

Curriculum Intent - Art

The study of Art has many benefits; problem solving, creative thinking, the development of practical skills, understanding others' view of the world through looking at Art from a variety of times and cultures. At Horizon Community College, your child will have opportunities to make, discuss, reflect, experiment and learn about visual language through developing their skills with line, tone, form, colour and the other formal elements that make up the study of Art.

Each day 80% of our daily information comes to us visually and so it is important for our students to be able to understand visual communication and develop ways in which they can communicate their own observations, feelings and ideas. Both Globally and Nationally, creative industry is expanding exponentially; through the study of Art, our students will become resilient and resourceful learners who are able to generate and research ideas, plan in detail, self-review and communicate well.

Our Curriculum starts in Year 7 with a foundation phase where the 'building block' skills of tone, colour, line, form etc. are developed through projects based around food, environments and still-life drawing. Year 7 students practise using paint, learn about colour theory and use drawing techniques and mark-making to create 3D effects. They are given home-learning tasks to consolidate their new skills outside the classroom and to organise and develop their emerging ideas by collecting images, making drawings, taking photographs or exploring the qualities of materials and techniques. Home Learning is set regularly in all years and is part of each scheme of learning. At GCSE level, it is essential students have developed their work ethic outside the classroom as this will support and develop their skills and the quality of the outcomes they produce.

Through Year 8 and into Year 9, our schemes of learning build on prior skills but allow our learners to progress through more complex techniques, media and more challenging starting points. They will undertake projects lasting a term, based on Surrealism, Cubism, Chiaroscuro (the use of exaggerated light and shadow), portraiture, and the built environment. The final unit of Year 9 is a GCSE starting point 'Messages' and is structured in a similar way to GCSE projects, allowing students more autonomy over choices of materials and the direction they would like to pursue.

In Year 9 students can opt to study Fine Art and/or Photography GCSE with AQA examining board. Extended projects are undertaken over a term and based on AQA starting points such as: Botanical Form, Local landscape, Collections, Myself etc. The final grade in Year 11 is made up of 60% coursework (we take the best work from Years 10 and 11) and 40% final exam. The course covers 4 assessment objectives:

A01; Develop ideas through investigations, demonstrating critical understanding of sources.

A02; Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03; Record ideas, observations and insights relevant to intentions as work progresses.

A04; Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The GCSE Photography course follows the same assessment objectives, but students use Photoshop as a digital tool to manipulate and refine their photographs and explore possibilities within a given theme or starting point. They can use the photography studio to set up photo-shoots and need to be visually aware of their surroundings. Taking photographs regularly outside school, is essential for success on this course. This course builds on their prior art study in Years 7-9 and uses the same visual language of tone, line, colour, form and composition whilst learning about the craft of photography and the many photographers and artists who have used this exciting and diverse art form.

Feedback is an essential part of the study of Art and enables our learners to understand their achievements and know what steps to take next. In lessons there is regular verbal feedback and students are taught how to reflect on their own and others' work, identifying how they can make improvements and learning from their mistakes. Regular low stakes assessment measure how well skills and ideas are being understood and used. Summative assessment at the end of a unit of work allows them to check their progress. Written feedback is given at the mid-point and end of each project. Students of differing abilities are supported, developed and challenged to make their best work possible and gain maximum benefit from their studies.

We aim to provide a high-quality art and design education that engages, inspires and challenges students and equips them with the skills and knowledge to experiment, invent, and create their own works of art and design. They will also learn how art and design both reflect and shape our history and contribute to the culture and creativity of our nation.