	Words linked to set theme. TBC	Teacher feedback External moderation	Research, Investigation, gallery Visits, Sketchbook pages.
HT4/ HT5/ HT6 Continuation of Unit 12.	Traditional Aspect of Art & Design addressing LA's A B C	LO A: Explore 2D, 3D materials, techniques and processes used. LO B: Apply Art materials, techniques and processes to produce work for a brief. LO C: Review and reflect on own use of fine art materials, techniques and processes.		Criteria Analysis Impasto Critique Modify Representation Abstract Subject matter	Teacher feedback	Research, Investigation, gallery visits, Sketchbook pages.

				Aesthetics Message Emotions Facsimile		
Year 13	Curriculum Coherence					
	By undertaking Art in year 13 our students will be confident in conducting research and investigation, visual analysis through deconstruction of imagery, understanding how contextual factors influence the work of others, and reaching conclusions and judgements in their own and others work. Our learners can apply practical skills developed through their previous units to analyse their own work and the work of their peers conducting review and critical evaluation. The process is a core aspect of Art & Design and this is thoroughly explored in this qualification – the stages and steps taken in the creative process are essential. During this final year students will reflect on their whole journey identifying their specialist area before the final period of assessment.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1 Unit 3 The Creative process	The Creative process addressing LA's A B C D	A: Understand the stages and activities within the creative process B: Experiment with the stages and activities within the creative process to develop own working practice C: Apply stages and activities within the creative process to develop own art and design work. D: Review how use of the creative process developed own art and design practice.	- Research - Initial design ideas - Refining of ideas - Plan of making - working drawing - Final design - Final piece - Evaluation.	Criteria Innovative Interrelate Refine Translate Referenced	Teacher feedback	Research, Investigation, gallery visits, Sketchbook pages.
HT2/ 3 (ESA-Resit) Unit 1- Visual Recording & Communication.	- Visual Recording & Communication. - Responding to ESA	LO A: Understand visual recording and Communication. LO B: Develop visual recording and communication skills LO C: Explore Visual recording and communication skills LO D: Evaluate outcomes	Recording information through - convey information visually - Pitching using visuals - Presentation boards - Observational studies - Primary visual research - Photography - Note taking	Communicate, Focus, Individual, Paragraph,	Teacher feedback External Moderation	Research, Investigation, gallery visits, Sketchbook pages.
HT4 Continuation of Unit 3.	The Creative process addressing LA's A B C D	A: Understand the stages and activities within the creative process B: Experiment with the stages and activities within the creative process to develop own working practice C: Apply stages and activities within the creative process to develop own art and design work. D: Review how use of the creative process developed own art and design practice.	- Research - Initial design ideas - Refining of ideas - Plan of making - working drawing - Final design - Final piece - Evaluation.	Criteria Innovative Interrelate Refine Translate Referenced	Teacher feedback Internal Moderation External Moderation	Research, Investigation, gallery visits, Sketchbook pages.