

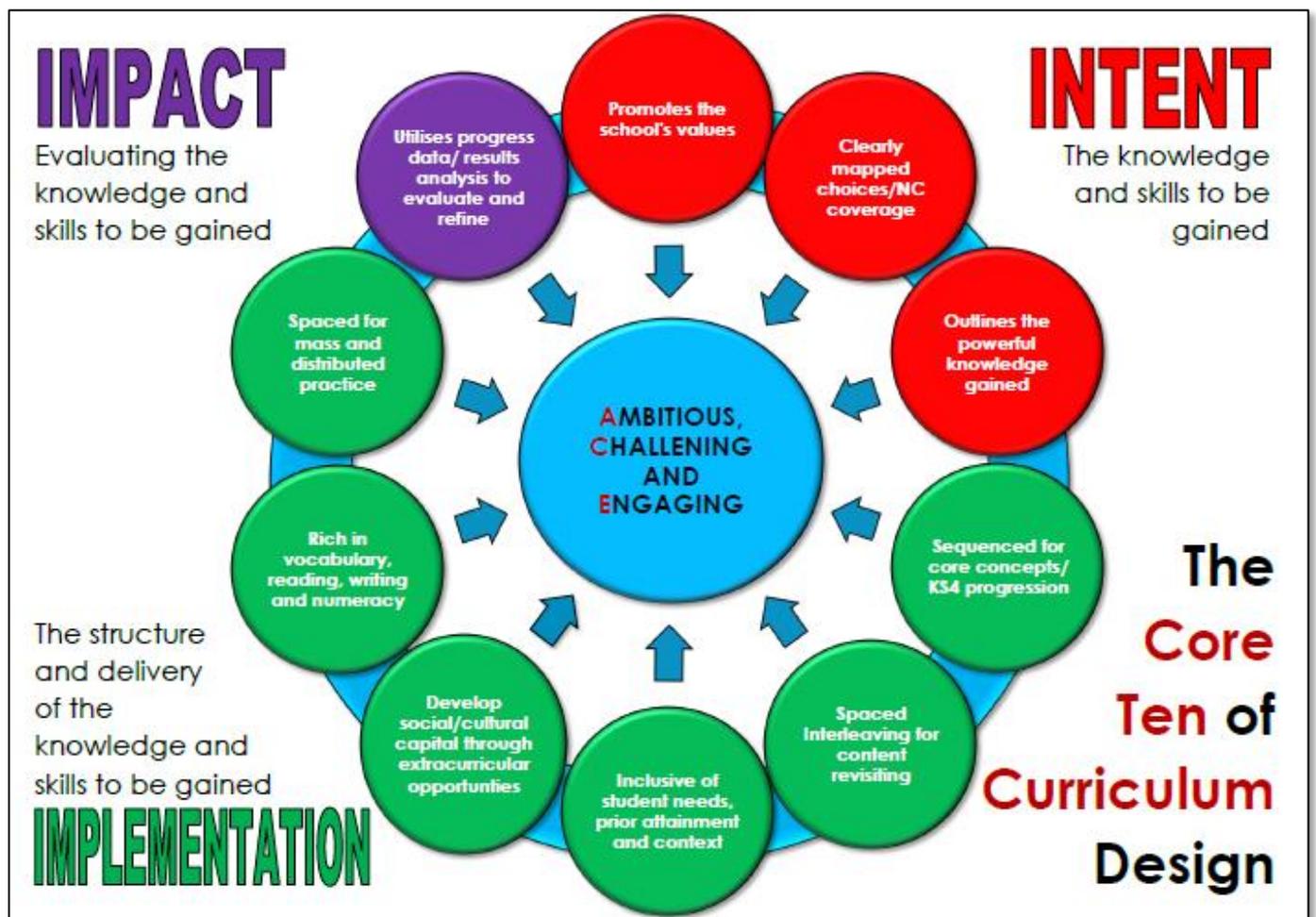
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: Art and Design

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

All students will get to experience a curriculum that is engaging, inclusive and enables them to learn a wide range of skills that are transferable.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

We want students to be able to take risks and be able to confidently work with a wide range of different materials, processes and techniques. At the end of this POS students will be able to discuss their own work and the work of others in a constructive way and learn the importance of Dedicated, Improvement and Reflection time. Students will learn a wide range of skills that are transferable such as presentation, fine motor skills, perseverance, scale and proportions,

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious: Students to always strive for the best and constantly work on improving their observational and practical skills.

Brave: To be able to discuss their own work and the work of others in a mature and sensible way. To learn to be self-critical of their own work to help them progress. For students to attempt the Challenge activities. Students are encouraged to be Brave when working in new disciplines with techniques, materials and processes that are new and challenging to them.

Kind: To be able to give constructive peer assessment comments and to be able to discuss the work of others in a mature way.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Essential Skills- Masks	Essential Skills- Masks	Experimental Skills- Cells	Experimental Skills- Cells	Experimental Skills- Cells

	<p>KS3 NC covered</p>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p> <p>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p> <p>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials.</p> <p>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials.</p> <p>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials.</p> <p>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials.</p> <p>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>
<p>8</p>	<p>Unit/Topic</p>	<p>Essential Skills- Reptiles</p>	<p>Essential Skills- Reptiles</p>	<p>Experimental Skills- Cactai</p>	<p>Experimental Skills- Cactai</p>	<p>Experimental Skills- Cactai</p>	<p>Experimental Skills- Cactai</p>

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9	Unit/Topic	Essential Skills- Footwear	Essential Skills- Footwear	Experimental Skills- The Circus	Experimental Skills- The Circus	Experimental Skills- The Circus	Experimental Skills- The Circus

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National Curriculum content missing from this PoS and why?	Content taught in addition to the National Curriculum and why?
	<p>Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE.</p> <p>All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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7	Powerful Knowledge	<p>Understand the importance of drawing from observation in a range of different media.</p> <p>Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</p> <p>Understand the difference between Primary and Secondary observation.</p>	<p>Understand the importance of drawing from observation in a range of different media.</p> <p>Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</p> <p>Understand the difference between Primary and Secondary observation.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>
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<p>Why it is important to know</p>	<p>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</p> <p>Students will also understand the formal elements wityhin Art and how these skills can become transferable not just within Art but other subjects.</p> <p>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials.</p>	<p>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</p> <p>Students will also understand the formal elements wityhin Art and how these skills can become transferable not just within Art but other subjects.</p> <p>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>	<p>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</p> <p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</p>

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How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	<p>Challenge activities are always encouraged for students. All work is marked using the GCSE mark scheme so that students can see what Grade their work would achieve at GCSE allowing them to strive to become better.</p> <p>Students encouraged from Year 7 to take pride in their work.</p>
Challenging	<p>Students will get the chance to explore new techniques, processes and materials that are unfamiliar to them thus meaning lessons are challenging. Students will become critical of their own work and learn what their strengths and weaknesses are.</p>
Engaging	<p>Throughout the whole of KS3 students get the chance to work in a range of disciplines with a wide range of materials and processes. Students will have the chance to work in 2D and 3D Students will also be introduced to new and contemporary artists.</p>

What are the current strengths of the Curriculum Intent?

- GCSE results are outstanding- above the National average.
- Students understand what their Grades equate to at GCSE.
- Students are engaged therefore lessons are enjoyable and there are little behaviour concerns.
- Students get to work in a wide range of disciplines thus meaning students are more likely to find a discipline/medium they excel in.
- Students get to explore a wide range of different materials and processes.
- Students are encouraged to talk about their own work and the work of others in a mature way through Group discussions/DIRT activities.

What specific actions have to be taken in response to the above? Please consider:

- KS3 Curriculum content changes;
 - Powerful knowledge changes;
 - Modifications to ensure an ACE curriculum design;
 - CPD for teachers in your subject area;
 - Additional research you have to consider as part of this review.
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- WHY? Discuss more with the students as to why they are doing a particular task.
 - Embed careers into learning sessions more.